



# By Brook Valley Primary School



## Disadvantaged Strategy Statement 2017-2018

1. Summary Information					
School	By Brook Valley Primary School				
Academic Year	2017-18	Total disadvantaged pupil budget	£18, 620.00	Date of the most recent PP review	July 2017
Total number of pupils	198	Number of pupils eligible for PP grant	11	Date of next internal review	July 2018
Total number of disadvantaged pupils	17	Number of other disadvantaged 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%	Not available	97.53%	Not available	-0.56	Not available

3. Current attainment (2016-2017)			
	Pupils eligible for PP	All Pupils	National Other 2016
EYFS (2 pupils)	2	29	
% of pupils achieving a Good Level of Development	50%	86.7%	69.3%
KS1 (2 pupil)	2	30	
% of pupils meeting expectations in Maths	50%	83%	73%
% of pupils meeting expectations in Reading	50%	77%	74%
% of pupils meeting expectations in Writing	0%	80%	65%
KS2 ( 6 pupils)**	6	28	
% of pupils meeting expectations in Maths	67%	86%	70%
% of pupils meeting expectations in Reading	67%	86%	66%
% of pupils meeting expectations in Writing	83%	75%	74%

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

\*\*Note: One KS 2 pupil joined the school in February. They were below the level of the test. Despite not sitting the SATS, this pupil is included in the school data. (Writing is based on teacher assessment) the table shows data with all 28 children (as school data as will appear against national) the achievement of KS2 pupils is in line with 'National Other'. We are therefore working on closing the in school gap to raise standards even further.

<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>		
<b>A. Attitude to learning</b>		
<b>B. Low self-esteem</b>		
<b>C. Academic ability – READING</b>		
<b>D. Academic ability – WRITING</b>		
<b>E. Academic ability – MATHEMATICS</b>		
<b>F. Behaviour (for some pupils)</b>		
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>G. Attendance (for some pupils)</b>		
<b>H. Resources / basic needs</b>		
<b>I. Social, emotional and mental health issues</b>		
<b>5. Desired outcomes</b>		
<b>Desired outcomes and how they will be measured</b>		<b>Success criteria</b>
<b>A</b>	<b>Attitude to learning-</b> Children will be confident learners with positive attitudes to learning. Pupils know what their next steps are in learning and how to achieve this. Pupil interviews/assessment data/pupil progress meetings	Children will share ideas, ask questions, learn from mistakes, keep trying, and apply learning in different situations.
<b>B</b>	<b>Low self-esteem-</b> Children will demonstrate increased confidence and independence in the classroom. Strength and difficulties questionnaires (SDQ's) / pupil progress meetings.	Children will feel valued and important members of the school community. Pupils will show an increased responses and contributions in class. Children's SDQ scores from home and school will show an improvement in attitudes and behaviour at home and school.
<b>C</b>	<b>Academic ability – READING-</b> Disadvantaged pupils will make 3 points progress in reading from their starting points. Pupil interviews/assessment data/pupil progress meetings.	Differences seen on entry are diminished over time. PP children achieve in line with non-PP children.
<b>D</b>	<b>Academic ability – WRITING -</b> Disadvantaged pupils will make 3 points progress in writing from their starting points. Pupil interviews/assessment data/pupil progress meetings.	Differences seen on entry are diminished over time. PP children achieve in line with non-PP children. EYFS and KS1 Children will develop a more extensive vocabulary and language skills.
<b>E</b>	<b>Academic ability – MATHEMATICS</b> Disadvantaged pupils will make 3 points progress in maths from their starting points. Pupil interviews/assessment data/pupil progress meetings.	Differences seen on entry are diminished over time. PP children achieve in line with non-PP children.
<b>F</b>	<b>Behaviour (for some pupils)</b> Behaviour issues are addressed in partnership with families and other agencies as necessary.	Fewer behaviour issues are recorded for disadvantaged pupils
<b>G</b>	<b>Attendance (for some pupils) –</b> The attendance of disadvantaged children improves Termly attendance checks and prompt action taken to address drops in attendance for disadvantaged pupils.	Reduction in the no. of persistent absentees among pupils eligible for PP Attendance for all disadvantaged children is in line with national at 96%

<b>H</b>	<b>Resources / basic needs-</b> Opportunities for enrichment supported/provided. Welfare issues are addressed in partnership with families and other agencies as necessary.	Disadvantaged pupils involved in enrichment opportunities. Targeted disadvantaged pupils supported with resources or clubs. Fewer welfare issues are recorded for disadvantaged pupils
<b>I</b>	<b>Social, emotional and mental health issues-</b> Pupil and their families are provided with access to appropriate external agencies and therapies as necessary. TAC meeting notes, SDQ's	All children and families to access support to develop social and emotional skills. Pupils to have access to therapies and services which develop positive mental health.

