

By Brook Valley CofE Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium funding and the recovery premium for the 2021 to 2022 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Vision Statement and Rationale

At By Brook Valley CE Primary School we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued. We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This strategy should be read and understood from this perspective as it underpins our Pupil Premium Strategy. We are committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

School overview

| Detail | Data |
|---|---|
| School name | By Brook Valley CofE Primary School |
| Number of pupils in school | 199 |
| Proportion (%) of pupil premium eligible pupils | 11.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022, 2022-2023 and 2023-2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022- (interim review Jan 2022) |
| Statement authorised by | Mr G Pike- Head teacher |
| Pupil premium lead | Mr B Summers- Inclusion Leader |
| Governor / Trustee lead | Mr D New |

| Disadvantaged pupils attainment for last academic year | Pupils eligible for PP | All Pupils | National Other 2019 * most recent available national comparison |
|--|------------------------|------------|---|
| EYFS | | | |
| % of pupils meeting expectation in reading | 33% 100% | 86% | 71.8% GLD |
| % of pupils meeting expectation in writing | 33% 100% | 79% | |
| % of pupils meeting expectation in Maths | 60% 100% | 89% | |
| KS1 | | | |
| % of pupils meeting expectation in reading | 33% 100% | 80% | 76% |
| % of pupils meeting expectation in writing | 17% 50% | 65% | 70% |
| % of pupils meeting expectation in Maths | 50% 100% | 80% | 76% |
| KS2 | | | |
| % of pupils meeting expectation in reading | 50% 83% | 85% | 73% |
| % of pupils meeting expectation in writing | 50% 83% | 69% | 78% |
| % of pupils meeting expectation in Maths | 50% 100% | 80% | 79% |
| <ul style="list-style-type: none"> At Bybrook there is a high degree of cross over between SEN and PP. *** details PP without SEN | | | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £28,740 |
| Recovery premium funding allocation this academic year | £2,610 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £31,350 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced as well as understanding the research into the effective deployment of Pupil Premium funding conducted by the Education Endowment Fund.

Common barriers to learning for disadvantaged children can be; less support at home, weaker language and communication skills, lack of confidence, poor aspiration, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent a child from flourishing. The challenges facing children in receipt of Pupil Premium funding are extremely complex and varied. Therefore, we will ensure that all teachers are involved in the analysis of data and the identification of vulnerable learners, so that they are fully aware of the strengths and weaknesses across the school and the individual children's profile of need.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths

Achieving these objectives

To achieve these objectives we adopt a tiered approach as advocated by the EEF.

Teaching

- Increased teacher and teaching assistant provision to support quality first teaching

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| <ul style="list-style-type: none"> • Training and staff development to enhance the quality of teaching and learning • Resources procurement to enhance the quality of teaching and learning • Small group support during lessons • Enabling children to access further pastoral support and activities to support readiness to learn |
| <p>Targeted Academic Support</p> <ul style="list-style-type: none"> • Additional equipment and programmes for targeted interventions • Tailored reading and support • Specialist adult provision and support for individuals and groups • Individual support during the school day • Tailored social and emotional support to support readiness to learn |
| <p>Wider Strategies</p> <ul style="list-style-type: none"> • Social and emotional group support • Enabling children to access school visits, residential etc. • Uniform and PE kit paid for • Subscriptions to clubs |
| <p>This is not an exhaustive list and will change according to the needs of our socially disadvantaged pupils.</p> |

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Weaker language and communication skills.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Baseline assessments of our current FS2 cohort have shown that 0% of our disadvantaged learners met the expected standard in speaking and listening and attention, compared to 60% non-disadvantaged learners.</p> |
| 2 | <p>Higher rated of social emotional and mental health issues exacerbated by the Covid 19 pandemic.</p> <p>Assessments, observations, and discussions with pupils have highlight increased rates of poorer social emotional and mental health amongst pupils, especially pupil premium pupils and vulnerable learners.</p> |
| 3 | <p>Weaker academic attainment and security of knowledge.</p> |

