

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Balfour Junior School
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	16/09/21
Date on which it will be reviewed	Dec 2023
Statement authorised by	Mrs Zoe Mayston
Pupil premium lead	Ms Phillipa Dennis
Governor / Trustee lead	Mr Phillip Heard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 188,360
Recovery premium funding allocation this academic year	£19,805
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£208,165

Part A: Pupil premium strategy plan

Statement of intent

At Balfour Junior School it is our intention that all pupils make good progress and achieve high attainment throughout the curriculum. Our pupil premium strategy is used to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We recognize the challenges faced by vulnerable groups. The activities outlined in this statement are designed to support the needs of all pupils at Balfour, regardless of whether they are disadvantaged or not.

High-quality teaching is the key to closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Balfour Junior School. It is our aim that the intended outcomes detailed below will enable disadvantaged pupils to make sustained and improved progress alongside their non-disadvantaged peers.

Our approach will be based on the evidence of the needs within our school community and on formative and summative assessments. To ensure our approaches are effective we will:

- ensure the needs of disadvantaged pupils are met and that appropriate challenges are set
- ensure there are systems in place to identify need at the earliest opportunity
- Embed a culture in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Underachievement in Maths skills
2	Underachievement in literacy skills
3	Pupils in receipt of Pupil Premium are also SEND
4	SEMH issues affecting children's readiness for learning and behaviour

5	Social difficulties such as finance, domestic violence, parental SEN
---	--

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
By the end of KS2 the difference will be diminished for underachieving Disadvantaged pupils in maths.	Pupil Premium children receiving targeted interventions in maths
By the end of KS2 the difference will be diminished for underachieving Disadvantaged pupils in reading and writing.	Pupil Premium children receiving targeted interventions in phonics, reading, comprehension and writing.
SEND pupils feel supported and make good progress	Improved results at end of KS2. SEND pupils are included in all aspects of school life.
Pupils come into school ready for learning and feel confident with developing resilient.	SEMH identified children receive support from ELSA
Ensure families have opportunities to interface with school through operating an open-door policy, parents evenings, access to FLO, keeping families updated via website	Greater number of families engaging with school and feeling supported, resulting in improved attendance, improved attendance at parents' evenings and reduction in school refusals.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training linked to school priorities and need	<p>Professional development is an ongoing process of continually improving an individual's skills and competencies to enhance work place performance.</p> <p>https://cpduk.co.uk/</p> <p>Informs staff and builds confidence for effective teaching and learning</p> <p>Promotes good teaching and learning</p>	1,2,3,4
Booster teacher in Year 6 and intervention teacher	<p>Better targeted support for children with smaller class sizes and higher adult to child ratio.</p> <p>Teacher will be able to target the specific needs of those in the group on a 1:1 basis</p> <p>Pupils have opportunity for over learning and to fill the gaps of missed learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,2,3
ELSA trained member of staff	<p>ELSA able to deliver targeted counselling to pupils in need.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
FLO trained member of staff	<p>FLO is EFA trained. FLO able to establish a relationship with parents and child. FLO able to work with vulnerable families and children to support with attendance issues, parental SEN and social difficulties including SEMH.</p> <p>An effective FLO is key to helping vulnerable families engage with the school and other outside agencies.</p>	4,5
Pupil Premium Lead	<p>PPL is part of SLT enabling the school to make and implement meaningful change</p>	1,2,3,4,5

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/a-schools-guide-to-implementation/EEF	
--	---	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc	<p>Targeted support for reading and writing</p> <p>Read Write Inc research and evidence (impact in schools)</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</p> <p>Specially trained staff provide daily support to help children improve their phonics knowledge and teaches them basic sentence structure. This in turn allows children to engage better with reading and writing activities in class.</p>	1,3
Nessy Programmes	<p>Touch typing programme to allow children to access curriculum and document learning.</p> <p>Reading and spelling programmes to support classroom learning based on phonics.</p> <p>https://www.nessy.com/en-gb/shop/research</p> <p>This programme provides support for those children with the poorest writing skills. It allows them to use laptops and other electronic programmes to access alternative ways to record their writing. This has been proven to aid transition to secondary school.</p>	1,3
Mastery maths using the concrete-symbol-abstract approach	<p>To ensure there are opportunities for focussed teaching and modelling in lessons to support the quality of teaching and learning. We use a Mastery approach to the Mathematics curriculum which has a strong emphasis on fluency, problem solving and reasoning as well as deepening children's conceptual understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2,3
Dyslexic friendly classrooms	<p>Allows children to access the curriculum. A dyslexic friendly classroom allows all children the access to a number of tools to aid reading and writing such as coloured overlays.</p> <p>https://education.gov.scot/media/0mahp2d5/dyslexia-inclusive-practice-plr-jan2020.pdf</p>	1,2,3

