



# Brook Valley Primary School Pupil Premium Report July 2022



1. Summary Information					
School	By Brook Valley Primary School				
Academic Year	2021-22	Total disadvantaged pupil budget	£31,350	Date of the most recent PP review	July 2021
Total number of pupils	199	Number of pupils eligible for PP grant	17	Date of next internal review	January 2023
Total number of disadvantaged pupils	20	Number of Forces pupils	5		

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'
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
2021-2022	22	91.98%	Not available	94.21%	Not available	-2.23	Not available

## Attainment and in year progress % of pupils meeting expectations- All pupils, Pupil Premium and PP without SEN- Summer 2021-2022

PP Data

Reading Data- Vulnerable **Term 6**

Year group	Attainment – On Track and Greater Depth								In Year Progress- Expected and Accelerated							
	R	1	2	3	4	5	6	Whole School	R	1	2	3	4	5	6	Whole School
All pupils	23/29 79.3%	18/30 60%	21/28 75%	26/29 89.6%	16/23 69.5%	23/28 82.1%	20/24 83.3%	147/191 76.9%	28/29 96.5%	27/30 90%	17/28 60.7%	29/29 100%	21/23 91.3%	28/28 100%	21/24 87.5%	171/191 89.5%
All non PP	22/28 78.5%	16/25 64%	20/25 80%	25/28 89.3%	15/21 71.4%	21/24 87.5%	20/22 90.9%	139/172 80.8%	28/28 100%	20/25 80%	24/25 96%	28/28 100%	20/21 95.2%	24/24 100%	21/22 95.4%	165/172 95.9%
PP	0/1	2/5	1/3	1/2	1/3	2/4	1/2	8/20	0/1	5/5	3/3	2/2	2/3	4/4	1/2	17/20

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	0%	40%	33.3%	50%	33.3%	50%	50%	40%	0%	100%	100%	100%	66.6%	100%	50%	85%
PP- no additional needs	-	2/3* 66.6%	1/1 100%	1/1 100%	1/2 50%	2/2 100%	1/2 50%	8/11 72.7%	-	2/3* 66.6%	1/1 100%	1/1 100%	2/2 100%	2/2 100%	1/2 50%	9/11 81%

## Writing Data- Vulnerable Term 6

Year group	Attainment – On Track and Greater Depth								In Year Progress- Expected and Accelerated							
	R	1	2	3	4	5	6	Whole School	R	1	2	3	4	5	6	Whole School
All pupils	22/29 75.8%	15/30 50%	20/28 71.4%	20/29 68.9%	12/23 52.1%	18/28 64.2%	14/24 58.3%	121/191 63.3%	28/29 96.5%	26/30 86.6%	27/28 96.4%	28/29 96.5%	22/23 95.6%	28/28 100%	13/24* 54.1%	172/191 90%
All Non PP	22/28 78.5%	13/25 52%	19/25 76%	19/28 67.8%	11/21 52.3%	17/24 70.8%	14/22 63.6%	115/172 66.8%	28/28 100%	23/25 92%	24/25 96%	27/28 96.4%	20/21 95.2%	24/24 100%	21/22 95.4%	167/172 97%
PP	0/1 0%	2/5 40%	1/3 33.3%	1/2 50%	1/3 33.3%	1/4 25%	0/2 0%	6/20 30%	0/1 0%	5/5 100%	3/3 100%	2/2 100%	3/3 10%	4/4 10%	0/2 0%	17/20 85%
PP- no additional needs	-	2/3* 66.6%	1/1 100%	1/1 100%	1/2 50%	1/2 50%	0/2 0%	6/11 54.5%	-	2/3* 66.6%	1/1 100%	1/1 100%	2/2 100%	2/2 100%	0/2 0%	8/11 72.7%

