



Brook Valley Primary School Disadvantaged Pupil Report July 2021



1. Summary Information					
School	By Brook Valley Primary School				
Academic Year	2020-21	Total disadvantaged pupil budget	£30,026.48	Date of the most recent PP review	July 2019
Total number of pupils	192	Number of pupils eligible for PP grant	18	Date of next internal review	January 2022
Total number of disadvantaged pupils	25	Number of Forces pupils	7		

2. Attendance –2020-2021							
Academic Year	Number of Disad' pupils	School	National	School	National	School	National
		% average attendance - Disa' pupils	% average attendance - Disa' pupils	% average attendance- Non Disad' pupils	% average attendance- Non Disa' pupils	Difference between Disad' and Non Disad'	Difference between school Disad' and National Disad'
2017-2018	16	97.24%	93.4%	97.35%	96.7%	-0.11	+3.84
2018-2019	18	94.80%	94.1%	96.91%	96.5%	-2.11	+0.7
2019-2020	19	95.32%	Not available	96.34%	Not available	-1.02	Not available
2020-2021	25		Not available		Not available		Not available

3. Current attainment Summer 2021			
	Pupils eligible for PP	All Pupils	National Other 2019 * most recent available national comparison
EYFS			
% of pupils meeting expectations in Reading	33% (100%)	86%	71.8% GLD
% of pupils meeting expectations in Writing	33% (100%)	79%	
% of pupils meeting expectations in Maths	60% (100%)	89%	
Phonics Screen			
Year 1			82%
Year 2 resists			

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			91%
KS1			
% of pupils meeting expectations in Reading	33% (100%)	80%	76%
% of pupils meeting expectations in Writing	17% (50%)	65%	70%
% of pupils meeting expectations in Maths	50% (100%)	80%	76%
KS2			
% of pupils meeting expectations in Reading	50% (83%)	85%	73%
% of pupils meeting expectations in Writing	50% (83%)	69%	78%
% of pupils meeting expectations in Maths	75% (83%)	80%	79%
*At By Brook there is a high degree of cross over between SEN and PP- *** details PP without SEN			

Attainment % of pupils meeting expectations Progress- Pupil Premium, Forces and PP without SEN- Summer 2020-21

Whole School *excluding FS2*	Groups	Number	Reading	Writing	Maths
	All	158	131 83%	107 68%	126 80%
PP	14	5 36%	4 29%	7 50%	
Forces	4	3 75%	3 75%	4 100%	
PP without SEN	5	4 80%	3 60%	4 80%	

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	Groups	Number	Reading	Writing	Maths
	KS1	All	54	43 80%	35 65%
PP		6	2 33%	1 17%	3 50%
Forces		0	-	-	
PP without SEN		2	2 100%	1 50%	2 100%
	Groups	Number	Reading	Writing	Maths
	KS2	All	104	88 85%	72 69%
PP		8	3 38%	3 38%	4 50%
Forces		4	3 75%	3 75%	4 100%
PP without SEN		3	2 67%	2 67%	2 67%

Progress- Pupil Premium, Forces and PP without SEN- Autumn 2020-21 to Summer 2020-21

	Reading			Writing			Maths		
	Slower	Expected	Accelerated	Slower	Expected	Accelerated	Slower	Expected	Accelerated
Pupil Premium (14)	0 0%	9 64%	5 36%	0 0%	12 86%	2 14%	1 7%	8 58%	5 36%
PP with no SEN (8)	0 0%	3 38%	5 63%	0 0%	6 75%	2 25%	1 13%	3 38%	4 50%
Forces (4)	0 0%	2 50%	2 50%	0 0%	4 100%	0 0%	0 0%	1 25%	3 75%

