



# Brook Valley Primary School Disadvantaged Pupil Report July 2019



1. Summary Information					
School	By Brook Valley Primary School				
Academic Year	2018-19	Total disadvantaged pupil budget	£27,500.00	Date of the most recent PP review	July 2019
Total number of pupils	194	Number of pupils eligible for PP grant	19	Date of next internal review	January 2020
Total number of disadvantaged pupils	23	Number of Forces pupils	4		

2. Attendance							
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'
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%	93.4%	97.35%	96.7%	-0.11	+3.84
2018-2019	18	94.80%	Not available	96.91%	Not available	-2.11	Not available

3. Current attainment (2018-19)			
	Pupils eligible for PP	All Pupils	National Other 2018
EYFS	1*	21	
% of pupils achieving a Good Level of Development	100%	84%	71.5%
Phonics Screen	4*	25	
Year 1	100%	84%	82%
Year 2 resists	2	7	
	100%	86%	92%
KS1	4*	29	
% of pupils meeting expectations in Reading	25%	79%	75%
% of pupils meeting expectations in Writing	25%	79%	70%
% of pupils meeting expectations in Maths	50%	79%	76%
KS2	5	29	
% of pupils meeting expectations in Reading	80%	83%	75%

Roots to grow, wings to fly "They will soar on wings like eagles" Isaiah 40:31



# Brook Valley Primary School Disadvantaged Pupil Report July 2019



% of pupils meeting expectations in Writing	80%	76%	78%
% of pupils meeting expectations in Maths	80%	83%	76%
*Note the number of pupils in EYFS & KS1 are so small that it is meaningless to compare percentages.			

## Spending and Impact Summary

- We have 18 pupils in receipt of Pupil Premium funding this is 9% of the school population. We have no looked after children.
- We have 4 pupils in receipt of Forces Premium this is 2% 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% (1/1) of disadvantaged pupils in EYFS achieved a Good Level of Development.
- Average attendance of disadvantaged pupils is above national disadvantaged pupils for 2018 at 94.80%. This academic year the gap in attendance between disadvantaged and non-disadvantaged pupils has increased, this is due to low attendance of one pupil who is currently not attending school.

*\*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:

- 61% of disadvantaged pupils met the end of year expectations in reading, compared to 82% of non-disadvantaged.
- 25% (1/4) of disadvantaged pupils achieved at or above the expected standard in reading in the Key Stage 1 National Curriculum Assessments.
- 80% (4/5) 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:

- 50% (11/23) of disadvantaged pupils met the end of year expectations in writing, compared to 81% of non-disadvantaged.
- 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

Roots to grow, wings to fly "They will soar on wings like eagles" Isaiah 40:31



## Brook Valley Primary School Disadvantaged Pupil Report July 2019



### Maths:

- 68% of disadvantaged pupils met the end of year expectations in mathematics, compared to 82% of non-disadvantaged.
- 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.
- 80% (4/5) 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 2019 is 23 (19 PP pupils and 4 Forces pupils), which is approximately 9% of the school. 35% of our Pupil Premium pupils are also on the SEN register, 52% 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 2018**

	YR	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total #
<b>Pupil Premium (incl LAC)</b>	1	1	4	4	0	4	5	19
<b>Forces Premium</b>	0	3	0	0	1	0	0	4
<b>Total in each year group</b>	1	4	4	4	1	4	5	<b>23</b>

Roots to grow, wings to fly "They will soar on wings like eagles" Isaiah 40:31



# Brook Valley Primary School Disadvantaged Pupil Report July 2019



## Year Group Comparison-measuring the gaps 2018-19

**ATTAINMENT** Summer Term (disadvantaged includes PP, LAC and Forces pupils) the percentages show number of pupils that achieved End of Year Expectations (EYE) years 1, 3, 4 and 5 and the results of end of EYFS or 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>YR</b>	25 1	100% 1/1	83% 20/24	100% 1/1	83% 20/24	100% 1/1	88% 21/24
<b>Y1</b>	25 4	100% 4/4	81% 17/21	100% 4/4	71% 15/21	100% 4/4	76% 16/21
<b>Y2</b>	27 4	25% 1/4	87% 20/23	25% 1/4	87% 20/23	50% 2/4	87% 20/23
<b>Y3</b>	28 4	50% 2/4	75% 18/24	25% 1/4	70% 17/24	50% 2/4	83% 20/24
<b>Y4</b>	28 1	100% 1/1	89% 24/27	0% 0/1	77% 21/27	100% 1/1	85% 23/27
<b>Y5</b>	28 4	0% 0/4	71% 17/24	0% 0/4	71% 17/24	25% 1/4	67% 16/24
<b>Y6</b>	29 5	80% 4/5	83% 20/24	80% 4/5	96% 24/25	80% 4/5	83% 20/24

Roots to grow, wings to fly "They will soar on wings like eagles" Isaiah 40:31



# Brook Valley Primary School Disadvantaged Pupil Report July 2019



<b>Total</b>	165 23	61%	82%	50%	81%	68%	82%
--------------	-----------	-----	-----	-----	-----	-----	-----

## **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 3 pupil has an EHCP as well as being disadvantaged, one pupil in year 5 has low attendance and one pupil in year 6 is also SEN. 2 pupils 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. 3 pupils with complex SEN needs (one with an EHCP, one with application for EHCP) in year 3 who are also disadvantaged made slower progress in writing. One pupil in year 5 made slower progress this pupil has a CAF in place to support the family.

