



# Pupil premium strategy statement – By Brook Valley CofE Primary School

This statement details our school's use of pupil premium funding for the 2024 to 2025 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 outcomes for disadvantaged pupils last academic year.

## 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
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers	2024-2025, 2025-2026 and 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025 (interim review April 2025)
Statement authorised by	Mrs Deb Henshall Headteacher
Pupil premium lead	Mr Benjamin Summers Inclusion Leader
Governor / Trustee lead	Mr David New

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,630
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£31,630</b>

# 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.

High Quality 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

- Specialised psychological and emotional support for individuals
- 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	Weaker language and communication skills. 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 EYFS cohorts have shown that 0%

	of our disadvantaged learners met the expected standard in speaking and listening and attention, compared to 90% non-disadvantaged learners.
2	Assessments, observations, and discussions with pupils have highlighted increased rates of poorer social emotional and mental health amongst pupils, especially disadvantaged and vulnerable learners. There has also been a rise in the number of children experiencing difficulties with emotional self-regulation
3	Our assessments, observations, and discussions show some disadvantaged learners struggle with independence and motivation fatigue in learning and are more likely to be receiving adult support within the classroom. This lack of self-motivation and independence in disadvantaged pupils has impacted academic attainment and security of knowledge.
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 highlighted weaker writing skills and a reluctance to write amongst key disadvantaged pupils.
6	Our observations and assessments show disadvantaged pupils experience barriers when engaging in home learning tasks and have a reduced access to opportunities and cultural capital compared to their peers.

## 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
1. To improve disadvantaged pupil's understanding of language and their ability and confidence to use language.	Teacher's assessment of pupils understanding and use of language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school. Pupil's baseline language skills assessments will demonstrate accelerated progress. Individual Speech and Language assessment will demonstrate improvement for specific children.
2. All pupils to have access to well-being/mental health support and social	Improvements will be measured in pupil SEMH questionnaires, Leuven Scales for

and emotional learning to enable them to be more ready to learn.	wellbeing, ELSA assessments and records, Forest School observations and SDQ scores.
3. All pupils who experience motivation fatigue and struggle with independence will have improved academic self-concept and make accelerated progress across the curriculum.	Teacher observations and assessments to show a reduction in the level of adult support needed from disadvantaged pupils.  Disadvantaged learner's experience improved academic self-concept and self-worth – measured through Leuven Scales and Teacher and TA observations.
4. Improve reading attainment among disadvantaged learners.	Disadvantaged Learners' to narrow the attainment gap between them and their peers in school - Measured through tracking of end of KS data, including Phonics and reading assessment and IDL scores
5. Improve writing attainment among disadvantaged learners.	Disadvantaged Learners' to narrow the attainment gap between them and their peers in school - Measured through tracking of end of KS data, including Phonics and reading assessment and IDL scores
6. Increase engagement from disadvantaged pupils with home learning and cultural capital experiences	Teacher observation and assessments to show an increase in the reading experiences at home and increase rates of home learning engagement.  Disadvantaged learners will participate in school trips alongside their peers.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance communication and language approaches in EYFS 2 through support from procured private Speech and language therapist</p> <p>£2270 S&amp;LT</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a></p>	<p>Challenge 1</p>
<p>Improve the quality and accessibility of social emotional learning through school level and universal programmes</p> <p>£1800 Whole Staff training</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>Challenge 2</p>
<p>Improved Metacognition CPD staff training</p> <p>£2100 Staff INSET</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>Challenge 3</p>
<p>Continued and improved Social and Emotional Learning CPD staff training</p> <p>£2100 Staff INSET</p>	<p>The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>Challenge 2</p>
<p>Provide whole school CPD for teaching staff to ensure high quality teaching and learning in reading.</p> <p>£1800 Staff INSET</p>	<p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.</p>	<p>Challenge 4</p>

	<a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a>	
Provide whole school CPD for teaching staff to ensure high quality teaching and learning in writing.  £1800 Staff INSET	School data shows that writing is our weakest academic areas in all pupil groups including our disadvantaged pupil's. Therefore, improving attainment in writing is a key target for our school community.	Challenge 5

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

Budgeted cost: £7,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy Traded service-targeted children across the school  £2270 S&LT time £2120 TA time	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.  Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	Challenge 1
Additional Phonics intervention and support – Yr 1 and 2  £1800	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	Challenge 1 and 4
Targeted support and monitoring of bottom 20% and disadvantaged pupils progress and attainment in Reading  £800 SLT release time	Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.  <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a>	Challenge 4