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Spending and Impact Summary

- We have 25 pupils in receipt of Pupil Premium funding this is 13% of the school population. Of that 25, 7 pupils are in receipt of Forces Premium this is 3.6% of the school population. We have no looked after children.
- 11 of our 25 pupils in receipt of Pupil Premium have additional vulnerabilities and are on the SEN register.
- We have received £30,026.00 in Pupil Premium funding (£2,170 of which is Forces Premium) in the financial year 2020-21.
- Attainment of disadvantaged pupils appears weakest in writing. However, the whole schools performance is weakest in writing therefore it is more pertinent to look at attainment gaps.
- Pupil's attainment this year indicates that the in school attainment gap between disadvantaged and non-disadvantaged pupils is widest in reading.
- Performance of Pupil Premium children initially appears to be weaker in reading, writing and maths across EYFS, Key Stage 1 and 2. However, the performance of PP children without additional SEN exceeds or is in line with, the whole school levels and National comparisons in all subjects and all phases with the exception of Key Stage 1 writing.
- The progress of Pupil Premium children is strong with all children making expected or accelerated progress with the exception of one child in maths
- The performance of Forces funding children exceeds or is in line with the whole school levels and National comparisons in all subjects and all phases
- The progress of Forces children is strong with all children making expected or accelerated progress
- Average attendance of disadvantaged pupils is above national disadvantaged pupils for 2019 at 95.32%.

Reading:

- 48% of disadvantaged pupils met the end of year expectations in reading, compared to 85% of all pupils.
- 85% of disadvantaged pupils without additional vulnerabilities or SEN achieved at or above the expected standard in reading.
- 100% of disadvantaged pupils made expected or accelerated in year progress in reading. The whole school figure for this is 79%.

Writing:

- 44% of disadvantaged pupils met the end of year expectations in writing, compared to 70% of all pupils.
- 85% of disadvantaged pupils without additional vulnerabilities or SEN achieved at or above the expected standard in writing.

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- 100% of disadvantaged pupils made expected or accelerated in year progress in writing. The whole school figure for this is 87%.

Maths:

- 64% of disadvantaged pupils met the end of year expectations in maths, compared to 83% of all pupils.
- 92% of disadvantaged pupils without additional vulnerabilities or SEN achieved at or above the expected standard in maths.
- 96% of disadvantaged pupils made expected or accelerated in year progress in maths. The whole school figure for this is 84%.

Table to show numbers of Pupil Premium (including LAC) & Forces premium at BBV in July 2021

	YR	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total #
Pupil Premium (incl LAC)	3	3	3	2	4	3	0	18
Forces Premium	3	0	0	3	0	0	1	7
Total in each year group	6	3	3	5	4	3	1	25



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Due to the Covid 19 and the associated school closure and disruption, the impact of interventions has been impacted in a negative manner. Many external support mechanisms also ceased or were run online, thus degrading there impact.

Intervention	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Speech & language therapy from C&D speech and language therapy	September 2019– ...	Every fortnight 1:1 with therapist then 3-5 times per x week with class TA	£4338	<p>We received 3 levels of support from therapist:</p> <ol style="list-style-type: none"> 1. Universal Individual staff support with lesson planning and differentiation to support pupils with language impairment Classroom strategies highlighted in her reports 2. Targeted 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 3. Specialist 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) 2 x Year 1 pupils (SEN and PP) who had interventions with therapist passed phonic screening. The therapist has had 7 new referrals and carried out 4 review assessments this year. 72% of pupils seen achieved all 3 of their speech and language targets during the academic year. All pupils seen had partially met their targets. 	<p>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 place from the beginning, allowing them to access learning in English and make good progress. EYFS data shows that 77% achieving age appropriate speech and language skills, at the beginning of the year only 46% demonstrated age appropriate speech and language skills when tested using WELCOMM screening tool.</p> <p>We will be continuing to use pupil premium funding to buy in this service in 2021-22</p>
Project X Code	20 weeks	3 times per week for 20 minutes	£1, 110.60 TA time to run intervention	<p>4 pupils in years 3 and 4 have had interventions using Project X Code resources.</p> <p>In year 3, all pupils made progress from their starting points, but did not achieve EYE in reading at the end of the academic year. In year 4, all pupil made</p>	<p>The children really enjoy this intervention, they frequent ask the TA leading the intervention if they can read Project X Code books.</p> <p>All pupils made progress and it contributed to these pupils achieving EYE in reading We will</p>

