

## 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 2023 to 2024 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	181
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, 2022-2023 and 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024- (interim review April 2024)
Statement authorised by	Mrs Deb Henshall Head teacher
Pupil premium lead	Mr B Summers- Inclusion Leader
Governor / Trustee lead	Mr D New

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,903
Recovery premium funding allocation this academic year	£2,356
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,259

# Part A: Pupil premium strategy plan

## Statement of intent

When considering how to use our Pupil Premium funding it is important to understand our school aims:

- Creating a safe environment which stimulates and challenges each learner.
- Nurturing good relationships within the school and the wider community.
- Promoting self-worth, respect for others, independence, personal responsibility and self-discipline.
- Encouraging all individuals to aim for high standards.
- Promoting Christian values and equal opportunities in all that we do.
- Fostering a love of learning.
- Providing a balanced curriculum that values creativity.
- Celebrating achievements, however small.

We strongly believe that all pupils irrespective of their background or the challenges they face deserve the opportunity to develop 'Roots to grow and wings to fly' so "They will soar on wings like eagles" Isaiah 40:31. Thus, it is our intent that all pupils, including disadvantaged learners, will make good progress and achieve high attainment standards across our broad and balanced curriculum.

We will consider the challenges faced by our vulnerable learners in achieving this goal, and will tailor our approaches to respond to common, individual and specific needs. The support measures and strategies that we utilise will be rooted in sound research and have been proven to have the greatest impact in bringing about improved outcomes for pupils and successfully closed the disadvantaged attainment gap.

### 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 Education Endowment Foundation.

#### Teaching

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

#### Targeted Academic Support

- 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

#### Wider Strategies

- Social and emotional group support
- Enabling children to access school visits, residential etc.
- Uniform and PE kit paid for
- Subscriptions to clubs

This is not an exhaustive list and will change according to the needs of our socially disadvantaged pupils.

## 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</p>

	and in general, are more prevalent among our disadvantaged pupils than their peers. Baseline assessments of FS2 cohorts have shown that 0% of our disadvantaged learners met the expected standard in speaking and listening and attention, compared to 80% non-disadvantaged learners.
2	Assessments, observations, and discussions with pupils have highlighted increased rates of poorer social emotional and mental health amongst pupils, especially pupil premium pupils and vulnerable learners. There has also been a rise in the number of children experiencing difficulties with emotional self-regulation
3	Weaker academic attainment and security of knowledge. 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. Also, a slight increase in the number of children with dyslexic traits across school and in pupil premium pupils.
5	Weaker writing skills Assessments, observations, and discussions with pupils have highlighted 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 to well-being/mental health support to enable them to be more ready to learn.</p> <p>-measured through pupil SEMH Plickers 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 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>TA deployment to support key vulnerable learners and groups with additional nurture interventions to enhance emotional regulation</p> <p>Staff training in Emotion Coaching to support children emotional wellbeing and self-regulation</p> <p>School continues to buy into Jackdaw Play Therapy to work with pupils</p>

	<p>identified by Inclusion Leader and class teachers</p> <p>Continued whole school forest school provision to boost interpersonal skills, creativity and children's well-being.</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&amp;L interventions.</p> <p>School will;</p> <ul style="list-style-type: none"> <li>• continue to procure speech and language therapy from C&amp;D speech and language therapy.</li> <li>• work with children identified on entry and by Inclusion Leader and class teachers.</li> <li>• Reception TAs to use speech and language screening tool that highlights class needs and children needing specific interventions</li> </ul>
<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 1st 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 and in comparison to local and National levels</p> <p>Disadvantaged Learners' attainment and progress will be tracked through Pupil Progress Meetings – evidence through Pupils Progress notes</p>

	Smaller steps of progress (relating to sessions with TAs) will be tracked, and there will be evidence of progress within these
<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>Challenge 6</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> <p>Disadvantaged learners accessing school trips, clubs and residential trips</p>

## 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: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching of writing across all year groups- link with Writing subject plan	Writing as a school is an area for development and pupil premium children also need support in this area- School Data	1, 3, 5
Improve the quality and accessibility of social emotional learning- Improved adult:pupil ratio in key areas where emotional needs are higher	There is extensive evidence indicating that enhanced childhood social and emotional skills supports improved academic performance, attitudes, behaviour and relationships with peers. EEF SEL	2, 1, 3, 4, 5 and 6
Emotion Coaching teaching strategies CPD	Outreach support provided by Local Emotion Coaching Expert and Emotion Coaching UK	2
Dyslexia friendly teaching strategies and working memory CPD	Outreach support and CPD provided by Wiltshire SENSS team for TAs	4

