



Disadvantaged Strategy Statement 2019-2020

1. Summary Information					
School	By Brook Valley Primary School				
Academic Year	2019-20	Total disadvantaged pupil budget	£29,860.00	Date of the most recent PP review	July 2019
Total number of pupils	194	Number of pupils eligible for PP grant	18	Date of next internal review	January 2020
Total number of disadvantaged pupils	22	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	94.8%	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%
% of pupils meeting expectations in Writing	%	%	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.

4 Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A. Social, emotional and mental health issues		
B. Attitude to learning		
C. Academic ability – READING		
D. Academic ability – WRITING		
E. Academic ability – MATHEMATICS		
F. Behaviour (for some pupils)		
External barriers (issues which also require action outside school, such as low attendance rates)		
G. Attendance (for some pupils)		
H. Resources / basic needs		
5 Desired outcomes		
Desired outcomes and how they will be measured		Success criteria
A	Social, emotional and mental health issues- All staff understand what health and wellbeing is and its fundamental importance in equipping children and young people to live a healthy and happy life in the 21 st Century All children are provided with maximum opportunities to acquire knowledge, understanding and skills which they can apply effectively and with confidence to help them live a happy and healthy lifestyle. Measured using Children’s Society Good Childhood Index Questionnaire	Inclusion of wellbeing provision is a key focus in the school improvement plan. The Children’s Society Good Childhood Index Questionnaire (measured on a Scale from 0 to 10 where 0 means ‘very unhappy’ and 10 means ‘very happy’) will show an increase in scores for our disadvantaged pupils.
B	Attitude to learning- 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.
	Low self-esteem- 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.
C	Academic ability – READING- Disadvantaged pupils will make 3 steps progress in reading from their starting points. Pupil interviews/assessment data/pupil progress meetings.	2018-19 achievement data analysis will demonstrate that pupils in receipt of pupil premium make equal or better progress in comparison to pupils who are not in receipt of pupil premium in reading.
D	Academic ability – WRITING - Disadvantaged pupils will make 3 steps progress in writing from their starting points. Pupil interviews/assessment data/pupil progress meetings.	2018-19 achievement data analysis will demonstrate that pupils in receipt of pupil premium make equal or better progress in comparison to pupils who are not in receipt of pupil premium in Writing.

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		EYFS and KS1 Children will develop a more extensive vocabulary and language skills.
E	Academic ability – MATHEMATICS Disadvantaged pupils will make 3 steps progress in maths from their starting points. Pupil interviews/assessment data/pupil progress meetings.	2018-19 achievement data analysis will demonstrate that pupils in receipt of pupil premium make equal or better progress in comparison to pupils who are not in receipt of pupil premium in Maths.
F	Behaviour (for some pupils) Behaviour issues are addressed in partnership with families and other agencies as necessary. Restorative Justice records monitored by SLT	Restorative Justice System informs interventions and therefore reduces behaviour incidents. Analysis of Restorative Justice forms tells Inclusion Manager where to target interventions which leads to up to date profile of pupils to inform multi agency work and improved outcomes for disadvantaged pupils.
G	Attendance (for some pupils) – 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 disadvantaged pupils. Attendance for all disadvantaged children is in line with national at 96%
H	Resources- disadvantaged pupils have all the equipment they need for learning in school and can access the same extra-curricular opportunities as other pupils. Disadvantaged pupils start the day having had the opportunity to have breakfast. Financial records of School trips	All pupils have correct equipment in school. All pupils are able to access school trip, Residentials and extracurricular clubs.
*Note – The barriers typically associated with Forces children relate to higher levels of pupil mobility and military deployment of a parent. Our forces families are all in long term accommodation/position, and as such their children's education is not disrupted in this manner.		

6. Planned expenditure						
Barriers to learning well		Strategies to address the need		How will it be implemented?	Staff Lead	Cost
A	Social, emotional and mental health issues <ul style="list-style-type: none"> Parental mental health Family illness Family bereavement Possible child protection concerns Low self-worth Lack of confidence Anxiety OCD Phobia 	<ul style="list-style-type: none"> Mental health and Wellbeing Policy written and implemented. Further training opportunities for all staff on promoting food mental health and pupil wellbeing and recognising the signs of social, emotional and mental health issues. Each pupil identified as having Social Emotional and Mental Health Needs (SEMH) on the schools Vulnerable Children register to be allocated a trusted adult who will regularly check in with their pupil. Jigsaw PHSE program taught on a weekly basis including specific input on emotional wellbeing and mental health 	<ul style="list-style-type: none"> All staff trained to recognise and respond positively and proactively to a pupil's emotional needs. Inclusion Manager will ask all pupils in SEMH category on vulnerable children list to identify their own trusted adult in school. This trusted adult will check in with their pupil at least once per week. Staff will communicate with parents regularly, positively and realistically to create a partnership approach to pupils' emotional health and well-being Sandtray Therapy input over short term (typically 8-12 sessions) for small number of pupils delivered 1:1 for pupils identified who have low level SEMH needs. 	Headteacher/ Inclusion Manager (IM) IM IM IM	½ day per week Inclusion Manager time £10,000.00 to run Sandtray sessions and social skills group.	

