

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary School
Number of pupils in school	708
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by Headteacher	Alan Gunn
Pupil premium lead	Sandra Mulholland
Governor / Trustee lead	Katie Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,945
Recovery premium funding allocation this academic year	£9,280
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	£108,225

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our staff have moral purpose, understanding that it is the school's role to ensure that children who are socially disadvantaged have the best education and opportunities in order to prepare them for the next stage of their education and for life. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

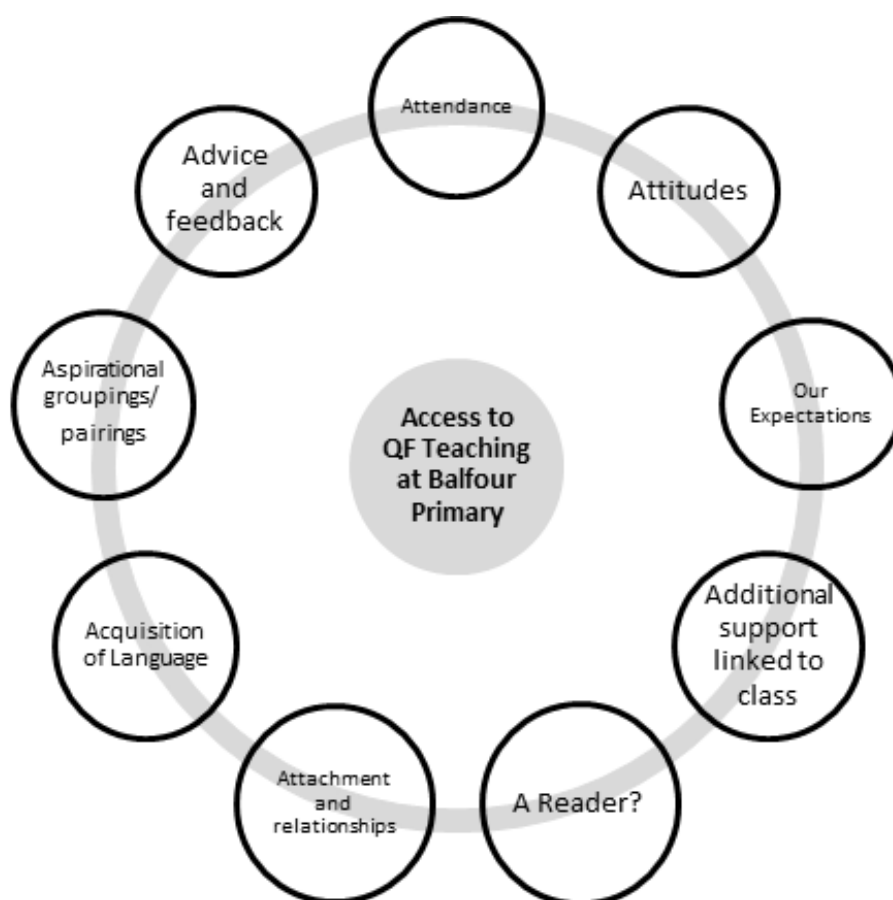
Our aim for the next 3 years is to equip all our children, especially the disadvantaged cohort, with the language and vocabulary skills needed to engage and participate fully with classroom learning, with our exciting curriculum and with opportunities beyond school. We intend for our disadvantaged pupils to make accelerated progress and achieve high attainment.

We recognise that the wellbeing, progress, and attainment of disadvantaged pupils are the responsibility of all staff at Balfour Primary School. For this reason, we carry out additional monitoring and key actions for this pupil group. These include;

- Monitoring of disadvantaged pupils' attendance - including 'late' attendance
- Early intervention in the EYFS - disadvantaged pupils given 1:1 learning time weekly with TA
- Continued CPD for all staff on the wider impact of being a disadvantaged pupil
- CPD for teaching staff on data analysis for disadvantaged pupils
- Termly Progress Review Meetings to monitor attainment and progress from end of KS and previous years attainment
- Targeted interventions for disadvantaged pupils who are also SEND
- Daily learning feedback for English and Maths lessons
- Focused pedagogy on language acquisition
- Links for disadvantaged progress and attainment in the School Development Plan
- Same Day Intervention (SID) for Maths and Phonics - with an emphasis on disadvantaged pupils taking priority
- Free access to all school/community events organised by the PTA (FAB). This includes school photos, Christmas cards, class tea-towels, Quiz nights etc.
- Class profiles – document containing bespoke targets and support for each individual child.

