



By Brook Valley Disadvantaged Report 2022-23

Vision Statement

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 report should be read and understood from this perspective.

1. Summary Information					
School	By Brook Valley Primary School				
Academic Year	2022-23	Total disadvantaged pupil budget	£29,180.00	Date of the most recent PP review	July 2021
Total number of pupils	182	Number of pupils eligible for PP grant	18	Date of next internal review	January 2024
Total number of disadvantaged pupils	24	Number of Forces pupils	6		

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'
2020-2021	25		Not available		Not available		Not available
2021-2022	22	91.98%	Not available	94.21%	Not available	-2.23	Not available
2022-2023	24	95.05%		96.2%		-1.15	

School Context

- We have 24 pupils classed as Disadvantaged, this is 13.1% of the school population. 15 Free School Meals @ £1455, 3 Post LAC/AFC @ £2530 and 6 Forces @ £335
- A significant proportion- 40%- of our Disadvantaged 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** than our **Disadvantaged**



2023 SEND and Disadvantaged data analysis- Attainment of Disadvantaged pupils and Local and National comparisons.

Key Stage 2 – Percentage achieving expected standard or greater depth

	All pupils					EHCP					SEN Support					No identified SEN					Disadvantaged				
	R	W	M	RW M	GPS	R	W	M	RW M	GPS	R	W	M	RW M	GPS	R	W	M	RW M	GPS	R	W	M	RW M	GPS
National	72.6	71.5	72.9	59.5	72.3	18.2	12.1	16.4	8.4	16.1	44.8	34.0	42.3	23.5	37.8	81.3	82.3	82.2	69.4	82.4	60.2	58.1	58.8	44.0	58.9
Wiltshire	72.8	69.3	68.0	55.7	67.9	21.6	9.5	16.3	7.2	15.7	43.7	29.5	36.1	18.4	29.9	83.9	83.6	79.7	68.4	81.1	56.7	49.5	48.3	34.3	49.7
School	93	74	78	67	85	10 0	0	0	0	0	33	33	33	33	33	10 0	83	87	74	95	60	20	60	40	60

Key Stage 1 – Percentage achieving expected standard or greater depth

	All pupils				EHCP				SEN Support				No identified SEN				Disadvantaged			
	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM
National	68.3	60.1	70.4	56.0	76.4	68.3	78.1	63.9	12.5	7.7	14.6	6.6	32.0	21.7	36.7	19.1	54.0	44.5	55.8	40.2
Wiltshire	68.3	59.8	70.5	54.6	77.3	68.9	78.1	63.0	13.5	5.6	17.7	5.6	32.4	23.2	41.3	20.0	47.6	37.1	51.4	31.9
School	70	54	83	53	-	-	-	-	33	33	33	33	100	83	87	95	43	29	57	29

EYFS – Percentage achieving ‘Good Level of Development’



	All pupils	EHCP	SEN Support	No identified SEN	Disadvantaged
National	67.3	3.8	24.5	73.2	52.1
Wiltshire	68.9	4.0	25.2	75.4	46.6
School	68	-	0	83	100

Year 1 – Percentage achieving phonics threshold

	All pupils	EHCP	SEN Support	No identified SEN	Disadvantaged
National	78.9	19.8	48.5	85.1	66.9
Wiltshire	78.9	21.6	49.6	85.4	58.7
School	73	-	25	81	0

Academic Attainment of ‘Groups’ at Age Related Expectation or above and children making expected (and accelerated) in year progress.

Both figures expressed as percentages- %.

End of Term 6 Whole School		
Reading		
Pupil group	Attainment	Progress
All	81.2	83.9
SEN	50	97 (6 Accelerated)
No Dis	84	82 (7)
Disadvantaged	43	62 (10)
Dis No SEN	77	92 (23)
Forces	80	100 (16.6)
Writing		



Pupil group	Attainment	Progress
All	74.3	77.5
SEN	43.7	100 (10)
No Dis	73	74 (11)
Disadvantaged	35	62 (14)
Dis No SEN	62	85 (8)
Forces	60	83
Maths		
Pupil group	Attainment	Progress
All	86.6	79.1
SEN	68.7	94 (6 Accelerated)
No Dis	83	71 (7)
Disadvantaged	56	66 (10)
Dis No SEN	77	92 (8)
Forces	100	100%

See Appendix for Year by Year breakdown

Attainment and Progress of Disadvantaged pupils and Disadvantaged with No SEN pupils compared to National and Wiltshire

- Attainment of Disadvantaged at end of Key Stage 2 above National and Wiltshire in all areas apart from Writing.
- Attainment of Disadvantaged No SEN at end of Key Stage 2 significantly above National and Wiltshire apart from writing.
- Whole school Attainment of Disadvantaged in below National and Wiltshire end of Key Stage 2 levels.
- Whole school Attainment of Disadvantaged No SEN significantly above National and Wiltshire end of Key Stage 2 levels.

