



# Brook Valley Primary School Disadvantaged Pupil Report July 2018



1. Summary Information					
School	By Brook Valley Primary School				
Academic Year	2017-18	Total disadvantaged pupil budget	£27,500.00	Date of the most recent PP review	July 2017
Total number of pupils	201	Number of pupils eligible for PP grant	16	Date of next internal review	July 2018
Total number of disadvantaged pupils	22	Number of Forces pupils	6		

2. Attendance							
Academic Year	Number of PP pupils	School	National	School	National	School	National
		% average attendance - PP pupils	% average attendance - PP pupils	% average attendance- Non PP pupils	% average attendance- Non PP pupils	Difference between PP and Non PP	Difference between school PP and National PP
2012-2013	19	96.17%	93.5%	96.50%	95.8%	-0.33	+2.67
2013-2014	15	95.33%	94.4%	96.75%	96.5%	-1.42	+0.93
2014-2015	19	94.34%	94.2%	97.31%	96.4%	-2.97	+0.14
2015-2016	15	96.07%	94.2%	97.49%	96.3%	-1.42	+1.87
2016-2017	14	96.97%	94.0%	97.53%	96.3%	-0.56	+2.97
2017-2018	16	97.24%	Not available	97.35%	Not available	-0.11	Not available

3. Current attainment (2017-2018)			
	Pupils eligible for PP	All Pupils	National Other 2017
EYFS	1*	21	
% of pupils achieving a Good Level of Development	100%	86%	69%
KS1	3*	30	
% of pupils meeting expectations in Reading	33%	77%	76%
% of pupils meeting expectations in Writing	0%	73%	68%
% of pupils meeting expectations in Maths	33%	87%	75%
KS2	0	30	
% of pupils meeting expectations in Reading	N/A	87%	72%
% of pupils meeting expectations in Writing	N/A	83%	76%
% of pupils meeting expectations in Maths	N/A	100%	75%

\*Note the number of pupils in EYFS & KS1 are so small that it is meaningless to compare percentages.



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## Spending and Impact Summary

- We have 16 pupils in receipt of Pupil Premium funding this is 8% of the school population (this includes 2 looked after children).
- We have 6 pupils in receipt of Forces Premium this is 3% of the school population.
- We have received £27,500.00 in Pupil/Forces Premium and LAC funding in the financial year 2017-18.
- As the number of \*disadvantaged pupils is very small in each year group it is difficult to measure gaps; however pupil's attainment so far this year shows that the in school attainment gap between disadvantaged and non-disadvantaged pupils are widest in writing. However for all measures the disadvantaged pupil attainments are in line with national other.
- 100% (3/3) of disadvantaged pupils in EYFS achieved a Good Level of Development.
- Overall attendance of disadvantaged pupils is above national at 97.24%. This academic year we have further reduced the gap in attendance between disadvantaged and non-disadvantaged pupils to 0.11 (in 2016-17 the gap was 0.56 and in 2015-16 the gap was 1.42).

*\*Disadvantaged pupils in this report refers to pupils who are eligible for the pupil premium grant, who are currently looked after or adopted from care and pupils who are eligible for forces premium.*

## Reading:

- 27% (6/22) of disadvantaged pupils met the end of year expectations in reading.
- 25% (1/4) of disadvantaged pupils achieved at or above the expected standard in reading in the Key Stage 1 National Curriculum Assessments.
- 100% (2/2) of disadvantaged pupils achieved at or above the expected standard in reading in the Key Stage 2 National Curriculum Assessments.
- The progress of disadvantaged pupils in reading is in line with that of non-disadvantaged pupils

## Writing:

- 23% (5/22) of disadvantaged pupils met the end of year expectations in writing.
- 25% (1/4) of disadvantaged pupils achieved at or above the expected standard in Writing in the end of Key Stage 1 teacher assessments.
- 100% (2/2) of disadvantaged pupils achieved at or above the expected standard in Writing in the end of Key Stage 2 teacher assessments.
- The progress of disadvantaged pupils in reading is in line with that of non-disadvantaged pupils



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### Maths:

- 27% (6/22) of disadvantaged pupils met the end of year expectations in mathematics.
- 25% (1/4) of disadvantaged pupils achieved at or above the expected standard in Mathematics at the end of Key Stage 1 National Curriculum Assessments.
- 100% (2/2) of disadvantaged pupils achieved at or above the expected standard in Mathematics at the end of Key Stage 2 National Curriculum Assessments.
- The progress of disadvantaged pupils in reading is in line with that of non-disadvantaged pupils

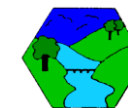
The number of children in receipt of Pupil and forces Premium in July 2018 is 22 (16 PP pupils and 6 Forces pupils), which is approximately 8% of the school. 27% of our Pupil Premium pupils are also on the SEN register, 32% of the pupils in receipt of PP also have social, emotional and/ or medical needs (SEM).