## 6. Planned expenditure

Barriers to learning		Strategies to address the need	How will it be implemented?	Staff Lead	Cost
<b>A</b>	<b>Attitude to learning</b> <ul style="list-style-type: none"> <li>Having a fixed mind-set and 'can't do' attitude.</li> <li>Lack of resilience</li> <li>Lack of aspiration</li> </ul>	<ul style="list-style-type: none"> <li>Merits, house points awarded to all pupil ensuring disadvantaged pupils also receive these awards.</li> <li>Focus on learning and 'growth mindset' in House parliaments. Pupils know what their next steps are in learning and how to achieve this.</li> <li>Well planned transition from primary school to Secondary school</li> <li>Purchase 'Jigsaw' scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly celebration assemblies to celebrate the use of learning skills in lessons.</li> <li>Disadvantaged pupils to be involved in all house parliaments and growth mindset activities.</li> <li>Transition arrangements to continue from previous year.</li> <li>Jigsaw to provide a comprehensive scheme of learning for PHSE for Foundation Stage to Year 6.</li> <li>Measured by -Lesson observation evidence Learning walks, Pupil interviews</li> </ul>	Headteacher  All staff Inclusion Manager( IM) / Yr 6 teacher  IM/ Assistant head (AH)  SLT	£0.00  £0.00  £2, 925.00
<b>B</b>	<b>Low self-esteem</b> <ul style="list-style-type: none"> <li>Low self-worth</li> <li>Lack of confidence</li> </ul>	<ul style="list-style-type: none"> <li>Sand tray therapy ( Inclusion manager now trained)</li> <li>'Time to Talk' counselling sessions</li> <li>Play therapy for vulnerable individuals</li> <li>Positive relationships between children and staff.</li> <li>Performance opportunities – dance / music shows, Key stage performances...</li> </ul>	<ul style="list-style-type: none"> <li>½ day per week for inclusion manager to work 1:1 with disadvantaged pupils using Sandtray therapy.</li> <li>Employ Relate to deliver 'Time to Talk' sessions with disadvantaged pupil 1:1.</li> <li>Employ independent play therapist to work with vulnerable pupils on a weekly basis.</li> <li>Performances (Harvest, Christmas, Spring and end of year along with inter school music and dance performances organised and run by staff.</li> </ul>	IM  IM  IM  Class Teachers / TAs	½ day per week Inclusion Manager time £3,000.00  'Time to Talk' £630.00 for x 7 week block Play therapy £ 6,190.00 per academic year  £0.00

			<ul style="list-style-type: none"> <li>Measured by –strength and difficulties questionnaires (SDQ’s) and Sandtray questionnaires’ before and after block of sessions.</li> </ul>	Play therapist/ IM	
<b>C</b>	<b>Academic ability – READING</b> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Reading progress slow</li> <li>Comprehension of text weak</li> <li>Lack of support / reading practise at home.</li> <li>Reluctance in reading</li> </ul>	<ul style="list-style-type: none"> <li>Better Reading Partners (BRP) reading tuition with a teaching assistant 2-5 days per week depending on need.</li> <li>Ongoing training programme for teaching assistants to up-skill the provision for BRP with expert TA.</li> <li>Observations and feedback given by core leaders.</li> <li>Continue to develop a love of reading – staff as role models.</li> <li>Volunteer readers encouraged and welcomed into school.</li> <li>Parent workshop on the importance of phonics as children enter school in EYFS.</li> <li>Targeted support for disadvantaged pupils both in the class (core learning) and through intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Following assessments, pupils are chosen to receive BRP tuition. This intervention is carried out by teaching assistants and then monitored by English lead and Inclusion Manager.</li> <li>Timetable of training (BRP/ Sounds discovery) created to continue to up-skill and develop provision delivered by teaching assistants.</li> <li>Volunteers requested via our school newsletter. All volunteers to be DBS checked and receive appropriate training.</li> <li>Following a period of settling-in, the EYFS parents will be invited to a workshop led by Inclusion manager to inform and advise them on how best to support their children with beginning to read. The workshop covers phonics and a range of strategies that will encourage children at this early stage.</li> <li>TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision.</li> <li>Measured by Pupil interviews/assessment data/pupil progress meetings</li> </ul>	Teaching Assistants / English lead/ IM  Inclusion Manager  English lead AH/ IM  IM  TAs  SLT	IM/ AH time £234.00 TA’s £1, 610.00  £157.00 IM time  £234.00 IM time  £1,384.97 (5 hrs additional TA time per week )
<b>D</b>	<b>Academic ability - WRITING</b> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Weak spelling</li> <li>Poor language and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use ‘Talk for writing’</li> <li>Moderation and development of staff subject knowledge</li> <li>SALT support bought in to support pupils and to train staff.</li> <li>WELLCOMM bought in for EYFS early identification of need.</li> <li>2 training session for all staff (Teachers and Teaching assistants) one for spelling and one on phonics.</li> </ul>	<ul style="list-style-type: none"> <li>Staff training on speaking and listening / Speech and language delivered by SALT.</li> <li>WELLCOMM assessment programme is used within the first few weeks of September in EYFS to quickly establish those pupils who need extra input to develop their early oral skills.</li> <li>All staff to attend twilight sessions on phonics and spelling, including strategies to support disadvantaged pupils</li> </ul>	SALT  IM  HT TA / SALT	£3,338.35 for C&D Speech & Language Therapy (SALT)  £600.00

