

# Pupil premium strategy statement – Balfour Junior School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the academic year of 2024-25.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	479 (Nov 2024)
Proportion (%) of pupil premium eligible pupils	149 pupils 31%
Academic year/years that our current pupil premium strategy plan covers	2023-24 – 2026-27 Year 2
Date this statement was published	29/11/24
Date on which it will be reviewed	01/10/25
Statement authorised by	
Pupil premium lead	Charlotte Constable
Governor / Trustee lead	Phillip Heard/Mitch Brewer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,050
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£226,050</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Balfour Junior school we understand that there are many educational challenges that face all our children and that are most vulnerable children are adversely impacted by their social and economic circumstances. These can include many challenges such as lack of parental engagement, poor or cramped living conditions, use of food banks, emotional support, insufficient language development, parental illiteracy, poor resilience and lack of aspiration.

It is crucial that all staff at Balfour Junior School are aware of the challenges that our disadvantaged pupils face. It is also important to recognise that it is not just our pupil premium children that face some of these challenges and that we include all children who are vulnerable as disadvantaged. This includes those children with a social worker and young carers, whether or not they are in receipt of funding or are at risk of not attaining. All staff are aware of their responsibility to overcome the barrier to learning for our most vulnerable children and challenge those where it is needed. Along with embedded routines and practices, first quality teaching is an integral part of our strategy.

Teachers are committed to developing their best teaching practice through the use of educational research such as Rosenshine's 'Principal of instructions', and Tom Sherrington and Oliver Caviglioli 'Walk Thrus'. Using such research, we aim to deliver effective CPD to ensure that high quality teaching meets the needs of all the children. Whole school strategies aimed at our most vulnerable children will allow teachers to raise the attainment for all and close the gap of our lowest attainers.

Through the use of robust formative and summative assessments, class teachers and subject leaders can identify patterns and trends so that action can be taken swiftly to address concerns. One of our main focuses will be on the children's ability to recall and retrieve previous learning, so that they can be more confident in class and motivated to try challenging concepts and activities. Our development of language skills will aid children in all areas of the curriculum and promote academic success.

## Challenges

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

Challenge number	Detail of challenge
1	Standardised assessments and internal assessments along with observational data has shown <b>lower attainment overall in English but more so with our disadvantaged children</b> . Particularly writing, which has been impacted by poor handwriting and spelling. Staff surveys indicated a large proportion of our pupil premium children do not have access to high quality texts at home and rely heavily on good quality texts in school which also impacts their writing.
2	Using standardised assessments and internal assessments, it is clear that children <b>did not achieve well in problem solving and reasoning compared to previous years</b> . Observational data has attributed this to the lack of understanding of the vocabulary involved in such questions and this is particularly evident in our more disadvantaged children.
3	According to school data <b>71% of SEND pupils have speech, language and communication difficulties. Of this 48% are also in receipt of Pupil Premium</b> . Observational data has also highlighted that many children across all year groups have generally poorer understanding of subject specific and technical vocabulary used. This has particularly been evident in those cohorts impacted by covid lockdowns.
4	Internal data such as behaviour and attendance as well-being as teacher surveys have suggested <b>a rise in social and emotional issues ranging from poor resilience, anxiety and self-esteem</b> which impacts their academic attainment. A significant proportion of those children with poor attendance and academic progress are our most vulnerable pupils.

## Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Above national average progress and attainment	2026-27 End of KS2 SATs: Disadvantaged pupils to make similar progress as their non-disadvantaged pupils. Percentage of pupils meeting the expected standard in reading, writing and maths to be above 62% Percentage of pupils achieving at a higher standard in reading, writing and maths to be above 8%
increased attendance levels	2026-27 attendance figures:

	<p>To show that the attendance gap between disadvantaged pupils and non-disadvantaged pupils are above the national benchmarks.</p> <p>Trends to show a downward decline of persistence absence for disadvantaged pupils.</p>
Increased levels of well-being	<p>2026-27 well-being evidence:</p> <p>Pupil, teacher, and parent surveys, along with observational data to show well-being levels have increased.</p> <p>Referrals for SEMH to have decreased.</p> <p>Children of a disadvantaged background to have more opportunities to participate in experience based learning and extra-curricular activities.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding to address the challenges listed above for 2023-24

