

Balfour Junior Academy

Pupil premium strategy statement 2020-21

1. Summary information					
School	Balfour Junior Academy				
Academic Year	2020-21	Total PP budget		Date of most recent PP Review	April 2020
Total number of pupils	480	Number of pupils eligible for PP	102	Date for next internal review of this strategy	April 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard at end of KS2 in reading	48%	77%
% achieving expected standard at end of KS2 in writing	24%	73%
% achieving expected standard at end of KS2 maths	76%	65%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Underachievement in Maths skills
B.	Underachievement in literacy skills
C.	Pupils in receipt of PP are also SEND
D.	SEMH issues affecting children's readiness for learning and behaviour
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Social difficulties such as finance, domestic violence, parental SEN

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	By the end of KS2 Disadvantaged pupils achieving the expected level in Maths is to be in line with non-pupil Premium.	PP children receiving targeted interventions in maths

B.	By the end of KS2 Disadvantaged pupils achieving the expected level in Reading, and Writing is to be in line with non-pupil Premium.	PP children receiving targeted interventions in phonics, reading, comprehension and writing.
C.	SEND pupils are feel supported and make good progress	Improved results at end of KS2. SEND pupils are included in all aspects of school life.
D.	Pupils come into school ready for learning and feel confident with developing resilient.	SEMH identified children receive support from ELSA
E.	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.

5. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Needs of all children will be met in the first instance, through First quality Teaching	<p>Dyslexic friendly classrooms</p> <p>Mastery maths using the concrete-symbol-abstract approach</p> <p>CPD training linked to school priorities and need</p>	<p>To provide pupils with the skills to support them in their reading, writing and maths.</p> <p>To ensure there are opportunities for focussed teaching and modelling in lessons to support the quality of teaching and learning.</p>	<p>Learning walks</p> <p>PDM and CPD</p> <p>RAM meetings</p> <p>Lesson observations and feedback</p>	<p>Year leads</p> <p>Maths and English subject leads</p>	Termly

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The progress gap between PP and non-pp Pupils will be narrowed	<p>Small group reading comprehension group</p> <p>Small group maths intervention</p> <p>Read Write Inc</p> <p>123 Maths</p> <p>Smaller classes for maths and English in Y6</p> <p>Smaller classes for maths in Y5</p> <p>Nessy Fingers</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>Children are able to work with others of similar ability, so work is more closely targeted to need.</p>	<p>Entry and exit tests</p> <p>End of unit evaluations</p> <p>RAM Meetings</p> <p>End of KS2 assessment</p> <p>PiXL</p>	<p>Class teachers</p> <p>TP's</p> <p>Senco</p> <p>Year Leads</p> <p>SPLD teacher</p>	Termly

	<p>Speech and language therapy</p> <p>Occupational therapy – BEAM programme</p> <p>Educational psychologist</p> <p>Clicker 7</p>				
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils come into school ready for learning and with good behaviour	<p>Regular meeting with FLO</p> <p>ELSA trained member of staff</p> <p>Talking and Drawing therapy</p> <p>Behaviour contracts</p> <p>Sensory tent</p>	<p>FLO is EFA trained. FLO is able to establish a relationship with parents and child. ELSA able to deliver targeted counselling to pupils in need.</p> <p>Therapy will help pupil and school to identify triggers to behaviour and to give pupil strategies to develop confidence and resilience.</p> <p>Pupil is clear about expectations when in school and opens way for dialogue to combat refusals.</p>	<p>Less incidences of school refusing and children settled in class progressing</p> <p>End of session report. Pupil is more able to articulate their feelings and feels calmer and more confident in the classroom setting</p>	<p>FLO</p> <p>ELSA</p> <p>Senco</p> <p>Outside Agency</p>	End of each targeted session