**Table to show numbers of Pupil Premium (including LAC) & Forces premium at BBV in July 2017**

	YR	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<b>Pupil Premium (incl LAC)</b>	1	3	3	1	4	4	0
<b>Forces Premium</b>	2	0	1	1	0	0	2
<b>Total</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>



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## Year Group Comparison-measuring the gaps 2017-18

**ATTAINMENT** Summer Term (disadvantaged includes PP, LAC and Forces pupils) the percentages show number of pupils that achieved End of Year Expectations (EYE) for years 1, 3, 4 and 5 and the results of end of key stage assessments for years 2 and 6.

	<b>NOR Disadvantaged</b>	<b>Disadvantaged Reading</b>	<b>Non Disadvantaged reading</b>	<b>Disadvantaged Writing</b>	<b>Non Disadvantaged Writing</b>	<b>Disadvantaged Maths</b>	<b>Non Disadvantaged Maths</b>
<b>Y1</b>	26 3	33%	87%	33%	87%	67%	91%
<b>Y2</b>	30 4	25%	81%	0%	85%	25%	92%
<b>Y3</b>	30 2	0%	89%	50%	89%	0%	75%
<b>Y4</b>	28 4	25%	79%	25%	79%	25%	67%
<b>Y5</b>	28 4	25%	67%	0%	67%	25%	71%
<b>Y6</b>	30 2	100%	86%	100%	82%	100%	100%

## PROGRESS Summer Term (disadvantaged includes PP, LAC and Forces pupils)

**Reading-** 86% of disadvantaged pupils progress is line with non-disadvantaged peers i.e. they made progress from starting points at the same rate as their non-disadvantaged peers. 3 pupils made slower progress in reading. 1 year 2 pupil has complex SEN needs in addition to being disadvantaged, one pupil in year 4 has low attendance and one pupil in year 6 is also SEN. One pupil in year 6 made accelerated progress and exceeded expected levels at end of KS2.

**Writing-** 77% of disadvantaged pupils progress is line with non-disadvantaged peers i.e. they made progress from starting points at the same rate as their non-disadvantaged peers. 2 pupils with complex SEN needs in year 2 who are also disadvantaged made slower progress in writing, one other pupil in year 2 who is new to the school also made slow progress than their peers. One pupil in year 4 has a CAF in place to support the family One pupil in year 6 made accelerated progress and exceeded expected levels at end of KS2.



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**Mathematics**- 90% of disadvantaged pupils progress is line with non-disadvantaged peers i.e. they made progress from starting points at the same rate as their non-disadvantaged peers. 2 pupils in year 2 and 4 made slower progress in Maths. The year 2 pupil has complex SEN needs in addition to being disadvantaged the other pupil year 4 pupil has a CAF in place to support the family, one pupil in year 6 who made slower progress is also SEN. One disadvantaged pupil in year 6 made accelerated progress and exceeded expected levels at end of KS2.

## Intervention groups and 1:1 support for Pupil & Forces Premium (including LAC) Children 2017-18

All children in receipt of Pupil Premium are usually on an intervention programme or one to one targeted support. The provision is altered according to need following pupil progress meetings which are held three times a year. All parents are continuing to receive letters informing them that their child is currently on an intervention programme. Pupils also have an intervention log which remains with their reading record and informs parents of the weekly learning outcome of the intervention programme. The log is signed by the TA who is delivering the intervention, the class teacher and the child's parent so all stakeholders know what the expectation is for weekly learning.

We are continuing to use a Play Therapist to support some of our pupils in identified vulnerable groups. We have also used this approach for 2 LAC pupils who are not realising their full potential academically, or socially or suffer from anxiety, stress or phobias.