Attainment and Progress of Disadvantaged pupils and Disadvantaged with No SEN pupils compared to All pupils (wholes school data)

Reading

- 43% of Disadvantaged pupils met the expected standards in reading compared to 81% of all pupils
- 65% of Disadvantaged No SEN pupils met the expected standards in reading
- 60% of Forces pupils met the expected standard in reading
- 62% of Disadvantaged pupils made expected progress in reading compared to 84% of all pupils
- 85% of Disadvantaged No SEN pupils made expected progress in reading



- 83% of Forces pupils made expected progress in reading

Writing

- 35% of Disadvantaged pupils met the expected standards in writing compared to 74% of all pupils
- 77% of Disadvantaged No SEN pupils met the expected standards in writing
- 80% of Forces pupils met the expected standard in writing
- 62% of Disadvantaged pupils made expected progress in writing compared to 78% of all pupils
- 85% of Disadvantaged No SEN pupils made expected progress in writing
- 83% of Forces pupils made expected progress in writing

Maths

- 56% of Disadvantaged pupils met the expected standards in maths compared to 87% of all pupils
- 77% of Disadvantaged No SEN pupils met the expected standards in maths
- 100% of Forces pupils met the expected standard in maths
- 66% of Disadvantaged pupils made expected progress in maths compared to 79% of all pupils
- 92% of Disadvantaged No SEN pupils made expected progress in maths
- 100% of Forces pupils made expected progress in maths



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 #
Disadvantaged (FSM and LAC/AFC)	1	2	3	2	2	4	4	18
<i>Disadvantaged No SEN</i>	<i>1</i>	<i>0</i>	<i>4</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>13</i>
Forces Premium	0	0	3	1	0	1	1	6
Total in each year group	1	2	6	3	2	5	5	24

Interventions 2022-23

Initial Spending in Pupil Premium Strategy 2022-2023- Total £29180

Teaching	Targeted academic support	Wider strategies
£14,590	£5,836	£8,754

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 2022+	Every fortnight 1:1 with therapist then 3-5 times per x	£3670	We received 3 levels of support from therapist: 1. Universal (28%) Individual staff support with lesson planning and differentiation to support pupils with language impairment	This intervention continues to be extremely beneficial and has supported our more pronounced speech and language needs.



		week with class TA		<p>Classroom strategies highlighted in her reports</p> <p>2. Targeted (20%) 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</p> <p>3. Specialist (52%) 1:1 therapy for pupils identified with difficulties that require specialist input such as speech/language delay/disorder.</p>	<p>66.6% of the children's Short term goals have been achieved and 9.5% been partially achieved.</p> <p>S&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.</p> <p>Unfortunately, the S&LT had a period of ill health and absence from work in the summer term. This disrupted this service.</p> <p>Also the company that provides this service, C and D Speech Therapy announced that they would not be offering the service in 2023-2024.</p> <p>However the S&LT Molly Beech also announced that she would be leaving the company C and D. She was taking a role with So to Speak. As a school we felt that this support was necessary so we have been able to secure Molly Beech in 2023-2024 with So to Speak</p>
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Inclusion Manager	Academic year 2020-21	2 days a week	£9,100	<p>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.</p> <p>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 ongoing need.</p>	<p>Inclusion Manager has had a positive impact on PP pupil's attainment and the SLT.</p> <p>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 interventions will be followed up next academic year.</p>
Five to Thrive CPD for all staff	Across year	3 x Online session and 3 follow-up session within Staff meeting.	£350	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.
ASD teaching strategies CPD	TD Day 26 th May 2023	Revisit in Staff meeting	£550	Session run by two specialist teachers from Springfield giving Teachers practical advice and strategies to increase our inclusive offer and enhance our provision for children with ASD and ASD traits and behaviours that are present among a number of our disadvantaged learners and the wider school population	Teachers and TA more aware of the specific needs of learners with ASD/ASD traits and are making reasonable adjustments as part of our inclusive offer to support them.
Specialist SEN Service CPD –Dyslexia	CPD in Staff meeting	Staff meeting	£350	Session run by Fiona Puleston SEN Advisory Teacher Feb 2023	Teachers and TA more aware of the specific needs of learners with Dyslexia and Working memory needs and are