	<ul style="list-style-type: none"> <li>Lack of support at home</li> </ul>	<ul style="list-style-type: none"> <li>Targeted support for disadvantaged pupils through intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Interventions such as Lego therapy, social skills games, speaking and listening activities and speech and language support led by TAs and SALT working in the school.</li> <li>Measured by Pupil interviews/assessment data/pupil progress meetings</li> </ul>	<p>IM/ Class teachers/ TAs</p> <p>SLT</p>	<p>Included in SALT costs/ TA costs above.</p>
<b>E</b>	<p><b>Academic ability – MATHS</b></p> <ul style="list-style-type: none"> <li>Working below age related expectations</li> <li>Poor knowledge of place value</li> <li>Difficulties with basic mathematical concepts</li> <li>Maths progress very slow</li> <li>Lack of support at home</li> </ul>	<ul style="list-style-type: none"> <li>Extra curriculum enrichment opportunities to engage, encourage and inspire children.</li> <li>Using mathematical apparatus such as Numicon to help disadvantaged pupils understand abstract concepts.</li> <li>2 teachers new to teaching to attend 3 day maths course in number covering key stage 1 and 2</li> <li>Targeted support for disadvantaged pupils both in the class (core learning) and through intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Magical Maths Club to encourage and inspire disadvantaged learners in maths.</li> <li>Purchase Breaking Barriers Numicon Intervention and deliver programme to identified disadvantaged pupils.</li> <li>Teacher will implement learning from the course in their classroom and share learning with other staff at staff meeting.</li> <li>TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision.</li> <li>Measured by Pupil interviews/assessment data/pupil progress meetings</li> </ul>	<p>Maths leader</p> <p>Inclusion manager/maths lead</p> <p>Class teachers/ maths lead</p> <p>Class teachers/ TAs</p> <p>SLT</p>	<p>Magical maths Club £966.00 for 7 week block</p> <p>Breaking Barriers £108.00</p> <p>Cost to come from training budget.</p> <p>Included in TA costs above</p>
<b>F</b>	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>Negative behaviour towards others / poor social skills.</li> <li>Behavioural incidents effecting the learning in the class</li> </ul>	<ul style="list-style-type: none"> <li>Clear behaviour and reward systems in place in each class to ensure continuity and a high expectation from all.</li> <li>Persistent poor behaviour communicated home and dealt with in partnership with families.</li> <li>All staff to attend restorative justice INSET day in February 2018.</li> <li>Play Therapist employed to work with pupils who have significant social, emotional and mental health issues.</li> </ul>	<ul style="list-style-type: none"> <li>Established within in school – to be maintained and monitored for consistency during POP sessions.</li> <li>School to become a restorative school which taking a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.</li> <li>Play therapist employed ½ day per week.</li> <li>Measured by –strength and difficulties questionnaires (SDQ's). SLT to ensure restorative justice is implemented in all classes.</li> </ul>	<p>SLT</p> <p>SALT/TA</p> <p>All staff</p> <p>Play Therapist</p> <p>Play Therapist/ IM SLT</p>	<p>(as above)</p> <p>Restorative justice INSET day £500.00</p> <p>Play therapy see costs above (£ 6,190.00)</p>

