



Brook Valley Primary School Disadvantaged Pupil Report June 2020



1. Summary Information					
School	By Brook Valley Primary School				
Academic Year	2019-2020	Total disadvantaged pupil budget	£29,860.00	Date of the most recent PP review	July 2019
Total number of pupils	191	Number of pupils eligible for PP grant	15	Date of next internal review	January 2020
Total number of disadvantaged pupils	19	Number of Forces pupils	4		

2. Attendance –2019-2020 From beginning of academic year until the beginning of Covid 19 lockdown and school closures							
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'
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%	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

3. Current attainment 2019-2020 Predicted end of year outcomes due to Covid 19 pandemic			
	Pupils eligible for PP	All Pupils	National Other 2019
EYFS	1	30	
% of pupils achieving a Good Level of Development	100% (1/1)	77%	71.8%
Phonics Screen			
Year 1	50% (½)	50% (15/30)	82%
Year 2 resists	-	83% (5/6)	
			91%
KS1	6	56	
% of pupils meeting expectations in Reading	83% (5/6)	93%	76%
% of pupils meeting expectations in Writing	83% (5/6)	86%	70%
% of pupils meeting expectations in Maths	83% (5/6)	95%	76%
KS2	12-13	105	
% of pupils meeting expectations in Reading	42%	85%	73%

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	5/12		
% of pupils meeting expectations in Writing	8%	77%	78%
	1/12		
% of pupils meeting expectations in Maths	33%	80%	79%
	4/12		
*Note the number of pupils in EYFS & KS1 are so small that it is meaningless to compare percentages.			

Spending and Impact Summary

- We have 19 pupils in receipt of Pupil Premium funding this is 9.8% 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.
- 11 of our 19 pupils in receipt of Pupil Premium funding have additional vulnerabilities and are on the SEN register.
- 100% of the pupils in receipt of Pupil Premium funding in KS2 have additional vulnerabilities.
- We have received £29,860.00 in Pupil/Forces Premium and LAC funding in the financial year 2019-20.
- As the number of *disadvantaged pupils is very small in each year group it is difficult to measure gaps; however pupil's attainment as predicted this year shows that the in school attainment gap between disadvantaged and non-disadvantaged pupils are widest in writing.
- 100% (1/1) of disadvantaged pupils in EYFS achieved a Good Level of Development.
- 83% of disadvantaged pupils in KS1 are meeting expectations in reading, writing and maths.
- Average attendance of disadvantaged pupils is above national disadvantaged pupils for 2019 at 95.32%.

**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:

- 58% of disadvantaged pupils met the end of year expectations in reading, compared to 89% of non-disadvantaged.
- 88% of disadvantaged pupils without additional vulnerabilities or SEN achieved at or above the expected standard in reading.
- The progress of disadvantaged pupils in reading is in line with that of non-disadvantaged pupils from their individual starting points.

Writing:

- 37% (11/23) of disadvantaged pupils met the end of year expectations in writing, compared to 77% of non-disadvantaged.
- 100% of disadvantaged pupils without additional vulnerabilities or SEN achieved at or above the expected standard in writing.
- The progress of disadvantaged pupils in writing is in line with that of non-disadvantaged pupils from their individual starting points.

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Maths:

- 53% of disadvantaged pupils met the end of year expectations in mathematics, compared to 80% of non-disadvantaged.
- 100% of disadvantaged pupils without additional vulnerabilities or SEN achieved at or above the expected standard in writing.
- 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 19 (15 PP pupils and 4 Forces pupils), which is approximately 9% of the school. 42% of our Pupil Premium pupils are also on the SEN register, 53% 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 2020

	YR	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total #
Pupil Premium (incl LAC)	1	2	1	4	3 (4*)	0	4	15(16*)
Forces Premium	0	0	3	0	0	1	0	4
Total in each year group	1	2	4	4	3 (4*)	1	4	19(20*)

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Year Group Comparison-measuring the gaps 2020-2021

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

	NOR Disadvantaged	Disadvantaged Reading	Non Disadvantaged reading	Disadvantaged Writing	Non Disadvantaged Writing	Disadvantaged Maths	Non Disadvantaged Maths
YR	30 1	100% 1/1	76% 22/29	100% 1/1	76% 22/29	100% 1/1	76% 22/29
Y1	26 2	50% 1/2	92% 22/24	50% 1/2	83% 20/24	50% 1/2	96% 23/24
Y2	30 4	100% 4/4	81% 21/26	100% 4/4	69% 18/26	100% 4/4	77% 20/26
Y3	28 4	25% 1/4	100% 24/24	25% 1/4	100% 24/24	50% 2/4	100% 24/24
Y4	26 3*	0% 0/3	74% 17/23	0% 0/3	74% 17/23	0% 0/3	78% 18/23
Y5	26 1	0% 0/1	76% 19/25	0% 0/1	76% 19/25	0% 0/1	76% 19/25
Y6	25 4	50% 2/4	95% 20/21	0% 0/4	90% 19/21	50% 0/4	86% 18/21
Total	191 19	47% 9/19	84.3% 145/172	36% 7/19	80.8% 139/172	21% 4/19	83.7% 144/172

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

Reading- 79% of disadvantaged pupils progress is line with non-disadvantaged peers i.e. they made progress from their individual starting points at the same rate as their non-disadvantaged peers.