This year we have begun formal Speech and Language assessments using a programme called WELLCOMM as part of our baseline in EYFS and also with identified pupils in Year 1 to establish whether they have speech and language difficulties. Our baseline showed that only 48% of YR demonstrated that they had age appropriate speech and language skills. 4 pupils came out 'Red' on the assessment (scored less than 4 out of 10) and were referred a speech and language therapist, 6 pupil were classified as Amber, these pupils were put in specific interventions groups focusing on using pronouns and prepositions. At the end of the year 86% of EYFS pupils demonstrated age appropriate speech and language skills. We have continued to buy in the services of C&D Speech and Language therapy to support these pupils and pupils higher up in the school who have been identified as having speech and or language difficulties. The therapist has been into school every fortnight and worked one to one with pupils carrying out assessments and therapy sessions and worked alongside TA's to provide a bespoke daily programme for pupils.

## Interventions 2017-18

Intervention	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Speech & language therapy from C&D speech and	September 2017– July 2018	Every fortnight 1:1 with therapist then 3-5 times per x	£4,320.00	We received 3 levels of support from therapist: <b>1. Universal</b> Individual staff support with lesson planning and differentiation to support pupils with language impairment Classroom strategies highlighted in her reports <b>2. Targeted</b>	This was an extremely beneficial intervention which has ensured that our youngest pupils who have language difficulties are identified early and have the appropriate specialist intervention in



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<p><b>language therapy</b></p>		<p>week with class TA</p>		<p>1:1 LSA training provided for carrying out structured, evidence-based speech/language interventions Pupils identified with reduced vocabulary knowledge and word finding difficulties referred for pre-teaching vocabulary work Pupil identified with working memory difficulties referred to a group targeting memory strategies</p> <p><b>3. Specialist</b></p> <p>1:1 therapy for pupils identified with difficulties that require specialist input such as speech/language delay/disorder As a result 1 x YR PP pupil who had intervention with therapist made better than expected progress and achieved a good level of development (GLD) One Year 1 pupil ( SEN and PP) who had interventions with therapist passed phonic screening. Therapist carried out 13 assessments on pupils in EYFS, Key stage 1&amp;2 and saw 23 pupils for interventions. 87% of pupils achieved all 3 of their speech and language targets during the academic year. All pupils seen had partially met their targets.</p>	<p>place from the beginning allowing them to access learning in English and make good progress. EYFS data shows an increase of 38% achieving age appropriate speech and language skills. We will be continuing to use pupil premium funding to buy in this service in 2018-19</p>
<p><b>Better Reading Partners-BRP</b></p>	<p>20 weeks</p>	<p>3 times a week for 20 mins</p>	<p><b>£1, 061.00</b></p>	<p>13 pupils from Years 3-6 had intervention using Better Reading Partners program. 81% of these pupils achieved EYE in reading at the end of the academic year. Those who did not achieve EYE have been identified as having a specific learning difficulty.</p>	<p>This intervention continues to be successful and teaching assistants have become extremely skilled in delivering it. All pupils made progress and it contributed to these pupils achieving EYE in reading. It also helped to identified pupils who were new to school and had an unidentified specific learning difficulty. We will continue with this intervention in 2018-19.</p>
<p><b>Phonics Yr 1 &amp; 2 additional literacy support in class</b></p>	<p>Term 1, 2 and 3</p>	<p>Daily phonics session 20 mins Daily in class support.</p>	<p><b>£2,827.70</b></p>	<p>Group of 4 pupils including 2 PP pupils. 50% passed the phonics screening. Group of 6 pupils including 2 x PP pupils in year 2. 50% of these pupils passed the resist phonic screening in year 2.</p>	<p>Additional support in phonics for pupils who are having difficulties has been successful. Next year we will continue to target PP and SEN pupils who need additional support in year 1.</p>
<p><b>Pre teaching/ revision of English and Maths</b></p>	<p>On-going</p>	<p>2 x 30 minutes per week</p>	<p><b>£2,287.00</b></p>	<p>13 x disadvantaged pupils including 2 LAC pupils are accessing additional support from TA in small groups for maths and/ or reading and writing All pupils have made progress from their base line and 46% (6/13) are on track to achieved EYE in maths and reading and 35% (5/13) in writing.</p>	<p>Continue to provide pre teaching sessions to identified disadvantaged pupils next year as it has made an impact on progress and attainment (Both LAC pupils are transferring to another school at the end of this academic year). We will be requesting training from EP in precision teaching in 2018-19 to further improve this support.</p>