<b>G</b>	<b>Attendance</b> <ul style="list-style-type: none"> <li>Persistent absentees (below 95% attendance) in disadvantaged groups.</li> </ul>	<ul style="list-style-type: none"> <li>Termly overview sheet of attendance for all pupils, year groups and vulnerable groups.</li> <li>Letter sent in September to all families of disadvantaged pupils whose attendance was below 95% in the previous academic year.</li> <li>Pupils dropping close to 95% attendance are tracked carefully</li> <li>Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support.</li> <li>Persistent absentees will meet with IM regularly. EWO called in if necessary.</li> <li>Special certificate and small prize given to class with the best attendance this term.</li> <li>Regular attendance updates and reminders go out in the school newsletter 3 times a year.</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Manager to track and monitor the attendance of all pupils including PP. Any pupils whose attendance drops close to 95% to be addressed.</li> <li>Letters and phone conversations will be used to highlight the school concern and then a face to face meeting with families is arranged if needed. Where absences are persistent, IM will arrange for the EWO to become involved.</li> <li>Strategies have been introduced to celebrate the attendance of those pupils who are in school every day throughout the term / year.</li> <li>Measured by admin staff and Inclusion Manager termly who will liaise with EWO.</li> </ul>	Headteacher/ Inclusion Manager  IM/ HT  IM	EWO x 2 days support £582.00
<b>H</b>	<b>Resources / basic needs</b> <ul style="list-style-type: none"> <li>Lack of proper school uniform (clothes not fitting / unwashed...)</li> <li>Lack of proper PE kit</li> <li>Hunger - Not eating breakfast before school</li> <li>Lack of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Uniform purchased for the family in extreme cases</li> <li>Breakfast club subsidised *Toast provided for highlighted families</li> <li>Regular meetings with Inclusion Manager to discuss needs and barriers – support offered by school or through referring to the appropriate agency.</li> <li>CAF written to address needs and request support if necessary.</li> <li>Educational visits and residential trips subsidised throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>This decision is made by SLT in consultation with our Inclusion manager. Each situation is different and the school will do its best to provide what each child needs.</li> <li>Headteacher and Inclusion Manager meet regularly to discuss families that may have been referred by class teachers. Current provision / support is reviewed and further actions are set if the need is there.</li> <li>CAF assessment written by Inclusion leader.</li> <li>Agreed subsidy for Y6 residential to ensure all pupils can attend. Other funding given to subsidise disadvantaged pupils who are unable to contribute.</li> </ul>	SLT  HT/ IM  IM  SLT	Resources/ uniform £500.00  No cost  clubs/ trips/ residential £1,344.10
<b>I</b>	<b>Social, emotional and mental health issues</b> <ul style="list-style-type: none"> <li>Disruption at home</li> <li>Family bereavement</li> </ul>	<ul style="list-style-type: none"> <li>Referral process in place for any concerns about a pupil</li> <li>Referrals to outside agencies made</li> <li>Effective liaison and contact with outside agencies e.g. School Health Nurse</li> </ul>	<ul style="list-style-type: none"> <li>If a class teacher / Teaching assistant is concerned about a child emotional state or health, they will refer to Inclusion manager who will then work with the child / family to ascertain the support that is needed. Support that can be given in school is then</li> </ul>	Class teachers/ TA's/ IM	£0.00

	<ul style="list-style-type: none"> <li>• Parent mental health</li> <li>• Family illness</li> <li>• Possible child protection concerns</li> <li>• Anxiety</li> <li>• Tiredness</li> </ul>	<ul style="list-style-type: none"> <li>• Blob trees</li> <li>• 1:1 counselling / 'Time to Talk' sessions</li> <li>• Sand tray therapy</li> </ul>	<p>organised and timetabled in. Support that requires intervention from outside agencies is sought via referrals.</p> <ul style="list-style-type: none"> <li>• Sand tray therapy or 'Time to Talk' 1;1 counselling sessions will be offered to pupils who would benefit from a block of therapy sessions and this will be timetabled into IM time or referral made to relate.</li> <li>• Measured TAC meeting outcomes &amp; notes by SDQ's</li> </ul>	<p>IM</p> <p>IM</p>	<p>COSTS included in section B (½ day per week Inclusion Manager time £3,000.00/'Time to Talk' £630.00 for x 7 week block)</p>
				<p><b>Total projected spend</b></p>	<p><b>£23,844.42</b> Overspend of £5,224.42</p>