## Maths Data- Vulnerable Term 6

Year group	Attainment – On Track and Greater Depth								In Year Progress- Expected and Accelerated							
	R	1	2	3	4	5	6	Whole School	R	1	2	3	4	5	6	Whole School
All pupils	25/29 86.2%	20/30 66.6%	23/28 82.1%	23/29 79.3%	18/23 78.2%	22/28 78.5%	20/24 83.3%	151/191 79%	27/29 93.1%	29/30 96.6%	27/28 96.4%	28/29 96.5%	18/23 78.2%	26/28 92.8%	24/24 100%	179/191 93.7%
All non PP	24/28 85.7%	18/25 72%	21/25 84%	21/27 77.7%	16/21 76.1%	20/24 83.3%	18/22 81.8%	138/172 80.2%	28/28 100%	23/25 92%	24/25 96%	27/28 96.4%	16/21 76.1%	22/24 91.6%	22/22 100%	162/172 94.1%
PP	0/1 100%	3/5 60%	2/3 66.6%	2/2 100%	2/3 66.6%	2/4 50%	2/2 100%	13/20 65%	1/1 100%	5/5 100%	3/3 100%	2/2 100%	3/3 100%	4/4 100%	2/2 100%	20/20 100%

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PP- no additional needs	-	2/3* 66.6%	1/1 100%	1/1 100%	1/2 50%	2/2 100%	2/2 100%	9/11 81.8%	-	3/3* 100%	1/1 100%	1/1 100%	2/2 100%	2/2 100%	2/2 100%	11/11 100%
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### Headlines

- We have 20 pupils in receipt of Pupil Premium funding this is 10.5% of the school population. Of that 20, 5 pupils are in receipt of Forces Premium this is 2.6% of the school population. We have no looked after children.
- 9 of our 20 pupils in receipt of Pupil Premium have additional vulnerabilities and are on the SEN register.
- We budgeted £31,350 this academic year and we received £29491 in Pupil Premium funding in the financial year 2021-22.
- We received £2227.50 for our School Led Tutoring Programme for 2021-2022.

### Attainment and Progress of PP pupils and PP without any additional needs compared to All Non PP

- 45% of our Pupil Premium Children are on the SEN register. Therefore when assessing the effectiveness of our Pupil Premium spending and strategy it is most pertinent to compare **PP without additional SEN** to that of our **Non PP children**.

Pupil Groups	Reading		Writing		Maths	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
<b>All Non PP</b>	139/172 80.8%	165/172 95.9%	115/172 66.8%	167/172 97%	138/172 80.2%	162/172 94.1%
<b>PP</b>	8/20 40%	17/20 85%	6/20 30%	17/20 85%	13/20 65%	20/20 100%
<b>PP-no additional needs</b>	8/11 72.7%	9/11 81%	6/11 54.5%	8/11 72.7%	9/11 81.8%	11/11 100%

- Attainment of our PP pupils is weaker than All non PP children in all subject areas especially Reading and Writing. However, the performance of PP-no additional needs is more comparable with All non PP children and is better for attainment and progress in maths. The gap between these groups

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is often around 10% points which equates to 1 child. We have identified a PP child with no additional needs who has seemingly underperformed across the board and we are already exploring what additional support he/she might need to begin to address this underperformance.

### Attainment and Progress of PP pupils and PP without any additional needs compared to All pupils (whole school data)

#### Reading:

- 48% of disadvantaged pupils met the end of year expectations in reading, compared to 76.9% of all pupils.
- 72.7% of disadvantaged pupils without additional vulnerabilities or SEN achieved at or above the expected standard in reading.
- 81% of disadvantaged pupils made expected or accelerated in year progress in reading. The whole school figure for this is 89%.

#### Writing:

- 65% of disadvantaged pupils met the end of year expectations in writing, compared to 97% of all pupils.
- 54.5% of disadvantaged pupils without additional vulnerabilities or SEN achieved at or above the expected standard in writing.
- 85% of disadvantaged pupils made expected or accelerated in year progress in writing. The whole school figure for this is 90%.

#### Maths:

- 64% of disadvantaged pupils met the end of year expectations in maths, compared to 83% of all pupils.
- 81% of disadvantaged pupils without additional vulnerabilities or SEN achieved at or above the expected standard in maths.
- 100% of disadvantaged pupils made expected or accelerated in year progress in maths. The whole school figure for this is 93.7%.

**Table to show numbers of Pupil Premium (including AFC) & Forces premium at BBV in July 2022**

	YR	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total #
<b>Pupil Premium (incl LAC)</b>	1	3	3	2	2	4	2	17
<b>Forces Premium</b>	0	0	0	1	3	0	0	4

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Total in each year group	1	3	3	3	5	4	2	21
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## Initial Spending forecast in Pupil Premium Strategy 2021-2022- Total £31,350

Teaching	Targeted academic support	Wider strategies
£16,200	£3,900	£11,250

A proportion of the 'teaching' allocation has been reassigned to 'targeted academic support' and 'wider strategies' in the breakdown below.