We have adopted the model of Pupil Premium Solution Focused Discussion Tool. We use this tool to hold termly discussions with teachers around identification of barriers for

specific disadvantaged pupils and actions. This is carried out with the Pupil premium Lead and each class teacher.



The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- Ensure disadvantaged pupils are challenged in the learning they are set
- Act early to intervene at the point need is identified

Adopt a whole school approach 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	We believe that pre-pandemic, our pupils had become more emotionally resilient and able to regulate their behaviour in school. However, the school lockdown periods have had an adverse effect on many and we

	are now identifying emerging emotional well-being and mental health needs.
2	Monitoring of attendance shows that there are a disproportionate number of disadvantaged pupils who are persistent absentees (below 90%). Attendance continues to be an issue for some disadvantaged pupils and we aim to support those families with ensuring their children are in school.
3	Assessments and observations indicate underdeveloped oral language skills and limited vocabulary among many of our disadvantaged pupils. These are evident in Reception through to KS2 and, in most year group cohorts, are more prevalent among the disadvantaged cohort than their peers.
4	Assessments and observations in recent years show that disadvantaged pupils have had greater difficulty than their peers reaching the age-related expectations in writing. This has been particularly exacerbated by school closures as gaps in subject knowledge and skills have widened.

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
Children have the opportunity to work in small groups where their specific needs are met.	Children are fully supported to reach their individual targets.
Improved oral language skills and vocabulary among disadvantaged pupils in EYFS.	Talk Boost will show good progress. Most disadvantaged pupils reach an average standardised score by the end of EYFS. Those who do not (e.g. due to SEND) will be identified as requiring specific support in Y1
Improvements in children's learning from the start/end of specific interventions.	Data analysis and tracking shows identified gaps are being closed.
To achieve and sustain improved levels of attendance for all pupils, particularly for our disadvantaged pupils.	Average attendance for disadvantaged and non-disadvantaged cohorts will be the same. There will be no difference between the cohorts for rates of persistent absence.
Improved writing attainment from EYFS to Year 6 for all disadvantaged pupils.	85% of all pupils reach age-related expectations for writing at the end of each Key Stage, with minimal difference between disadvantaged and non-disadvantaged cohorts.
To support the emotional wellbeing and mental health of all pupils, particularly those who have been most effected by school closures.	Pupils who need support will be offered this either through accredited in-house provision or be helped to engage with effective external agencies.
An improved level of achievement and progress in reading for identified / targeted pupils is evident.	Reading support and resources provided (through Read, Write, Inc programme)

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

Budgeted cost: £ 94,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching assistants employed (some specialist) for small group and individual work and personalised boosters	Additional support provided in class enables children to access the resources and make the classroom environment conducive to learning.	1,3 and 4
Additional INAs (additional to ones employed through EHCP funding)	INAs enable children to be in school – improved attendance and bespoke individual support is provided for those children most in need.	2
Children meeting with Learning Mentor- regular well-being check-ins	Effective pastoral care can improve pupil's attendance and retention rates. It enables all pupils to access opportunities and enhance their academic achievements.	1
Learning Mentor time provided for children to be supported with fine motor skills and nurture/wellbeing in Years 1 and 2	Improved fine motor skills enables pupils to access resources and improved hand-eye coordination will improve levels of learning.	3
CPD provided for all staff to improve the understanding of how to develop resilience and build the confidence of those children who are most disadvantaged.	PDM schedule and external support provided	1 and 3

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

Budgeted cost: £ 13,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor provided (from YMCA) to provide sessions with disadvantaged pupils	Counsellor support helps children deal with everyday worries. Personal situations may mean children are experiencing hardships at home.	1
Regular half-termly monitoring and target setting for disadvantaged pupils.	PP lead and class teachers discuss each PP child and set termly targets to ensure they are provided with the support they need both in school and at home.	4
Ensuring QFT to targeted groups of children- pre-teaching and revisiting learning	Booster teaching covered by HLTAs to allow qualified teachers to teach small group sessions with those children most in need. Improvement in data and confidence levels.	4

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monetary support for some pupils for extra-curricular activities and school trips	Equal opportunities ensure PP children do not feel excluded due to their monetary situation.	1
Weekly/daily monitoring of attendance for pupils where attendance is below 95%	Improved attendance ensures access to their education. Support provided to families to ensure children are in school.	2

Total budgeted cost: £ 108,225

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.