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<b>Sounds Discovery- Step 1, 2 and 3</b>	20 weeks	Daily for 20 minutes	<b>£423.00</b>	<p>4 x year 2 pupil (2 PP/SEN, 1 SEN) working on Step 2 of the programme. All pupils made expected progress from starting points in reading and writing. One pupil achieved EYE in reading and writing.</p> <p>6 x year 3 pupils (2 PP /4 SEN) working on step 2-3. All pupils made expected progress from starting points in reading and writing. One pupil achieved EYE in reading and writing.</p>	This intervention has had a positive impact on targeted pupil's progress in reading and writing. One TA who was trained in Sounds Discovery has now left the school. Inclusion leader will lead a training session for TA's on Sound Discovery next year and target PP and SEN pupils who require support.
<b>Magical Maths</b>	23 sessions in Autumn Term	1 x 40 minutes per week ( KS1 and KS 2 groups)	<b>£805.00</b>	All disadvantaged learners in Key Stage 1 and 2 attended Magical Maths club weekly in term 2. The aim of these sessions was to increase confidence and enjoyment of mathematics. Whilst pupils and their parents report that they have enjoyed the sessions current data does not show enough impact as only 16% (3/19) of disadvantaged pupils in KS1 and 2 were on track to meet end of year expectations.	Whilst all children reported that they enjoyed attending the sessions, Magical Maths club did not show desired impact on progress at the end of term 2 so club was stopped and school have purchased Numicon Breaking Barriers and used from term 3 onwards.
<b>Sandtray Therapy</b>	10 weeks	1 x 30 minute session per week	<b>£270.00</b> training/ supervision <b>£1,172.30</b> cost of TA to deliver intervention	The inclusion leader is also working with 2 disadvantaged pupils on Sandtray therapy. We have also trained a TA in this intervention this academic year and she has worked with 4 pupils. The intervention usually last for approximately 10 weekly sessions. The impact of these session is measured through use of pupil self-assessment on Maslow's hierarchy of needs ( pupil score themselves between 1-10 in 5 areas; physiological safety, love and belonging, self- esteem and self-actualisation) , all 7 pupils scores have improved in all 5 areas by between 4 and 10 points from their starting points.	Pupil self-assessment scores show a positive impact on pupil wellbeing. We will therefore continue to use Sandtray Therapy for disadvantaged pupils with any social, emotional and mental health difficulties or issues.
<b>Time to Talk Counselling</b>	7 weeks	1x 1 hour session per week	<b>£150.00</b>	Counselling provided by Relate for 2 disadvantaged pupils with Social, Emotional and Mental Health issues. Pupils had 6 sessions of direct work plus one session to meet parents and gather information. Pupil with severe anxiety showed reduced difficulties in this area and successfully transitioned to secondary provision. Other pupil showed reduced anxieties and we are continuing to monitor.	We will continue to use a Relate 'Time to Talk' service for upper Key Stage 2 pupils who are able to access talking therapies. This will be for the vulnerable pupils with low level mental health concerns.



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<b>Play Therapy- provided by Jackdaw Play therapy.</b>	Periods vary according to pupil need. Each pupil has had a minimum of 24 sessions	1 x 45 minute session per week per pupil	<b>£5,710.00</b>	1 x LAC and 2 X PP pupils are working with the therapist for 1 weekly session of 45 minutes. Pupils enjoy sessions and mental and health issues are being addressed and supported. Therapist has met with parents regularly to review sessions at 8 week intervals. We have used this approach for pupils who are not realising their full potential academically, or socially or suffer from anxiety, stress or phobias. Reports from the therapist on these pupils show that there has been an increase in the scores in Strengths and difficulties questionnaires (SDQ's) completed by parents and staff prior to sessions beginning and after 24 sessions have been completed.	SDQ scores completed by staff pupils and parents show an impact on pupil wellbeing. We will therefore continue to use a play therapist for the most vulnerable pupils at risk of exclusion or with significant social care needs.
<b>Total interventions</b>			<b>£19,026.00</b> <b>Costs up to July 2018</b>	<b>Costs based on highest TA grade salary/ or cost per hour for play therapist and speech and language therapist.</b>	