Friendly and Working Memory				Giving Teachers practical advice and strategies to increase our inclusive offer and enhance our provision for children with Dyslexia and working memory needs	making reasonable adjustments as part of our inclusive offer to support them.
Total interventions			£14,020 Costs up to July 2023	Costs based on highest TA grade salary/ or cost per hour for speech and language therapist.	

Targeted Academic Support

Intervention	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Phonics Yr 1 & 2 additional literacy support in class	Term 1, 2 and 3	Daily phonics session 20 mins Daily in class support.	£2,500	Additional Phonics sessions and differentiated groups have supported 73% of Year 1 passing Phonic Screening- Unfortunately all disadvantaged learners in this cohort didn't pass screening but they did also have additional SEN needs. By Yr2 93% of cohort have passes Phonic Screening including and 86% of disadvantaged. The only disadvantaged learner not successful has additional SEN needs and is awaiting an EHCP assessment.	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 and 2.
IDL Literacy software and TA support	Children predominantly in Yr3 and 4 access online resource in EMA and at home	15 mins per morning with TA support- and at home	£915 (£185- subscription and £730 TA time)	8 Children including 4 PP pupils access resource each morning in EMA- TAs available to support. Children able to access it at home	90% of children accessing IDL made expected progress in reading and writing this year.



Project X Code	20 weeks	3 times per week for 15 minutes	£850 TA time to run intervention	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 66% achieved the expected standard for reading (100% where there was no additional needs).	The children continue to enjoy this intervention and TAs and parent comment on how children engaged positively with Project X Code books.
Targeted Reading Support in Yr 6	Across the year for pupil groups and	3 times per week for 15 minutes	£1,300 TA time to run intervention	93% of all pupils achieved expected standard which is significantly higher than Wiltshire and National figures (60% of disadvantaged learners, which is above Wiltshire and inline with National).	Targeted differentiated reading groups focusing on comprehension has been very effective.
Total interventions			£5,565 Costs up to July 2023	Costs based on highest TA grade salary or cost per hour .	

Wider Strategies

Provision	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Forest School Provision	Year	Weekly- 3 session a class across the school	£1,200	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 continue to 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.



ELSA Emotional Literacy Support	All year – each individuals session last 7 weeks	Weekly session of 45 mins per individual- 3.5 hours of TA time a week	£2,000	8 children including 4 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 100% participants indicating an increase in their emotional literacy skills- improvements ranges from 1-41 points increase in self-assessment. Teachers also note how ELSA interventions have supported these children's confidence and emotional resilience.
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	£5,200	4 X PP pupils are working with the therapist for 1 weekly session of 45 minutes in 1:1 play therapy sessions. 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 and episode of support.	Staff, pupils and parents report that this intervention has been extremely successful and central to supporting children process complex SEMH issues. As a result we have seen improvements in the children's presentation and subsequence academic engagement, attainment and progress.
Trips including residential and school clubs	Academic year 2022-23	On-going	£945.00	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 2022-23	On-going	£200	Nominal budget for specialist educational resources that support curriculum access for vulnerable learner.	Many of the specialist resources have anecdotally help children to access the curriculum more independently.
Total provision			£9,545		
Overall Total spend			£29,130	Underspend of £50 based on forecast at start of academic year	

Next Year 2022-2023

Next academic year the anticipated amount of Disadvantages Pupils Grant (Pupil Premium Gant, PPG) will be: £25,903

- **We have 19 pupils classed as Disadvantaged, this is 10.5% of the school population**
- **11 Free School Meals @ £1455**
- **2 Post LAC/AFC @ £2530**
- **6 Forces @ £335**

The figures for our Disadvantages Pupils Grant (Pupil Premium Gant, PPG) pupil premium for the academic year is an estimate due to the fact that pupil numbers can fluctuate in year and due to the fact that it is allocated to the school across a financial year. As an Academy our budgets run in parallel with the academic calendar. These factors make financial forecasting problematic. The amount of funding we receive may fluctuate as a result of the October Census. 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 starting.