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| | Assessments, observations, and discussions with pupils have demonstrated gaps in learning across the curriculum for pupil premium pupils. |
| 4 | Weaker reading skills compared to non-disadvantage peers. Assessments, observations, and discussions with pupils have highlighted weaker reading skills for pupil premium pupils. |
| 5 | Weaker writing skills Assessments, observations, and discussions with pupils have highlight weaker writing skills and a reluctance to write amongst key pupil premium pupils. |
| 6 | Lack of resources to support home learning. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| <p>1. All pupils to have access well-being/mental health support to enable them to be more ready to learn.</p> <p>-measured through pupil SEMH questionnaires, ELSA assessments and records, Forest School observations and feedback and reports compiled by play therapist – all over seen and monitored by Inclusion leader</p> <p>Challenge 2</p> | <p>ELSA TAs hours protected to</p> <p>ELSA TAs continue to be up-to-date through frequent training and networking opportunities.</p> <p>ELSA TAs hours protected, to enable them to work with pupils identified by the SENCo and class teachers.</p> <p>All school staff to engage in Five to Thrive training</p> <p>School continues to buy into Jackdaw Play Therapy to work with pupils identified by Inclusion Leader and class teachers</p> |
| <p>2. All pupils with identified language and communication weaknesses to have speech and language intervention and support</p> <p>-measured through the tracking of end of EYFS/KS data, phonic and reading assessments and reports compiled by speech and language therapist</p> <p>Challenge 1</p> | <p>TA hours used to assess pupils level of need on entry and to support learning in the classroom including following specific S&L interventions.</p> <p>School will continue to procure speech and language therapy from C&D speech and language therapy. Will work with children identified on entry and by Inclusion Leader and class teachers.</p> |

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| <p>3. All pupils with identified gaps in their learning have access to interventions to their progress in these areas.</p> <p>-Measured through tracking of end of KS data, including Phonics and Times Tables assessment. Also through records kept by adults leading interventions, monitored by class teachers in the 1 st instance and then the Inclusion Leader</p> <p>Challenge 3</p> | <p>TA class hours are used to support learning in the classroom, targeted towards pupils with specific 'gaps'.</p> <p>TA class hours used to implement interventions with specific foci, targeting pupils with specific gaps, as identified by the class teacher and/or Inclusion Leader.</p> <p>Interventions or other strategies will be put into place to improve Disadvantaged Learners' learning outcomes.</p> <p>TA hours used to support the class whilst the class teacher is leading a specific intervention.</p> |
| <p>4. To narrow the learning gap for Disadvantaged Learners through targeted support in class, reading</p> <p>-Measured through tracking of end of KS data, including Phonics and reading assessment and IDL scores</p> <p>Challenge 4</p> | <p>Disadvantaged Learners' progress will improve, so that an increased % are in line with that of their peers in school data.</p> <p>Disadvantaged Learners' attainment and progress will be tracked through Pupil Progress Meetings – evidence through Pupils Progress notes.</p> <p>Smaller steps of progress (relating to sessions with TAs) will be tracked, and there will be evidence of progress within these.</p> |
| <p>5. To narrow the learning gap for Disadvantaged Learners through targeted support in class, writing</p> <p>-Measured through tracking of end of KS data, pupils reluctance to write will be evidenced through writing book looks and teacher and TA observation</p> <p>Challenge 5</p> | <p>Disadvantaged Learners' progress will improve, so that an increased % are in line with that of their peers in school data.</p> <p>Disadvantaged Learners' attainment and progress will be tracked through Pupil Progress Meetings – evidence through Pupils Progress notes.</p> <p>Smaller steps of progress (relating to sessions with TAs) will be tracked, and there will be evidence of progress within these.</p> |
| <p>6. To enhance resource provision and access to support wider academic achievement and access</p> <p>-Measured through tracking of end of KS data, and through targeted and anecdotal teacher and TA observation of pupils.</p> | <p>Additional reading books to be issued to disadvantaged learners</p> <p>Targeted support from TAs to enable children to access support similar to 'home learning'</p> |