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Speech &amp; language therapy from C&amp;D speech and language therapy</b>	Wellcomes assessment and Articulation screener highlight weaknesses in this area as does our baseline data.	1, 3 and 4



Every fortnight 1:1 with therapist then 3-5 times per x week with class TA Case load of 3 at any one time.	Previously this intervention has been very successful in supporting learners make good progress and identify their needs early. In previous years EYFS data showed that 93% of children achieved age appropriate speech and language skills at the end of reception compared to only 60% at the beginning of the year.	
<b>Phonics Yr 1 &amp; 2 additional literacy support in class</b> Term 1, 2, 3 and 4 Daily phonics session 25 mins  Daily in class support.  Outcomes 2,3,4 and 5	Phonic skills weaker in Disadvantaged children- similar interventions in the past has supported children to pass phonic screening. Additional Phonic intervention in Yr 1 and Yr 2 has proved an effective strategy in previous years –School Data	1, 3, 4 and 5
<b>Targeted Reading intervention - Project X Code</b> 20 weeks 3 times per week for 20 minutes	Historically effective strategy. 100% of pupil premium children made expected progress in reading with 30% making accelerated progress. This intervention is popular with children and parents have also reported how effective it has been in motivating previously reluctant readers	3, 4 and 5

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

Budgeted cost: £ 10,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Manager Forest School Provision</i>	Children, staff and parents report the positive impact of this intervention last year, 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	2

	safeguard against poor mental health.	
<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  Outcome 1	All children accessing this intervention have shown growth and progress in their emotional well-being as a result.	2
<b>Play Therapy-provided by Jackdaw Play therapy- PTUK registered.</b> Episodes 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. PTUK research form over 12,000 cases indicate that between 77% and 84% of children show a positive change through the use of play and creative arts therapies when delivered to PTUK standards.	2
<b>Trips including residential</b>  <b>Outcome 6</b>	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
<b>Educational resources</b>  <b>Outcomes 2,3,4,5 and 6</b>	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: £ 25,900**

## 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 2022 to 2023 academic year.

Disadvan- taged pupils attainment for last aca- demic year	Pupils eligible for PP	All Pupils	National Data 2023
EYFS			
% of pupils meeting expectation in read- ing	100%	77.3%	67.3% GLD
% of pupils meeting expectation in writ- ing	100%	77.3%	
% of pupils meeting expectation in Maths	100%	90.9%	
KS1			
% of pupils meeting expectation in read- ing	43% 60%	70%	68.3% (PP 54%)
% of pupils meeting expectation in writ- ing	29% 40%	54%	60.1% (PP 44.5%)
% of pupils meeting expectation in Maths	57% 100%	83%	70.4% (PP 55.8)
KS2			
% of pupils meeting expectation in read- ing	60% 100%	93%	72.6% (PP 60.2%)
% of pupils meeting expectation in writ- ing	20% 100%	74%	71.5% (PP 58.1%)
% of pupils meeting expectation in Maths	60% 50%	78%	72.9% (PP 55.8%)
<ul style="list-style-type: none"><li>At By Brook a significant proportion- 40%- of our PP learners have additional vulnerabilities and are on the SEN register. Therefore when assessing the effectiveness of our Pupil Premium strategy and spending it is most pertinent to focus on Disadvantaged No SEN (PP without SEN)</li></ul>			

#### Teaching

S&LT 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 95% achieving age appropriate speech and language skills, at the beginning of the year only 70% demonstrated age appropriate speech and language skills.

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 through pupil progress meetings has enabled a positive impact.

### **Targeted Academic Support**

Phonic interventions- Additional support in phonics for pupils who are having difficulties has been successful.

Reading interventions- 62% of disadvantaged learners made expected progress in reading with 10% making accelerated progress. 92% of disadvantaged learners with not SEN made expected progress and 23% made accelerated.

#### *Whole school data*

Reading will continue to be an area of focus for our PP strategy and we will enhance our dyslexic friendly strategies 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**

<b>Programme</b>	<b>Provider</b>
IDL reading and spelling	IDL
X Tables Rockstars	TT Rockstars
Spelling Shed	Ed Shed

Maths Shed	Ed Shed
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## 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)**

Draft