<p>Small group interventions for maths, comprehension and writing.</p>	<p>Teacher will be able to target the specific needs of those in the group on a 1:1 basis</p> <p>Pupils have opportunity for over learning and to fill the gaps of missed learning</p> <p>EEF indicates that a reduction in group sizes needs to be significant to have an impact. Where this is achieved the impact has been evidenced to be 3 months +.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>1,2,3</p>
<p>Clicker 7</p>	<p>Studies have shown that the use of Clicker 7 resulted in almost three times the number of words being written, with more than twice the number of multi-syllabic words used.</p> <p>Pupils requiring significant or average support took over a third less time to complete their work when using Clicker 7, and with over four times less help needed.</p> <p>Overall, pupils required help or prompting 6.5 times less when using Clicker 7 to support their writing; highlighting the significance of Clicker 7 in encouraging independent work.</p> <p>https://www.cricksoft.com/uk/blog/crick/2017/10/17/clicker-7-research-angus-council</p>	<p>1,3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Occupational therapy – BEAM programme (Sensory Circuit)</p>	<p>Improves gross motor skills and enables children to be ready to learn</p> <p>Research has highlighted that many autistic children, or those with sensory processing differences, often have co-occurring difficulties with posture, coordination and motor planning. Making sure a student with sensory processing differences has the right sensory opportunities and environmental adaptations throughout their day, will remove barriers to learning and go some way to improve their wellbeing.</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/occupation-therapy</p> <p>https://www.rcot.co.uk/file/4180/download?token=5193_4_o</p>	<p>3</p>

Speech and language therapy	Builds children's confidence in order to facilitate learning. EEF suggests that oral language interventions have very high impact for low cost. Based on extensive evidence this results in progress of 6 months and above. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Educational psychologist	Supports children/parents and teachers with strategies to enable children to access learning or improved learning. They have a vital role throughout the school in supporting the learning of all children. The support to both child and parent is helping to improve outcomes for these children. https://edpsy.org.uk/about/educational-psychology/	1,2,3,4
Talking and Drawing therapy	Promotes better wellbeing to allow children to access learning. After completion of Drawing and Talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to make more significant progress in their learning. https://cpduk.co.uk/providers/drawing-and-talking-ltd https://drawingandtalking.com/wp-content/uploads/2020/01/Spring-2020-Leaflet.pdf	4
Behaviour contracts	Evidence has shown that targeted behaviour support helps to manage challenging behaviours and promote a positive school ethos. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
Sensory tent	Research suggests that emotional wellbeing has a significant impact on learning. A sensory tent promotes mental wellbeing and helps transition of emotional states to being ready to learn. https://www.independentliving.co.uk/product-focus/sensory-rooms-in-mainstream-schools/	4

Total budgeted cost: £ 178,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2020-21 End of Year 6 PiXI and TA.	Pupil Premium	Non Pupil Premium	2021- 22 SATS	Pupil Premium	Non Pupil Premium
% achieving expected standard in maths	30%	64%	% achieving expected standard in maths	52%	73%
% achieving expected standard in reading	48%	78%	% achieving expected standard in reading	59%	70%
% achieving expected standard in writing	70%	78%	% achieving expected standard in writing	52%	75%

Teachers surveyed, were of the overwhelming consensus that intervention groups for maths and English had the most impact on our most vulnerable children. Especially, Read Write Inc and individual specialists that have supported various children, including speech and language and the ELSA programmes. Teachers noted the increase in confidence and willingness to learn as a result of the interventions.

The use of sensory circuits for many of our children has shown to be an invaluable tool to help them be prepared for learning, giving them a positive experience in the classroom.

English will be a strong focus across the school next year for all children including those with pupil premium where we will roll out precision teaching where needed as training is delivered.

The use of the Rosenshine's principles has been noted during subject leader reviews as having a positive impact on classroom behaviour and children's engagement in learning.

