

## Pupil premium strategy statement 2021/2022

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	23%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2020-2023
Date this statement was published	16/09/21
Date on which it will be reviewed	16/09/22
Statement authorised by	
Pupil premium lead	Ms Phillipa Dennis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 145, 000
Recovery premium funding allocation this academic year	£ 17, 255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162, 255

# 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
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## 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: £78,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training linked to school priorities and need	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	1,2,3
ELSA trained member of staff	<p>ELSA able to deliver targeted counselling to pupils in need.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/a-schools-guide-to-implementation/EEF">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/a-schools-guide-to-implementation/EEF</a></p>	1,2,3,4,5

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

Budgeted cost: £54,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc	Targeted support for reading and writing Read Write Inc research and evidence (impact in schools) <a href="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">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</a>	1,3
Nessy Programmes	Touch typing programme to allow children to access curriculum and document learning. Reading and spelling programmes to support classroom learning based on phonics. <a href="https://www.nessy.com/en-gb/shop/research">https://www.nessy.com/en-gb/shop/research</a>	1,3
Mastery maths using the concrete-symbol-abstract approach	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2,3
Dyslexic specialist teacher and dyslexic friendly classrooms	Allows children to access the curriculum <a href="https://education.gov.scot/media/0mahp2d5/dyslexia-inclusive-practice-plr-jan2020.pdf">https://education.gov.scot/media/0mahp2d5/dyslexia-inclusive-practice-plr-jan2020.pdf</a>	1,2,3
Small group interventions for maths, comprehension and writing.	Teacher will be able to target the specific needs of those in the group on a 1:1 basis Pupils have opportunity for over learning and to fill the gaps of missed learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	1,2,3
Clicker 7	Allows access to the curriculum <a href="https://www.cricksoft.com/uk/blog/crick/2017/10/17/clicker-7-research-angus-council">https://www.cricksoft.com/uk/blog/crick/2017/10/17/clicker-7-research-angus-council</a>	1,3

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

Budgeted cost: £ 6550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational therapy – BEAM programme (Sensory Circuit)	Improves gross motor skills and enables children to be ready to learn <a href="https://www.autism.org.uk/advice-and-guidance/professional-practice/occupation-therapy">https://www.autism.org.uk/advice-and-guidance/professional-practice/occupation-therapy</a> <a href="https://www.rcot.co.uk/file/4180/download?token=5193_4_o">https://www.rcot.co.uk/file/4180/download?token=5193_4_o</a>	3
Speech and language therapy	Builds children’s confidence in order to facilitate learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3
Educational psychologist	Supports children/parents and teachers with strategies to enable children to access learning or improved learning <a href="https://edpsy.org.uk/about/educational-psychology/">https://edpsy.org.uk/about/educational-psychology/</a>	1,2,3,4
Talking and Drawing therapy	Promotes better wellbeing to allow children to access learning <a href="https://cpduk.co.uk/providers/drawing-and-talking-ltd">https://cpduk.co.uk/providers/drawing-and-talking-ltd</a> <a href="https://drawingandtalking.com/wp-content/uploads/2020/01/Spring-2020-Leaflet.pdf">https://drawingandtalking.com/wp-content/uploads/2020/01/Spring-2020-Leaflet.pdf</a>	4
Behaviour contracts	Enables children to access learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	3
Sensory tent	Promotes mental well being and helps transition of emotional states to being ready to learn. <a href="https://www.independentliving.co.uk/product-focus/sensory-rooms-in-mainstream-schools/">https://www.independentliving.co.uk/product-focus/sensory-rooms-in-mainstream-schools/</a>	4

**Total budgeted cost: £ 139,354**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

The Covid pandemic and subsequent Lockdowns impacted on the steps taken in 20-21 to improve outcomes for disadvantaged pupils. However, internal data using Pixl has been used to show the following:

	Pupil Premium	Non Pupil Premium
% achieving expected standard in maths	30%	64%
% achieving expected standard in reading	48%	78%
% achieving expected standard in writing	70%	78%

The following positive effects were also noted:

Reading intervention using Read Write Inc and Fresh Start showed that 100% of PP children made gains in their reading age with improvements evident in word reading, fluency and comprehension.

Maths intervention using 123 Maths, TTRS and Numbots throughout the lockdown period allowed pupils to make improvements evident in fluency, multiplication tables recall and calculation skills as well as developing a more positive attitude to maths learning.

SEMH support through ELSA, Talking and Drawing Therapy as well as Play Therapy proved successful as evidenced through increased levels of engagement, improved self-confidence, independence and resilience amongst those eligible for Pupil Premium.