EYFS

Early Years Foundation Stage Profile					
All Pupils	2018	2019	2022	LA	National
Number of pupils	119	92	80	2,484	
% Good level of development	83.2	78.3	70.0	66	72
Disadvantaged (FSM) Pupils	2017	2019	2022	LA	National
Number of pupils	9	9	8	510	
% Good level of development	88.9	55.6	25.0	43	57

Year 1

PP (6)

	BYG	BEG	WTS	EXS	GDS
Reading			4 = 67%	1 = 17%	1 = 17%
Writing		1 = 17%	2 = 33%	3 = 50%	
Mathematics		1 = 17%	2 = 33%	3 = 50%	

Year 2

PP (6)

	BYG	BEG	WTS	EXS	GDS
Reading		1 = 17%	3 = 50%	2 = 33%	
Writing		2 = 33%	3 = 50%	1 = 17%	
Mathematics	1 = 17%		2 = 33%	3 = 50%	

Year 3

PP (12)

	BYG	BEG	WTS	EXS	GDS
Reading	4 = 33%		1 = 8%	7 = 58%	
Writing	4 = 33%	1 = 8%	2 = 17%	5 = 42%	
Mathematics	3 = 25%	2 = 17%	2 = 17%	4 = 33%	1 = 8%

Year 4

PP (16)

	BYG	BEG	WTS	EXS	GDS
Reading	4 = 25%	1 = 6%	3 = 19%	7 = 44%	1 = 6%
Writing	4 = 25%	1 = 6%	4 = 25%	7 = 44%	
Mathematics	1 = 6%	1 = 6%	8 = 50%	5 = 31%	1 = 6%

Year 5

PP (9)

	BYG	BEG	WTS	EXS	GDS
Reading	3 = 33%			5 = 56%	1 = 11%
Writing	3 = 33%	1 = 11%	2 = 22%	2 = 22%	1 = 11%
Mathematics	3 = 33%		2 = 22%	3 = 33%	1 = 11%

Year 6

Key Stage 2					
All Pupils	2018	2019	2022	LA	National
Number of pupils	125	118	125	2,642	
% Expected standard in Reading	92.0	82.2	93.6	78	74
% Expected standard in Writing	91.2	82.2	74.4	71	79
% Expected standard in Maths	85.6	85.6	87.2	72	79
% Expected standard in GPS	94.4	85.6	84.8	73	78
% Expected standard in RWM	80.0	70.3	71.2	60	65
% Greater depth within Reading	58.4	39.0	36.8	30	27
% Greater depth within Writing	24.8	19.5	4.8	10	20
% Greater depth within Maths	34.4	33.1	27.2	20	27
% Greater depth within GPS	46.4	32.2	34.4	26	36
% Greater depth within RWM	14.4	14.4	4.0	5	11
Reading Progress	1.2	1.3	0.9	0.8	0.0
Writing Progress	-1.2	-0.5	-2.2	0.0	0.0
Maths Progress	-0.4	0.5	0.9	-0.1	0.0
Disadvantaged Pupils	2018	2019	2022	LA	National
Number of pupils	10	12	11	770	
% Expected standard in Reading	90.0	58.3	90.9	65	62
% Expected standard in Writing	90.0	66.7	36.4	55	68
% Expected standard in Maths	70.0	58.3	72.7	55	67
% Expected standard in GPS	90.0	75.0	81.8	59	68
% Expected standard in RWM	70.0	50.0	27.3	41	51
Reading Progress	0.2	-4.4	-0.3	-0.6	-0.6
Writing Progress	-1.3	-3.6	-5.2	-0.9	-0.5
Maths Progress	-1.4	-4.2	-1.4	-1.6	-0.7