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| Challenge 6 | Disadvantaged learners accessing school trips, clubs and residential trips |
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Speech & language therapy from C&D speech and language therapy Every fortnight 1:1 with therapist then 3-5 times per x week with class TA Case load of 3 at any one time.</p> | <p>Wellcomes assessment and Articulation screener highlight weaknesses in this area as does our baseline data.</p> <p>Previously this intervention has been very successful in supporting learners make good progress and identify their needs early. Last year EYFS data that 77% of children achieve age appropriate speech and language skills at the end of reception compared to only 46% at the beginning of the year.</p> | 1, 3 and 4 |
| <p>Inclusion Manager 2 ½ days a week</p> | <p>Inclusion Manager has had a positive impact for Pupil Premium pupils and his inclusion on the SLT has raised the profile and outcomes of vulnerable learners and more widely pupils well-being across the school</p> | 1, 2, 3, 4 and 5 |
| <p>Five to Thrive CPD for all staff.</p> | <p>Observations made by staff following school closures reflect a need for this support. These is also reflected regionally with Wiltshire adopting this approach across the county.</p> | 2 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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|---|--|----------------------|
| <p>Phonics Yr 1 & 2 additional literacy support in class Term 1, 2, 3 and 4 Daily phonics session 25 mins</p> <p>Daily in class support.</p> <p>Outcomes 2,3,4 and 5</p> | <p>Phonic skills weaker in Disadvantaged children- similar interventions in the past has supported children to pass phonic screening.</p> | <p>1, 3, 4 and 5</p> |
| <p>Targeted Reading intervention - Project X Code 20 weeks 3 times per week for 20 minutes</p> | <p>100% of pupil premium children made expected progress in reading with 30% making accelerated progress. This intervention is popular with children and help to motivate individuals.</p> | <p>3, 4 and 5</p> |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Inclusion Manager Forest School Provision</i></p> | <p>Children, staff and parents report the positive impact of this intervention last year, developing a keenness, resilience and creativity in the children.</p> <p>Wider academic research reflects and supports this and its continued use as an effective intervention to support children well-being and safeguard against poor mental health.</p> | <p>2</p> |
| <p>ELSA Emotional Literacy Support All year – each individuals session last 7 weeks Weekly session of 45 mins per individual-</p> | <p>All children accessing this intervention have shown growth and progress in their emotional well-being as a result.</p> | <p>2</p> |

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|--|---|-------------------|
| 3.5 hours of TA time a week Outcome 1 | | |
| 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 Outcome 1 | Play therapy has supported some of our most vulnerable children feel safe and secure in school. All children have returned improvements in their S&DQs as a result of this interventions. | 2 |
| Trips including residential Outcome 6 | Supporting the funding of trips, visits and residential has enabled all children to participate and be included. Parents report that this support is invaluable. | 6 |
| Educational resources Outcomes 2,3,4,5 and 6 | IDL, Times Table Rockstars, Maths & Spelling Shed and additional reading books. Data from these resources details increased rates of progress amounts users. IDL is used as a specific intervention in EMT and has been especially effective. | 3, 4 and 5 |

Total budgeted cost: £ 31050

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

See Disadvantaged pupils attainment for last academic year at the beginning of this document.

Teaching

S< support -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.

Inclusion Leader- Inclusion Manager has had a positive impact on PP pupil's attainment. The profile of vulnerable learners has been raised through his inclusion in the SLT. Close monitoring of interventions by teachers and the Inclusion Leader has enabled there continual evaluation and positive impact.

Targeted Academic Support

Phonic interventions- Additional support in phonics for pupils who are having difficulties has been successful. 33% passing phonic screening before Christmas and 100% by the end of the academic year.

Reading interventions- All pupils made expected progress in reading with 30% making accelerated progress. Reading will continue to be an area of focus for our PP strategy as we seek to narrow the attainment gap between disadvantaged and non-disadvantaged.

Wider Strategies

ELSA- all children showed an improvement in their SEMH self-assessments

Forest School- Children, staff and parents report the positive impact of this intervention, developing a keenness, resilience and creativity in the children.

Wider academic research reflects and supports this and its continued use as an effective intervention to support children well-being and safeguard against poor mental health.

Play Therapy- All children have returned improvements in their S&DQs as a result of this interventions.

Trips and Educational resources- Supporting the funding of trips, visits and residential has enabled all children to participate and be included. Parents report that this support

is invaluable. Data from these resources details increased rates of progress amounts users. IDL is used as a specific intervention in EMT and has been especially effective in supporting children to make accelerated progress.

Externally provided programmes

| Programme | Provider |
|--------------------------|--------------|
| IDL reading and spelling | IDL |
| X Tables Rockstars | TT Rockstars |
| Spelling Shed | Ed Shed |
| Maths Shed | Ed Shed |

Service pupil premium funding (optional)

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | Targeted support in the form of ELSA and TA hours to support mental health, well-being and academic progress. |
| What was the impact of that spending on service pupil premium eligible pupils? | Increased confidence, self-esteem and good academic progress |

Further information (optional)

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