**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 3 and 1 in year 5 made slower progress in Maths. The year 3 pupil has complex SEN needs in addition to being disadvantaged the other pupil year 5 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 2018-19**

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.

## **Interventions 2018-19**

Intervention	Duration	Frequency	Cost	Notes/ Impact	Evaluation
--------------	----------	-----------	------	---------------	------------

Roots to grow, wings to fly “They will soar on wings like eagles” Isaiah 40:31



## Brook Valley Primary School Disadvantaged Pupil Report July 2019



<p><b>Speech &amp; language therapy from C&amp;D speech and language therapy</b></p>	<p>September 2018– July 2019</p>	<p>Every fortnight 1:1 with therapist then 3-5 times per x week with class TA</p>	<p><b>£3,600.00</b></p>	<p>We received 3 levels of support from therapist:</p> <ol style="list-style-type: none"> <li><b>1. Universal</b> Individual staff support with lesson planning and differentiation to support pupils with language impairment Classroom strategies highlighted in her reports</li> <li><b>2. Targeted</b> 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</li> <li><b>3. Specialist</b> 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 13 new referrals and carried out 4 review assessments this year. 86% of pupils seen achieved all 3 of their speech and language targets during the academic year. All pupils seen had partially met their targets.</li> </ol>	<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 88% achieving age appropriate speech and language skills, at the beginning of the year only 58% demonstrated age appropriate speech and language skills when tested using WELCOMM screening tool. We will be continuing to use pupil premium funding to buy in this service in 2019-20</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>4 pupils in year 5 and 6 had intervention using Better Reading Partners program. 50 % 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 has also helped to identify pupils who were new to school and had an unidentified specific learning difficulty. We will continue with this intervention in 2019-20 focusing on year 5 and 6.</p>
<p><b>Project X Code</b></p>	<p>20 weeks</p>	<p>3 times per week for 20 minutes</p>	<p><b>£1,280.59 cost of resources £1, 110.60 TA time to run intervention</b></p>	<p>4 pupils in years 2, 3 and 4 have had interventions using Project X Code resources. In year 2 , all pupils made progress from their starting points, but did not achieve EYE in reading at the end of the academic year. 50%of these pupils passed the phonics screening resist. In year 3, all pupils made progress from their starting points, but did not achieve EYE in reading at the end</p>	<p>The children really love this intervention, they frequent ask the TA leading the intervention if they can read Project X Code books. All pupils made progress and it contributed to these pupils achieving EYE in reading We will continue with this intervention in 2019-20 focusing on year 2, 3 and 4. If finances allow it</p>

Roots to grow, wings to fly “They will soar on wings like eagles” Isaiah 40:31



## Brook Valley Primary School Disadvantaged Pupil Report July 2019



				of the academic year. All 4 pupils have a specific learning difficulty and have been identified as having visual stress. In year 4, all pupil made progress from there starting point and 25% of pupils achieved EYE.	would be good to invest in more books in the Project X Code series.
<b>Phonics Yr 1 &amp; 2 additional literacy support in class</b>	Term 1, 2 and 3	Daily phonic session 20 mins Daily in class support.	<b>£2,827.70</b>	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. 67% 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.
<b>Precision teaching</b>	On-going	5x 10 minutes daily	<b>£200.00 training costs</b> <b>£1,645.33</b>	Training was led by Educational Psychologist over 2 sessions. 7 pupils one from each year group, Reception to Year 6 have had precision teaching daily focusing on improving key skills such as number of phonemes recognised or number of key word recognised or number bonds. All children have made progress and hit their targets of getting 20 or 40 correct answers in one minute when tested. 75% have moved on to the next set of probes working on next targets.	Also see Precision Teaching review written by EP. Children currently receiving precision teaching would continue to benefit from the intervention and therefore would continue in September (except for the child in Year 6). New staff will be trained by the current teaching assistants who will model and explain the precision teaching intervention Overall, the precision teaching intervention has been effective at helping children make progress and the teaching assistants are confident to successfully deliver the intervention in 2019-2020.
<b>Plus 1/ Power of 2</b>	12 weeks	3x 20 minutes per week	<b>£170.00 for books</b> <b>£370.20</b>	4 pupils in years 2, 3 and 4 have had interventions using plus 1/power of 2 books In year 2, all pupils made progress from their starting points, 25% achieved EYE in maths at the end of the academic year. In year 3, all pupils made progress from their starting points, however none achieved EYE in maths at the end of the academic year. All pupil are SEN. In year 4, all pupil made progress from there starting point and 50% of pupils achieved EYE in maths.	Plus 1 has helped pupils with number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10, and introducing doubling and halving. Power of 2 has helped put in place the building blocks of number and developed skills with mental calculations. Continue both interventions next year for identified pupils who need repetition of basic skills.
<b>Sandtray Therapy</b>	10 weeks	1 x 30 minute session per week	<b>£270.00 training/ supervision</b>	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	Pupil self-assessment scores show a positive impact on pupil wellbeing. We will therefore continue to use Sandtray Therapy for

