

*Balfour Junior Academy received £142,024.20 PPG for academic year 19/20*

*This money was used towards a number of school initiatives that have been specifically designed to support pupils from deprived backgrounds, as follows:*

<i>Intervention</i>	<i>Aims and Support</i>	<i>Outcome</i>
<i>SPLD Teacher</i>	<i>To give pupils the skills and knowledge needed to raise levels of attainment by focusing on specific targets.  Working 1:1 for 30 or 60 mins weekly with 10 pupils</i>	<i>Referrals are acted upon quickly and children assessed and additional support put in place. Two assessments for dyslexia were carried out last year. One child received a statutory assessment and was granted an EHCP. Teachers are made aware of the outcomes of any assessments and adaptations to learning are put in place. Children feel more confident in taking the strategies and resources used back into the classroom to support their learning.</i>
<i>A qualified teacher employed to teach French in each class one hour per week.</i>	<i>This will enable the class teachers to be released from class to work with small groups of pupils.  2 days weekly. 2 x 20 mins weekly 1:1 reading support</i>	<i>Children are supported in a small group and/or 1:1 session. Teachers are able to target the learning more specifically and to either fill gaps or give opportunities for overlearning. Pupils are able to feel confident in lessons and make progress.  Readers made months improvement. Confidence raised and interest in reading improved</i>
<i>Booster class teacher</i>	<i>By reducing the class sizes in year 6 and creating the booster class for pupil premium children we aim to increase pupils understanding of English and maths and to increase their attainment level by working in smaller classes.</i>	<i>Children have improved attainment with the additional support they are receiving.</i>
<i>PP champion role</i>	<i>Coordinating all intervention measures and monitoring and reporting progress of the children's results to governors and SLT. Responsible for delivering some interventions</i>	<i>PP Champion teacher continues to report Y/E results and impact of all interventions to SLT and governors.</i>

<p><i>Family support worker</i></p>	<p><i>Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning.</i></p> <p><i>5 days weekly</i></p>	<p>Issues are dealt with quickly and sensitively and families feel more supported. FLO works closely with the APP. This has led to improved attendance. Children are more able to come into school ready for learning. Parents are able to approach the FLO when support is needed.</p>
<p><i>Talking and Drawing Therapy</i></p> <p><i>From Fortis Outreach /team</i></p>	<p><i>This intervention will provide 1-1 support for pupils who are struggling with emotional issues.</i></p> <p><i>2 pupils</i></p> <p><i>1 hour in total weekly. 12 sessions</i></p> <p><i>Overall cost for support £210 per child</i></p>	<p>The pupils were willing to take part in the therapy sessions and benefitted from the support. One pupil was able to recognise and monitor their own behaviour better and settled well once back in the classroom.</p>
<p><i>123 Maths Intervention</i></p> <p><i>Programme – 60 annual licences</i></p>	<p><i>To develop basic number skills through overlearning and revision</i></p> <p><i>4 x 15 mins weekly delivered by Teaching Assistant</i></p>	<p>Children are more confident and accurate in lessons. Basic maths skills and knowledge has become more embedded. Some improvement in PiXL scores. Children able to access programme and learning while during lockdown so skills were maintained.</p>
<p><i>Phonics and reading intervention</i></p> <p><i>Annual subscription for Phonics online Support</i></p>	<p><i>Read Write Inc</i></p> <p><i>To develop children's reading, spelling and basic sentence writing ability</i></p> <p><i>4 x 60 mins weeks delivered by TA</i></p>	<p>Phonics is taught in all year group to fill gaps in children's learning. Reading attainment improved on previous year.</p>
<p><i>Speech and Language Therapy</i></p>	<p><i>To enable pupils whose receptive and/or expressive language is restricting their learning in the classroom</i></p> <p><i>1 day visit monthly</i></p> <p><i>21 pupils supported during the year</i></p>	<p>This is an ongoing support. 5 pupils had progressed sufficiently to be removed from the programme.</p>