	<ul style="list-style-type: none"> Self-harm Eating disorders 	<p>built into curriculum and practicing weekly mindfulness exercises.</p> <ul style="list-style-type: none"> Identified pupils to receive regular time allocated Sandtray Therapy or Lego Therapy with Inclusion manager/ TA to talk about feelings/ worries/ emotions and to foster good peer relationships. School based ELSA support in small group or 1:1 on weekly basis, reviewed termly Signposting for parents/carers to parenting courses or training workshops (Challenging behaviour/ SWAPP course) Referrals made on behalf of identified pupils for counselling with 'Relate' Inclusion Manager will continue to signpost parents/ carers to GP or local CAMHS team. Referrals will be made on behalf of identified pupil or their parent/carer with consent. Individual Health Care Plan for pupils with identified mental health problems indicating risk and arrangements to facilitate access to the curriculum and remain safe within school. 	<ul style="list-style-type: none"> ELSA support offered to a small groups of identified pupils at least once per week for 10-12 sessions. Relate 'Time to Talk' input for 6 weeks led by Relate counsellor for identified KS2 pupils. Play Therapist input over short term (typically 10 sessions bought in directly by the school) for a small number of pupils with more complex needs. Individual Health Care Plan drawn up where necessary. Regular communication between school and clinician or therapist working with pupils open to CAMHS, including six monthly ADHD medication reviews. 	<p>ELSA TA</p> <p>IM/ Play Therapist</p> <p>IM</p> <p>All staff</p>	<p>ELSA training for 1 TA £425.00 ELSA TA time £2575.00</p> <p>'Time to Talk' £150.00 for x 7 week block</p> <p>Play therapy £ 6,190.00 per academic year</p>
B	<p>Attitude to learning</p> <ul style="list-style-type: none"> Having a fixed mind-set and 'can't do' attitude. Lack of resilience Lack of aspiration 	<ul style="list-style-type: none"> Merits, house points and certificates awarded to all pupil ensuring disadvantaged pupils also receive these awards. Focus on learning about being a 'Global Neighbour' in House parliaments. Well planned transition from primary school to Secondary school Imbed 'Jigsaw' scheme of learning throughout the school with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. 	<ul style="list-style-type: none"> Weekly celebration assemblies to celebrate the use of learning skills in lessons. Disadvantaged pupils to be involved in all house parliaments. Transition arrangements to continue from previous year. All pupils (from Foundation Stage to Year 6) to access Jigsaw PHSE scheme of work weekly including participating in mindfulness sessions. 	<p>Headteacher</p> <p>All staff</p> <p>IM/Yr 6 teacher</p> <p>IM/ PHSE lead</p>	<p>£0.00</p> <p>£0.00</p> <p>£0.00</p>
C	<p>Academic ability – READING</p>			<p>IM</p>	<p>IM time (see above)</p>

	<ul style="list-style-type: none"> Working below age related expectations Reading progress slow Comprehension of text weak Lack of support / reading practise at home. Reluctance in reading 	<ul style="list-style-type: none"> Better Reading Partners (BRP) reading tuition with a teaching assistant 2-5 days per week depending on need. Project X Code reading intervention for targeted pupils in Yr 2, 3 and 4 Ongoing training programme for teaching assistants to up-skill the provision for BRP/ Sounds Discovery with expert TA. All classes to have 'immersion' weeks throughout the year where SLT will give feedback and offer support. Volunteer readers encouraged and welcomed into school. Parent workshop to be held for parents and carers of all year groups on phonics and reading. Targeted support for disadvantaged pupils both in the class (core learning) and through intervention. 	<ul style="list-style-type: none"> Following assessments, pupils are chosen to receive BRP tuition. This intervention is carried out by teaching assistants and then monitored Inclusion Manager. Following assessments pupil are chosen to be in Project X group. This intervention is carried out by teaching assistants and then monitored Inclusion Manager. Precision Teaching for identified pupils to increase number of phonemes recognised or number of key words read on sight. Timetable of training (BRP/ Sounds discovery) created to continue to up-skill and develop provision delivered by teaching assistants. Timetable for SLT to visit classes for immersion weeks, meetings arranged following the week to discuss support needed. Volunteers requested via our school newsletter. All volunteers to be DBS checked and receive appropriate training. All teachers to hold parent workshops at least one must focus on phonics, reading and or comprehension. TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. 	<p>Teaching Assistants</p> <p>IM Teaching Assistants</p> <p>SLT</p> <p>English Lead</p> <p>All teaching staff</p>	<p>TA's £500.00</p> <p>IM time (see above) TA's £500.00</p> <p>£1,000.00 (additional TA time per week)</p>
D	<p>Academic ability - WRITING</p> <ul style="list-style-type: none"> Working below age related expectations Weak spelling Poor language and communication skills Lack of support at home 	<ul style="list-style-type: none"> Continue to use 'Talk for writing' SALT support to continue to be bought in on a fortnightly basis to support identified pupils and to train staff. WELLCOMM assessment carried out in September for all EYFS pupils to allow for early identification of need. Targeted support for disadvantaged pupils through interventions such as IDL Literacy and Beats Dyslexia for dyslexic students. 	<ul style="list-style-type: none"> Staff training on speaking and listening / Speech and language delivered by SALT. 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. 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. 	<p>SALT</p> <p>IM/ EYFS Class Teacher</p> <p>IM/SALT</p> <p>IM/ TAs</p>	<p>£3,600.00 for C&D Speech & Language Therapy (SALT)</p> <p>Included in SALT costs/ TA costs above. £1,000.00</p> <p>£2,000.00</p>