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 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 2022-2024 please see the By Brook Valley CofE Primary School Pupil premium strategy statement 2023-2024 to be published before 31st December 2023.



*-Figure is accurate based on pupil numbers and detail on 28th November 2023

Written by Benjamin Summer Inclusion Leader July 2023 Amended November 2023.

Appendix

School Data Year by Year.

End of Term 6 Year 1		
Reading		
Pupil group	Attainment	Progress
All	70	96
SEN	25	100
No Dis	80	90 (4)
Disadvantaged	100	100
Dis No SEN	100	100
Forces	-	-
Writing		
Pupil group	Attainment	Progress
All	70	86
SEN	25	100
No Dis	80	64
Disadvantaged	100	100
Dis No SEN	100	100
Forces	-	-
Pupil group	Attainment	
All	80	93
SEN	25	100
No Dis	96	86
Disadvantaged	100	100 (100)
Dis No SEN	100	100



Forces	-	-
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End of Term 6 Year 2		
Reading		
Pupil group	Attainment	Progress
All	70	93
SEN	40	100
No Dis	74	83 (13)
Disadvantaged	43	66
Dis No SEN	60	100 (25)
Forces	66	100
Writing		
Pupil group	Attainment	Progress
All	54	90
SEN	0	100
No Dis	68	83 (9)
Disadvantaged	29	83(16)
Dis No SEN	40	100
Forces	66	100
Maths		
Pupil group	Attainment	Progress
All	83	97
SEN	60	100
No Dis	84	96 (9)
Disadvantaged	66	100 (33)
Dis No SEN	100	100 (25)
Forces	100	100

End of Term 6 Year 3		
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Reading		
Pupil group	Attainment	Progress
All	77	96
SEN	16	83
No Dis	74	65
Disadvantaged	66	100
Dis No SEN	100	100
Forces	100	100
Writing		
Pupil group	Attainment	Progress
All	62	88
SEN	16	100
No Dis	57	48
Disadvantaged	66	100
Dis No SEN	100	100
Forces	100	100
Maths		
Pupil group	Attainment	Progress
All	77	88
SEN	33	83
No Dis	74	39
Disadvantaged	66	66
Dis No SEN	100	100
Forces	100	100

End of Term 6 Year 4		
Reading		
Pupil group	Attainment	Progress
All	93	90
SEN	50	100



No Dis	94	71
Disadvantaged	50	100
Dis No SEN	100	100
Forces	-	-
Writing		
Pupil group	Attainment	Progress
All	78	93
SEN	0	100
No Dis	79	75
Disadvantaged	50	100
Dis No SEN	100	100
Forces	-	-
Maths		
Pupil group	Attainment	Progress
All	87	94
SEN	75	100
No Dis	84	57 (7)
Disadvantaged	100	100
Dis No SEN	100	100
Forces	-	-

End of Term 6 Year 5		
Reading		
Pupil group	Attainment	Progress
All	77	95
SEN	20	100
No Dis	83	84 (6)
Disadvantaged	25	100
Dis No SEN	50	100
Forces	100	100



Writing		
Pupil group	Attainment	Progress
All	78	88
SEN	20	100
No Dis	66	78 (22)
Disadvantaged	50	100 (50)
Dis No SEN	100	100 (50)
Forces	100	100
Maths		
Pupil group	Attainment	Progress
All	77	82
SEN	40	75
No Dis	77	67 (6)
Disadvantaged	50	100
Dis No SEN	50	100
Forces	100	100

End of Term 6 Year 6		
Reading		
Pupil group	Attainment	Progress
All	93	100
SEN	50	100
No Dis	100	100 (12)
Disadvantaged	60	100 (40)
Dis No SEN	100	100 (66)
Forces	100	0
Writing		
Pupil group	Attainment	Progress
All	74	82
SEN	25	100



No Dis	87	86 (36)
Disadvantaged	20	80
Dis No SEN	33	66
Forces	0	0
Maths		
Pupil group	Attainment	Progress
All	78	81
SEN	25	100
No Dis	82	78 (18)
Disadvantaged	60	100
Dis No SEN	100	100
Forces	100	100