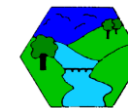
### Other Costs

<b>Provision</b>	<b>Duration</b>	<b>Frequency</b>	<b>Cost</b>	<b>Notes/ Impact</b>	<b>Evaluation</b>
<b>Inclusion Manager</b>	Academic year 2017-18	1 day a week	<b>£4,418.26</b>	The Inclusion Manager tracks all pupil premium children and enables all children who are not progressing or attaining as expected to be identified and given the appropriate provision. The inclusion leader attends all pupil progress meetings and liaises with teachers and TAs to ensure the correct provision is put in place. She meets regularly with TA's to review intervention groups and to feedback to teacher Headteacher, and governors on the impact of interventions.	The Inclusion Manager role has had a positive impact on PP pupil's attainment. The Inclusion Manager's time will remain at 1.5 days a week in 2018-19.
<b>Workshops and training</b>	Academic year 2017-18	Training Sessions throughout the year	<b>£1,240.00</b>	Buzzard Publishing Maths Training Workshop Phonics training with Marie Sivilis- 2 hours twilight session. All teaching staff and 65% of TA's attended the session.	Immersion sessions where SLT visit classrooms showed that staff are using strategies from phonics training in lessons.
<b>Education Welfare Officer</b>	Academic year 2017-18	Access to support	<b>£582.00</b>	Service has been used for advice regarding one disadvantaged pupil with persistent low level so attendance. We have held attendance reviews	Service is beneficial for specific advice and face to face meeting with families can be





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				for this pupil 3 times this academic year and attendance has increased from 86% to 90%.	arranged by the Inclusion Manager if needed with EWO attending.
<b>Jigsaw PHSE scheme</b>	Academic year 2017-18	Resources purchased and training in January 2018	<b>£3,152.74</b>	Every class teacher has delivered Jigsaw lessons in every class weekly since January 2018. All children have taken part in weekly mindfulness sessions and class teacher report that there has been an improvement in the participation of disadvantaged children in mindfulness sessions.	School will continue to use the scheme in every classroom every week, There should be no further cost implications. We will consider purchase of Jigsaw families programme if needed in academic year 2018-19.
<b>Trips, Residential and school clubs</b>	Academic year 2017-18	On-going	<b>£1,182.50</b>	We fund residential and other educational trips for children in receipt of the Pupil Premium to allow them to have equal access. We have also funded access to payed for school clubs and sessions at Bubbles for some disadvantaged pupils.	Funding residential and other trips has allowed all children to participate, feedback from parents is that supporting them in this way with costs is helpful. This expenditure will be on going as all pupils need equal access to trips Residential and clubs.
<b>Educational resources</b>	Academic year 2017-18	On-going	<b>£299.65</b>		
<b>Total provision</b>			<b>£10,875.15</b>		
<b>Overall Total spend</b>			<b>£29, 901.15</b>		

### Next Year 2018-19

#### Funding

Next academic year the amount of Pupil Premium Grant (PPG) has increased we will receive the following amounts:



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- £1,320 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium
- £2,300 per pupil for each post-LAC in year groups reception to year 11
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

Therefore the expected budget for By Brook Valley's disadvantaged pupils will be **£27, 500.00** for the financial year April 2018 to April 2019. This figure is based on the DfE allocation for the financial year based on the information in our January 2018 school census. The amount of funding we receive may increase as a result of the January 2019 Census if we have new pupils in Reception or other year groups who join us midyear who are entitled to free school meals or whose parents are or have previously been in the Forces, however we will not receive any additional funding until the April 2019 DfE allocation.

Next academic year the focus will be on developing pupil wellbeing and supporting our disadvantaged pupils who have social, emotional and mental health difficulties. We will be training one of our TA's to become an **Emotional Literacy Support Assistant (ELSA)** she will attend a training course aimed at teaching assistants in schools, things covered on the course will include Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused therapy and friendship. She will then work with groups or individuals to An ELSA will help pupils to unpick their problems and make sense of them.

We are also planning to provide additional support for our disadvantaged dyslexic pupils by purchasing additional interventions programmes such as 'Beat Dyslexia' and 'IDL on line Literacy' programme.

**Written by Shirley Stevens Inclusion Leader July 2018**