		<ul style="list-style-type: none"> Parent workshop to be held for parents and carers of all year groups on spelling and writing. 	<ul style="list-style-type: none"> Precision Teaching for identified pupils to increase number of tricky words spelt correctly. School to continue to subscribe to IDL Literacy to target pupils with specific learning difficulties. All teachers to hold parent workshops at least one must focus on spelling strategies and writing. 	Class teachers	
E	Academic ability – MATHS <ul style="list-style-type: none"> Working below age related expectations Difficulties with basic mathematical concepts Maths progress very slow Lack of support at home 	<ul style="list-style-type: none"> Using mathematical apparatus such as Numicon to help disadvantaged pupils understand abstract concepts. Targeted support for disadvantaged pupils both in the class (core learning) and through intervention. Parent workshop to be held for parents and carers of all year groups on mathematics. 	<ul style="list-style-type: none"> Continue to use Breaking Barrier Numicon Maths intervention to support disadvantaged learners. Purchase Power of 1 and Plus 2 books to support identified disadvantaged learners. TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. All teachers to hold parent workshops at least one in the academic years must focus on maths skills. 	IM/maths lead IM Class teachers/ TAs	TA time £2,000.00
F	Behaviour <ul style="list-style-type: none"> Negative behaviour towards others / poor social skills. Behavioural incidents effecting the learning in the class 	<ul style="list-style-type: none"> Clear behaviour and reward systems in place in each class to ensure continuity and a high expectation from all. Persistent poor behaviour communicated home and dealt with in partnership with families. Restorative justice to continue to be consistently implemented by all staff. Play Therapist employed to work with pupils who have significant social, emotional and mental health issues. 	<ul style="list-style-type: none"> Behaviour management systems in place in every classroom and monitored through immersion visits. Restorative Justice System established within in school – to be maintained and monitored for consistency by SLT. Play therapist employed ½ day per week. ELSA support for identified pupils to manage behaviour. 	SLT SALT/TA Play Therapist ELSA	as above Play therapy see costs above (£ 6,190.00) ELSA see costs above
G	Attendance <ul style="list-style-type: none"> Persistent absentees (below 95% attendance) in disadvantaged groups. 	<ul style="list-style-type: none"> Termly overview sheet of attendance for all pupils, year groups and vulnerable groups. Letter sent in September to all families of disadvantaged pupils whose attendance 	<ul style="list-style-type: none"> Inclusion Manager to track and monitor the attendance of all pupils including PP. Any pupils whose attendance drops close to 95% to be addressed. Letters and phone conversations will be used to highlight the school concern and 	Headteacher/ Inclusion Manager	EWO £306.00

		<p>was below 95% in the previous academic year.</p> <ul style="list-style-type: none"> • Pupils dropping close to 95% attendance are tracked carefully. • Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather ‘the story’ and offer support. • Persistent absentees will meet with IM regularly. EWO called in if necessary. • Special certificate and small prize given to class with the best attendance this term. • Regular attendance updates and reminders go out in the school newsletter. 	<p>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.</p> <ul style="list-style-type: none"> • Strategies have been introduced to celebrate the attendance of those pupils who are in school every day throughout the term / year. 		
H	<p>Resources / basic needs</p> <ul style="list-style-type: none"> • Lack of proper school uniform (clothes not fitting / unwashed...) • Lack of proper PE kit • Hunger - Not eating breakfast before school • Lack of opportunity 	<ul style="list-style-type: none"> • Uniform purchased for the family in extreme cases • Breakfast club subsidised *Toast provided for highlighted families • Regular meetings with Inclusion Manager to discuss needs and barriers – support offered by school or through referring to the appropriate agency. • CAF written to address needs and request support if necessary. • Educational visits and residential trips funded for disadvantaged pupils throughout the school year. 	<ul style="list-style-type: none"> • 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. • 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. • CAF assessments written by Inclusion leader. • Agreed funding for Y6 residential to ensure all disadvantaged pupils can attend. 		<p>Resources/ uniform £100.00</p> <p>clubs/ trips/ Residential £200.00</p>
				Total projected spend	£30,546.00

Further funding is spent on:

Training (Inclusion Manager / Teaching assistants)

***** These may be included throughout the year as different needs arise. *****

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