### Teaching

Intervention	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Speech & language therapy from C&D speech and language therapy	September 2021	Every fortnight 1:1 with therapist then 3-5 times per x week with class TA	£3648	<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.</li> </ol> <p>This type of support targeted at year groups with most pronounced need and most time lost to the Covid pandemic in school and in preschool.</p> <p>As a result 4 x Y1 pupils in receipt of specific S&amp;LT intervention made expected progress in reading.</p>	<p>This intervention continues to be extremely beneficial and has supported our more pronounced speech and language needs. S&amp;LT has supported a number of children directly and has also facilitated training for TA to enable them to support children's ongoing S and L development.</p> <p>Direct working with a child has also highlighted a specific speech and language disorder that otherwise might not have been spotted. This area of need will be formally assessed in T1 next year so that further specific provision be made.</p> <p>This child's previous academic progress has seemingly been 'inline' with his cohort. However this child had be held back a year through parental choice and this has masked some of his specific challenges.</p> <p>Next year S&amp;LT will train Reception TA with the use of Articulation Screener so that all children in reception can have specific S&amp;L targets from and earlier point.</p>

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					We will be continuing to buy in this service in 2022-23
<b>Inclusion Manager</b>	Academic year 2020-21	2 days a week	<b>£10,000</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 and gives feedback to teachers, Headteacher, and governors on the impact of interventions and pupil outcomes. Inclusion leader continues to oversee a successful whole school Forest School provision to boost children self-esteem and emotional resilience and social interaction in response to the Covid pandemic and its emotional impact	Inclusion Manager has had a positive impact on PP pupil's attainment and the SLT. Children with SEN are making good progress and the progress of PP children is positive. Attainment of PP without additional needs is similarly positive and where it wasn't strategies and specie interventions will be followed up next academic year. Inclusion manager has also been proactive in rebuilding SENCO networks that unravelled during the pandemic and has joined a SENCO cluster organised by Springfield Academy, Calne.
<b>Five to Thrive CPD for all staff</b>	Across year	3 x Online session and 3 follow-up session within Staff meeting.	<b>£230</b>	School teaching and support staff awareness continues to grow in relation to trauma and attachment aware practice and strategies	Teachers and TA observations and learning walks have identified the increased use of trauma and attachment aware practice when supporting children with SEMH needs.
<b>Total interventions</b>			<b>£13,878</b> <b>Costs up to July 2022</b>	<b>Costs based on highest TA grade salary/ or cost per hour for play therapist and speech and language therapist.</b>	

### Targeted Academic Support

<b>Intervention</b>	<b>Duration</b>	<b>Frequency</b>	<b>Cost</b>	<b>Notes/ Impact</b>	<b>Evaluation</b>
<b>Phonics Yr 1 &amp; 2 additional literacy support in class</b>	Term 1, 2 and 3	Daily phonics session 20 mins Daily in class support.	<b>£2,828</b>	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.

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<b>Targeted Reading interventions (School Lead Tuition)</b>			<b>£3182 (£2227-external funding SLT money)</b>	17 Children were identified for targeted in school support with the focus on PP children and children who were not on track to be at expected by the end of the academic year. Feedback from pupils was very positive and 100% of the pupils said that they enjoyed participating in the sessions. The Year 4 pupils were very keen for the reading group interventions to continue in Year 5.	All made expected progress in reading while a significant number made accelerated progress.  Teachers also reported a significant rise in pupils reading confidence and comprehension skills.
<b>Project X Code</b>	20 weeks	3 times per week for 15 minutes	<b>£833 TA time to run intervention</b>	4 pupils in years 3 and 4 have had interventions using Project X Code resources. All pupils made expected progress from their starting points, and 60% achieved the expected standard for reading.	The children really enjoy this intervention, they frequent ask the TA leading the intervention if they can read Project X Code books.
<b>Total interventions</b>			<b>£6843 Costs up to July 2022</b>	<b>Costs based on highest TA grade salary/ or cost per hour for play therapist and speech and language therapist.</b>	