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retrieval Practice CPD to be delivered by Teaching and Learning team so that staff are aware of the benefits and impact this has on our disadvantaged children both academically and emotionally.</p>	<p>The is evidence to suggest that retrieval practice is particularly useful in aiding memory and recall specific facts or information. This will build confidence and resilience. However, it doesn't help to deepen an understanding of the concept taught. It is a useful tool to support revision retain basic knowledge of a subject to support future learning and can be successfully as stepping stone for new learning.</p> <p><a href="https://www.eef.org.uk/insights-and-research/2020/04/does-research-on-retrieval-practice-translate-into/">EEF Blog: Does research on 'retrieval practice' translate into...   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4
<p>Reciprocal Reading CPD to be delivered by English/Maths leads and Teaching and Learning team to ensure staff are aware of how reciprocal reading can develop comprehension within all subject areas.</p>	<p>Reading based interventions require a number of approaches from small targeted interventions to whole school teaching strategies. EEF suggest that a combination of approaches for disadvantaged pupils with maximise their learning and aid in closing the gap</p>	1,2,3,4

PP Lead to deliver training so staff understand the barrier's to learning and strategies identified to challenge these within the strategy.	Evidence from the EEF Implementation Guidance Report suggests that underlying values and beliefs need to be changed before bringing in any initiative for it to have the desired impact on classroom practices. Evidence from the EEF Implementation Guidance report suggests a robust approach to delivering successful CPD which requires staff trialling and feedback and assessing before amending and implementing. This needs to be revisited, reassessed and feedback given before any changes can be embedded and to have maximum impact.	1,2,3,4
ELSA support staff to deliver CPD for all members of staff on strategies that can aid resilience and well-being. This will in turn allow teachers to identify and manage behaviour better.	Staff to incorporate SEL within the class can have great benefits when staff are able to implement strategies for those struggling to communicate when they maybe upset/overwhelmed or confused by events out of their control. EEF Guidance report on SEL.	4

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics based programme for targeted support in small groups on a daily basis to facilitate those children attending in Year 3 that have not passed their phonics sound check at the end of Year 2. This may continue as a catch-up programme.	EEF suggest that Phonics based programmes that are systemic and explicit have a positive impact on reading but not comprehension and therefore suggest further intervention is required for comprehension.	1,3
Reading comprehension interventions such as rapid reader and accelerated reader along with focused daily reading and reciprocal reading.	This has a high impact on individuals when conducted alongside other strategies such as phonics. <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Small group intervention for challenging more	Small group intervention can be successful when delivered by trained staff on a specific	1,2