<i>Payment for out of school clubs and funding swimming lessons and day trips.</i>	<i>Ensuring no children are excluded from activities.</i>	All children are able to take part in all aspects of the curriculum.
School Journey	<i>To enable pupils to take part in outdoor learning through adventure</i>	.Journey was enjoyed by all and all pupils able to take part and challenge themselves during the weekend. Confidence and ability to take risks increased and ability to understand their limitations better.
<i>Free uniforms supplied.</i>	<i>To ensure that pupils from disadvantaged backgrounds wear the same as their peers.</i>	Children are ready for and engaged in their learning and feel more confident in the school community.
<i>Nessy Reading and Spelling Subscription</i>	<i>This will enable the pupils to develop their phonic knowledge and spelling ability using an interactive programme.</i>  <i>15 subscriptions</i>	The pupils are responding well to the programme and are willing and keen to take part. Programme is followed at home and sometimes during the day at school. Some parents have commented how engaged their children are in the programme.
Occupational Therapy	To enable pupils to improve gross and fine motor skills. It also boosts their self-esteem and sense of accomplishment.  6 whole day visits per year  11 children supported and passports received	The referral process has improved. Therapists are more regular and parents are notified of the support through receipt of a passport. Programmes were reviewed and passports updated. If needed, children attend sensory circuits and/or BEAM daily. A number of pupils were able to discontinue support during the year due to progress having been made.
<i>Learning Resources to support PP Children £2000</i>	<i>To ensure lessons are well differentiated, diverse and stimulating.</i>	Resources are used extensively throughout school to support PP children. As a result they are more engaged in their learning and able to access lessons with reduced support.
<i>Educational Psychologist</i>	<i>To assess and support pupils to determine cognitive development 1.5 days ISR - Free</i>  <i>5 days support for :</i>  <i>Assessments with pupils and parent meetings/feedback</i>	Assessment are carried out promptly and reports written and fed back to parents and staff. Teachers are able to share their concerns about pupils at ISR meetings and advice is given. Teachers are then able to implement the suggestions for those pupils.  Staff meeting on resilience was well attended and supported. The ELSA was able to attend training and works closely with the

	<p><i>1 x staff meeting</i></p> <p><i>1 meeting with Teaching Assistants</i></p> <p><i>1 day to cover ELSA training</i></p> <p><i>Attendance at EHCP</i></p>	<p>department. Children's emotional needs are more able to be met and pupils feel safer in school.</p>
<p><i>Nessy Fingers Subscription</i></p>	<p><i>This will enable the pupils to develop their typing speed using an interactive programme.</i></p> <p><i>15 subscriptions</i></p> <p><i>Programme delivered by SpLD teacher 3 x 15 mins weekly</i></p>	<p>The pupils are responding well to the programme and are willing and keen to take part. They are working more independently and some are voluntarily working at home. Some parents have commented how engaged their children are in the programme.</p>
<p><i>Small Group maths and English teaching</i></p>	<p><i>Experienced and qualified teacher used to teach maths and English to small groups of key marginal pupils</i></p> <p><i>4 hours of PP support weekly</i></p>	<p>Teacher was able to create a programme to deliver to the pupils to help develop their basic maths and English skills to help diminish the gap between the other children.</p>
<p><i>Enrichment maths group</i></p>	<p><i>TA used to deliver maths to a small group of pupils who need to work at a slower pace and use more hands on resources.</i></p> <p><i>5 x 1 hour weekly</i></p>	<p>Confidence of pupils grew over the year. All able to participate when in such a small group and work at their own pace as well as to ask for support when needed.</p>
<p><i>Speech and language Technician Support</i></p>	<p><i>In class and 1:1 support to carry out targets set by the therapist weekly.</i></p> <p><i>3 full days of support</i></p>	<p>Targets are delivered to pupils and a record of their progress maintained. Pupils participate well in the sessions and enjoy them. Technician is able to give class teachers support when in class and offer suggestions to help pupils to take part in lessons and make more progress.</p>
<p><i>Annual Twinkl Subscription</i></p> <p><i>10 x annual subscriptions for £683.30</i></p>	<p><i>Subscriptions are used to access a range of resources to support the teaching and learning in the classroom.</i></p>	<p>Children's learning is supported by a range of visual resources available to them during lessons and in small group support. Confidence is raised and children become more independent and less reliant and adult supervision when completing a task. Teachers and teaching support is able to access resources for behaviour</p>

		management and this has led to calmer classrooms and all children having the opportunity to learn.
<p><i>Clicker 7</i></p> <p><i>10 licences for £900</i></p> <p><i>Total Received: £142.024.20</i></p> <p><i>Total Spent: £141.079.60</i></p>	It aims to support children with developing their writing skills by building sentences and modelling sentences.	One EHCP child in particular has made good use of the resources and is now more able to take part in lessons in the class and work independently at his own level of ability.