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				progress from there starting point and 25% of pupils achieved EYE.	continue with this intervention in 2021-2022 focusing on year 2, 3 and 4.
Phonics Yr 1 & 2 additional literacy support in class	Term 1, 2 and 3	Daily phonics session 20 mins Daily in class support.	£2,827.70	Group of 5 pupils including 3 PP pupils. 50% passed the phonics screening. Group of 5 pupils including 2 x PP pupils in year 2. 100% of these pupils passed the resist phonic screening in year 2.	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.
ELSA Emotional Literacy Support	All year – each individuals session last 7 weeks	Weekly session of 45 mins per individual- 3.5 hours of TA time a week	£2041	12 children including 6 PP pupils access 1:1 ELSA sessions with ELSA TAs to support their emotional development and attainment.	All results indicate the validity of this interventions with all participants indicating an increase in their emotional literacy skills- improvements ranges from 12-48 points increase in self-assessment.
Play Therapy- provided by Jackdaw Play therapy.	Periods vary according to pupil need. Each pupil has had a minimum of 24 sessions	1 x 45 minute session per week per pupil	£5225	4 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	Staff, pupils and parents report that this intervention has been extremely successful prior to lockdown. The therapist also maintained contact during lockdown remotely. As a result we have seen improvements in the children's presentation and subsequence academic attainment and progress.
Total interventions			£15542.30 Costs up to July 2021	Costs based on highest TA grade salary/ or cost per hour for play therapist and speech and language therapist.	

Other Costs

Provision	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Inclusion Manager	Academic year 2020-21	3 days a week	£12000	The new 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	Inclusion Manager has had a positive impact on PP pupil's attainment and the SLT. The full impact of the role has been hard to evaluate due to the level of disruption or a second year.

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				<p>leader attends all pupil progress meetings and liaises with teachers and TA's to ensure the correct provision is put in place and gives feedback to teachers, Headteacher, and governors on the impact of interventions and pupil outcomes.</p> <p>The new Inclusion leader is also undertaking his NA SENCO qualification.</p> <p>Inclusion leader has also successfully implemented a whole school Forest School provision to boost children self-esteem and emotional resilience in response to the Covid pandemic and its emotional impact</p>	<p>He has successfully completed his NA SENCO qualification and the introduction of a whole school forest school intervention has proved very valuable with pupil comments and observation indicate its positive impact on them and their well-being.</p>
Trips including residential and school clubs	Academic year 2020-2021	On-going	£1229.62	<p>We fund residential and other educational trips for children in receipt of the Pupil Premium to allow them to have equal access.</p> <p>We have also funded access to payed for school clubs and sessions at Bubbles for some disadvantaged pupils.</p>	<p>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.</p> <p>Due to budget constraints expenditure will be cut next academic year with Pupil Premium funding being used to fund a percentage of trips including residential trips.</p>
Educational resources	Academic year 2020-202-	On-going	£350.00 IDL Literacy	<p>IDL was purchased this year and 44 children are currently using the programme at home and at school.</p> <p>75% of children who use IDL have made more than 7 months progress in reading in 6 months. 5 pupils have made more than a year progress in 6 months in reading.</p> <p>55% of children who use IDL have made more than 7 months progress in reading in 6 months. 8 pupils have made more than a year progress in 6 months in reading.</p>	<p>Renew license for IDL next academic year as data shows that it has been very beneficial and had a positive outcome on progress.</p>
Total provision			£13,579.62		
Overall Total spend			£29121.92 Underspend of £904.56		

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Next Year 2021-2022

Funding

Next academic year the amount of Pupil Premium Grant (PPG) will remain the same, we will receive the following amounts:

- £1,345 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
- £2,345 per pupil for each post-LAC in year groups reception to year 11
- £310 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). The £2170 that we received has been used to offer pastoral and mental health support and help mitigate the negative impact on service children of family mobility or parental deployment and working patterns.

Therefore the expected budget for By Brook Valley's disadvantaged pupils will be **£29070.00** for the financial year April 2021 to April 2022. This figure is based on the DfE allocation for the financial year based on the information in our January 2021 school census. The amount of funding we receive may increase as a result of the January 2021 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 2021 DfE allocation.

Next academic year the focus will continue to be on developing pupil wellbeing and supporting our disadvantaged pupils who have social, emotional and mental health difficulties. We will also have to focus our support on the bottom 20% and the children who have 'missed out' during the Covid 19 lockdown and school closures. We will also seek to support pupils writing and help diminish the distance between PP and non-PP, particularly within reading. For further details of our Pupil Premium spending for 2021-2022 please see the By Brook Valley CofE Primary School Pupil premium strategy statement 2021-2022 to be published before November 2021.

Written by Benjamin Summer Inclusion Leader July 2021

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