### Wider Strategies

<b>Provision</b>	<b>Duration</b>	<b>Frequency</b>	<b>Cost</b>	<b>Notes/ Impact</b>	<b>Evaluation</b>
<b>Forest School Provision</b>	Year	Weekly- 4 session a class across the school	<b>£2000</b>	Forest School interventions/session have been proven to support children's holistic development, post self-esteem, build resilience and support social interaction and interpersonal skills. This is central to our school vision- 'Roots to grow' and forms a solid foundation for children's development	Children and parents report the positive impact of the Forest School intervention. Teachers also report its positive impact on children's SEMH development and social interaction and team working skills. The intervention has also helped identify strengths in children who have often found school and classroom learning more challenging.
<b>ELSA Emotional Literacy Support</b>	All year – each individuals session last 7 weeks	Weekly session of 45 mins per individual- 3.5 hours of TA time a week	<b>£2,048</b>	10 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 10-48 points increase in self-assessment. Teachers also note how ELSA interventions have supported these children's confidence and emotional resilience.

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<p><b>Play Therapy- provided by Jackdaw Play therapy.</b></p>	<p>Periods vary according to pupil need. Each pupil has had a minimum of 24 sessions</p>	<p>1 x 45 minute session per week per pupil</p>	<p><b>£5390</b></p>	<p>4 X PP pupils are working with the therapist for 1 weekly session of 45 minutes. 2 children see therapist 1:1 to work on issues specific to them, 2 work in a paired session to support their transition into secondary school.</p> <p>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.</p> <p>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</p>	<p>Staff, pupils and parents report that this intervention has been extremely successful and central to supporting children back into school post lockdown.</p> <p>As a result we have seen improvements in the children's presentation and subsequent academic attainment and progress.</p>
<p><b>Trips including residential and school clubs</b></p>	<p>Academic year 2020-2021</p>	<p>On-going</p>	<p><b>£929.00</b></p>	<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>
<p><b>Educational resources</b></p>	<p>Academic year 2020-2021-</p>	<p>On-going</p>	<p><b>£232 IDL Literacy, Widget</b></p>	<p>8 Children including 4 PP pupils access resource each morning in EMA- TAs available to support.</p> <p>Children able to access it at home</p> <p>Data shows that children accessing IDL are making expected or accelerated progress in reading and writing.</p> <p>Teachers and TA highlight children's growth in reading and writing confidence as a result of regular access to IDL and Widget in EMA and at home.</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> <p>100% of children accessing IDL made expected progress in reading and writing this year.</p>
<p><b>Total provision</b></p>			<p><b>£10,599</b></p>		
<p><b>Overall Total spend</b></p>			<p><b>£31,320</b></p>	<p><b>Underspend of £30 based on forecast at start of academic year</b></p>	<p><b>Underspend of £398 when set against on actual income for PP and SLT £29,491 + £2227 = £31718. (accurate on 28<sup>th</sup> September 2022)</b></p>

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### Next Year 2022-2023

Next academic year the anticipated amount of Pupil Premium Grant (PPG) will be:

- £1,385 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
- £2,410 per pupil for each post-LAC in year groups reception to year 11
- £320 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 **£25130\*** for the financial year April 2022 to April 2023. This figure is based on the DfE allocation for the financial year based on the information in our October 2022 school census. The amount of funding we receive may increase as a result of the January 2021 Census and 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. The number of children who qualify for FSM in Reception might also go up during the course of the academic year as sometime uptake of this entitlement occurs post school stating.

Next academic year the focus will continue to be children's academic outcomes and wellbeing. We will look to offer targeted academic support where necessary and will develop pupil wellbeing across the school population while specifically supporting our disadvantaged pupils who have social, emotional and mental health difficulties. We will also focus our support on the bottom 20% and the children who 'missed out' during the recent Covid 19 pandemic.. We will also seek to support pupils reading and writing and help diminish the distance between PP and non-PP.

For further details of our Pupil Premium spending for 2022-2023 please see the By Brook Valley CofE Primary School Pupil premium strategy statement 2022-2023 to be published before November 2022.

\*-Figure is accurate based on pupil numbers and detail on 28<sup>th</sup> September 2022

**Written by Benjamin Summer Inclusion Leader July 2022 Amended 28<sup>th</sup> September 2022.**

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