able pupils and enrichment for lower attainers in maths.	target. EEF suggests that group interventions can have a positive impact when delivered in frequent sessions of 3 or more a week for up to ten weeks. <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	
Speech and Language	Specific teaching for many of our disadvantage children by a specialist adult using precision teaching techniques can have benefits on self-esteem, resilience and more engagement in lessons as well as academic achievement.	1,2,3,4
One to one Tuition run as after school tuition to aid maths and reading or precision teaching as an intervention.	EEF states that this can have greatest impact when complete as additional learning and with a well trained and experienced member of staff. Although high in cost. One to one tuition may be more cost effective when run in small group. Shorter and regular sessions of 30mins 3 times a week will have a more effective impact.	1,2,3
Extra-curricular activities	<a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> EEF evidences that the participation in the arts can lead to increased well-being, resilience, self-esteem and general enjoyment of school.	4
One to one support or mentoring for individuals with complex needs who are vulnerable and require specific teaching and mentoring	Although the cost is high for some of our most vulnerable learners one to one support staff when experienced and well trained can offer a number of other strategies already mentioned such as SEL and targeted interventions through precision teaching and in some cases small group intervention. <a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Specific teaching of vocabulary within all subjects and especially English though the use of techniques such as word of the day and explicit teaching of subject specific vocabulary.	EEF suggests that oral language interventions when taught regularly have a high impact. This could be through regularly reading aloud and the explicit teaching of subject specific vocabulary along with vocabulary given in context rather than just using a dictionary to define. <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL	As with participation in the arts. OPAL is a play-based scheme aimed at refocusing the children's behaviour at break and lunch in a positive way that will allow them to be calmer and more focused on their learning when back in class. <a href="#">Why do the OPAL Primary Programme? – Outdoor People</a>	4
Study bugs to monitor absence.	This allows us to identify easily pupils struggling with attendance to allow our Family Liaison officer to meet with parents and discuss issues which may be addressed through our other strategies, meeting with class teacher or other agencies.	4
ELSA support for individuals to explore social and emotional learning.	EEF toolkit suggests a moderate impact for low cost. Although academically progress may not be able to evidence. It is best to consider the emotional well-being that is impacted such as the child being able to identify and regulate emotions more effectively and therefore access learning better which will therefore impact on their self-esteem.	4
Sensory circuits and Beam activities	These activities are vital to those children with more complex needs to help them regulate emotions before entering the classroom.	4
Widget online	Aimed at assisting access for all within the school including illiterate parents and relatives or those with other language barriers.	1
Emotional support therapies e.g. Talking and drawing or play therapy delivered to individuals or small groups.	Targeted SEL support for individuals by a specialist member of staff or trained counsellor. Can have a significant impact on emotional well-being and self-esteem.	4
Zones of regulations	The introduction of the Zones of regulation will assist children to identify their emotional state to apply strategies that will help them self-regulate. It will develop emotional intelligence across the school.	4

**Total budgeted cost: £230,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2022-2023	Disadvantaged	Non-disadvantage	Year 6 Cohort	National Average	2023-2024	Disadvantaged	Non-disadvantage	Year 6 Cohort	National Average
SATs					SATs				
% achieving expected standard or higher in reading	49% 30% exp 19% GD	76% 37% exp 39% GD	68% exp 33% GD	73% exp 29% GD	% achieving expected standard or higher in reading	54%↑ 46% exp↑ 8% GD↓	80%↑ 39% exp↑ 41% GD↑	73% exp↑ 31% GD↓	74% exp 28% GD
% achieving the expected standard or higher in writing	49% 41% exp 8% GD	67% 54% exp 13% GD	62% exp 12% GD	71% exp 13% GD	% achieving the expected standard or higher in writing	69%↑ 59% exp↑ 10% GD↑	82%↑ 66% exp↑ 16% GD↑	78% exp↑ 14% GD↑	72% exp 13% GD
% achieving the expected standard or higher GPAS	46% 32% exp 14% GD	69% 33% exp 36% GD	62% exp 29% GD	72% exp 30% GD	% achieving the expected standard or higher GPAS	51%↑ 33%exp↑ 18% GD↑	81%↑ 40% exp↑ 41% GD↑	73%exp↑ 34% GD↑	72% exp 32% GD
% achieving the expected standard or higher for maths	46% 35% exp 11% GD	73% 46% exp 27% GD	65% exp 22% GD	73% exp 24% GD	% achieving the expected standard or higher for maths	59%↑ 36% exp↑ 23% GD↑	89%↑ 39% exp↓ 50% GD↑	80% exp↑ 42% GD↑	73% exp 24% GD
Combined	32%	58%	50% exp 7% GD	60% exp 8% GD	Combined	36%↑	71%↓	64%↑ 11% GD↑	61% exp 8% GD

Attendance – 94.5% (2023-24) compared with 94.3% (2022-23)

National attendance – 94.5% (2023-24) compared with 94% (2022-23)

Local Authority – 94.1% (2023-24) compared with 93.5% (2022-23)

#### SEMH referrals

There was a drop from 6% to 4% of the school cohort in referrals made in 2023-24. 43% receiving support were disadvantaged children.