Writing- 89% of disadvantaged pupils progress is line with non-disadvantaged peers i.e. they made progress from their individual starting points at the same rate as their non-disadvantaged peers.

Mathematics- 84% of disadvantaged pupils progress is line with non-disadvantaged peers i.e. they made progress from their individual starting points at the same rate as their non-disadvantaged peers.

Intervention groups and 1:1 support for Pupil & Forces Premium (including LAC) Children 2020-21

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. The Covid 19 pandemic and subsequent lockdown and school closures has greatly impacted upon the provision of interventions and their effectiveness. Therefore the evaluation section only carries observational and anecdotal evidence.

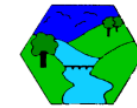
Interventions 2019-20

Intervention	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Speech & language therapy from C&D speech and	September 2019– ...	Every fortnight 1:1 with therapist then 3-5 times per x	£3,785	We received 3 levels of support from therapist: 1. Universal Individual staff support with lesson planning and differentiation to support pupils with language impairment Classroom strategies highlighted in her reports 2. Targeted	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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language therapy		week with class TA		<p>1:1 LSA training provided for carrying out structured, evidence-based speech/language interventions</p> <p>Pupils identified with reduced vocabulary knowledge and word finding difficulties referred for pre-teaching vocabulary work</p> <p>Pupil identified with working memory difficulties referred to a group targeting memory strategies</p> <p>3. Specialist</p> <p>1:1 therapy for pupils identified with difficulties that require specialist input such as speech/language delay/disorder</p> <p>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.</p> <p>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>	<p>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 2020-21</p>
Better Reading Partners-BRP	20 weeks	3 times a week for 20 mins	£1, 061.00	<p>4 pupils in year 5 and 6 had intervention using Better Reading Partners program.</p> <p>55 % of these pupils predicted 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 predicted EYE in reading. It. We will continue with this intervention in 2020-21 focusing on year 5 and 6.</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 progress from there starting point and 25% of pupils achieved EYE.</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 continue with this intervention in 2020-21 focusing on year 2, 3 and 4. If finances allow it would be good to invest in more books in the Project X Code series.</p>
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	<p>Group of 4 pupils including 2 PP pupils. 50% passed the phonics screening.</p> <p>Group of 5 pupils including 2 x PP pupils in year 2. 100% 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.</p> <p>Next year we will continue to target PP and SEN pupils who need additional support in year 1.</p>

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Sandtray Therapy	10 weeks	1 x 30 minute session per week	£270.00 supervision £245 training £1,172.30 cost of TA to deliver intervention	The inclusion leader is also working with disadvantaged pupils on Sandtray therapy. We have also trained an additional 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. Children also responded positively and this positivity has been noted by parent's teachers and TAs. Next year we will have 2 Sandtray trained TAs and the Inclusion Leader so provision across the school will be possible.
Time to Talk Counselling	7 weeks	1x 1 hour session per week	£270	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.	We will continue to use a Relate 'Time to Talk' service if necessary- share procurement with Chippenham area cluster has ceased so direct purchasing will be required henceforth.
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	£3905	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	Staff, pupils and parents report that this intervention has been extremely successful prior to lockdown. The therapist also maintained contact during lockdown remotely.
Total interventions			£14,403.60 Costs up to July 2020	Costs based on highest TA grade salary/ or cost per hour for play therapist and speech and language therapist.	

Other Costs

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Provision	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Inclusion Manager	Academic year 2019-2020	3 days a week	£10000	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 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. The new Inclusion leader is also undertaking his NA SENCO qualification.	The new Inclusion Manager has had a positive impact on PP pupil's attainment. The full impact of the role has been hard to evaluate due to the level of disruption this year. He is continuing to finish his NA SENCO qualification and this should be complete by the end of September.
Emotional Literacy Support Assistant (ELSA)	Academic year 2018-2019 10 weeks	6 days training 1 group 30mins a week	£475.00 £1172.30	ELSA training for one TA completed. She has been unable to begin using her skills in ELSA session with children due to lockdown. The ELSA who was trained last year 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 have 3 TAs trained to use ELSA and could be spaced at upper KS2, lower KS2 and KS1
Trips including residential and school clubs	Academic year 2018-2019	On-going	£1229.62	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.
Educational resources	Academic year 2018-2019	On-going	£319.00 IDL Literacy	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.

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Total provision			£13,195.92	
Overall Total spend			£27,599.52 Underspend of £2260.48	

Due to the Covid-19 pandemic the great majority of interventions have not been completed for the last 40% of the school year. As a result, all outcomes are predictions and many of the invoices from external provider have not been forthcoming as they haven't been access. This therefore, goes someway to explain the underspend.

Next Year 2020-21

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)

Therefore the expected budget for By Brook Valley's disadvantaged pupils will be **£27766.00** for the financial year April 2020 to April 2021. This figure is based on the DfE allocation for the financial year based on the information in our January 2020 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 clousers.

Written by Benjamin Summer Inclusion Leader July 2020

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