Roots to grow, wings to fly “They will soar on wings like eagles” Isaiah 40:31



## Brook Valley Primary School Disadvantaged Pupil Report July 2019



			<b>£1,172.30</b> cost of TA to deliver intervention	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.	disadvantaged pupils with any social, emotional and mental health difficulties or issues. New Inclusion Manger and additional TA to be trained in November 2019.
<b>Time to Talk Counselling</b>	7 weeks	1x 1 hour session per week	<b>£150.00</b>	Counselling provided by Relate for 1 disadvantaged pupils with Social, Emotional and Mental Health issues. Pupil had 7 sessions of direct work plus one session to meet parents and gather information. Pupil with anxiety showed reduced difficulties in this area in SDQ scores.	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.
<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>	3 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>£18, 457.12</b> <b>Costs up to July 2019</b>	<b>Costs based on highest TA grade salary/ or cost per hour for play therapist and speech and language therapist.</b>	

### Other Costs

Provision	Duration	Frequency	Cost	Notes/ Impact	Evaluation
-----------	----------	-----------	------	---------------	------------

Roots to grow, wings to fly "They will soar on wings like eagles" Isaiah 40:31





## Brook Valley Primary School Disadvantaged Pupil Report July 2019



<b>Inclusion Manager</b>	Academic year 2018-2019	1.5 day a week up to February 2019. 2.5 days from February to July 2019.	<b>£5,000.00</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 TA's to ensure the correct provision is put in place. She has met regularly with TA's to review intervention groups and to feedback to teachers, Headteacher, and governors on the impact of interventions.	The Inclusion Manager role has had a positive impact on PP pupil's attainment. The new Inclusion Manager's time will change to a non-teaching role and increase to 3 full days next academic years, therefore an increased proportion of PP expenditure will need to be allocated next year toward Inclusion managers Salary.
<b>Emotional Literacy Support Assistant (ELSA)</b>	Academic year 2018-2019	6 days training	<b>£425.00</b>	ELSA training has not gone as planned due to unforeseen staffing changes. The TA allocated to have ELSA training will be going on Mat leave in October so another TA was selected. This TA completed 4 of the 6 days training but has now resigned. We have therefore sent a different TA on the final 2 days training and we will now have to pay for these days again. The ELSA who was trained began to see small groups of children and individuals and class teacher felt that this had an impact on behaviour.	Next academic year we will need to send TA to complete remaining 4 days of training and she will then begin to see groups of children and individuals who are referred to her. Inclusion manager and ELSA will hold class assemblies to explain the role of ELSA to children. Inclusion manager to talk about ELSA role in staff meeting on October 2019.
<b>Education Welfare Officer</b>	Academic year 2018-2019	Access to support	<b>£306.00</b>	Service has been used for advice regarding 2 disadvantaged pupils with persistent low level so attendance. We have held attendance reviews for 1 pupils 3 times this academic year resulting in an increase in attendance from 84% to 90%. The other pupil is currently not attending school and we are receiving EWO support and advice.	Service is beneficial for specific advice and face to face meeting with families can be arranged by the Inclusion Manager if needed with EWO attending.
<b>Trips including residential and school clubs</b>	Academic year 2018-2019	On-going	<b>£3,000.00</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. 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.

Roots to grow, wings to fly "They will soar on wings like eagles" Isaiah 40:31



## Brook Valley Primary School Disadvantaged Pupil Report July 2019



<b>Educational resources</b>	Academic year 2018-2019	On-going	<b>£319.00 IDL Literacy</b> <b>£495.00 Beats Dyslexia</b>	IDL was purchased this year and 44 children are currently using the programme at home and at school. 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. 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.	Renew license for IDL next academic year as data shows that it has been very beneficial and had a positive outcome on progress.
<b>Total provision</b>			<b>£ 9,545.50</b>		
<b>Overall Total spend</b>			<b>£28,002.62</b> Overspend of £502.62		

### Next Year 2019-2020

**There will be a new Inclusion Leader in post, Mr Ben Summers.**

### Funding

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

- £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

Roots to grow, wings to fly “They will soar on wings like eagles” Isaiah 40:31



## Brook Valley Primary School Disadvantaged Pupil Report July 2019



- £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 Brook Valley's disadvantaged pupils will be **£29,860.00** for the financial year April 2019 to April 2020. This figure is based on the DfE allocation for the financial year based on the information in our January 2019 school census. The amount of funding we receive may increase as a result of the January 2020 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 2020 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 be completing training for one TA to become an **Emotional Literacy Support Assistant (ELSA)** she will finish attending 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 help pupils to unpick their problems and make sense of them.

**Written by Shirley Stevens Inclusion Leader July 2019**