Targeted support and monitoring of bottom 20% and disadvantaged pupils progress and attainment in Writing £800 SLT release time	School data shows that writing is our weakest academic areas in all pupil groups including our disadvantaged pupil's. Therefore, improving attainment in writing is a key target for our school community.	Challenge 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Provision for each class  £2400	<p>Children, staff and parents report the positive impact of this intervention in previous years, developing a keenness, resilience and creativity in children.</p> <p>Outdoor Adventure Learning will provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p><a href="https://cdn.forestresearch.gov.uk/2022/02/forestschoolenplan-dreport.pdf">https://cdn.forestresearch.gov.uk/2022/02/forestschoolenplan-dreport.pdf</a></p>	Challenge 2, 3 and 6
<b>ELSA Emotional Literacy Support</b>  £2120 TA time.	<p>All children accessing this intervention have historically shown improvements in their social and emotions scores post intervention.</p> <p>Social and emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	Challenge 2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
<b>Play Therapy-provided by Jackdaw Play therapy-PTUK registered.</b>  £5400	<p>Play therapy has supported some of our most vulnerable children feel safe and secure in school. All children have returned improvements in their S&amp;DQs as a result of this interventions.</p> <p>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.</p> <p><a href="https://playtherapy.org.uk/ethical-framework/#:~:text=PTUK's%20clinical%20evidence%20base%2C%20containing,that%20show%20a%20positive%20change">https://playtherapy.org.uk/ethical-framework/#:~:text=PTUK's%20clinical%20evidence%20base%2C%20containing,that%20show%20a%20positive%20change</a>.</p>	Challenge 2
<b>Trips including residential</b>  £600	<p>Supporting the funding of trips, visits and residential has enabled all children to participate and be included. Parents report that this support is invaluable.</p>	Challenge 6
<b>Educational resources</b>  £1500	<p>IDL, Times Table Rockstars, Maths &amp; Spelling Shed, Clicker, Widget online and additional reading books.</p> <p>Data from these resources details increased rates of progress amounts users.</p> <p>IDL is used as a specific intervention in EMT and has been especially effective.</p>	Challenge 3, 4 and 6

**Total budgeted cost: £31,680**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Disadvantaged pupils attainment for last academic year	By Brook Valley		National Data 2024	
	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils	All Pupils
EYFS				
% of pupils achieving GLD	0* (0/1)	80	52	67.7
Year 1				
% of Y1 pupils achieving phonics threshold	100 (2/2)	86	68.4	80.3
KS1				
% of pupils meeting expectation in reading	0* (0/1)	80	-	-
% of pupils meeting expectation in writing	0* (0/1)	64	-	-
% of pupils meeting expectation in Maths	0* (0/1)	83	-	-
KS2				
% of pupils meeting expectation in reading	100 100	95	62.5	74.2
% of pupils meeting expectation in writing	0 50	82	58.6	71.7

% of pupils meeting expectation in Maths	50 50	82	59.1	73
<p>At By Brook a significant proportion- 43%- 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 <b>Disadvantaged No SEN (PP without SEN)</b></p> <p>*All the Disadvantaged pupils in EYFS and Year 2 last year had additional vulnerabilities and are on the SEN register</p>				

### Teaching

*Ensure quality first teaching of writing across all year groups-* link with Writing subject plan- Writing continues to be an area of development for the school. Subtle improvements were achieved but the overall effectiveness of this work stream was not as significant as we were hoping. The writing subject leadership role also experienced some fluctuation due to staff maternity leave. However, this area will continue to be an area of focus so that we might improve writing outcomes still further for disadvantaged learners.

*Improve the quality and accessibility of social emotional learning- Improved adult:pupil ratio in key areas where emotional needs are higher-* This was an successful strategy. Key individuals now have a greater awareness of their own emotional needs and how to manage them more independently. Staff report fewer incidents of extreme emotional dysregulation for these individuals and there are more able to engage in all aspects of school and are therefore, making better progress academically as well as socially and emotionally.

*Emotion Coaching teaching strategies CPD-* This has given staff the skills and confidence to support all children in periods of emotional dysregulation. There are fewer incidents of emotional dysregulation that require additional staff intervention and support.

### Targeted Academic Support

Speech & language therapy from C&D speech and language therapy- has again been very well received and has been effective in supporting key children to make good progress. However, next year we will further enhance the effectiveness of this strategy by using it to develop teaching strategies in EYFS and to develop our in-house expertise by using the S&LT to train and up skill a TA to deliver more of the intervention.

Phonic interventions - Additional support in phonics for pupils who are having difficulties has been successful as have reading interventions with 100% of

disadvantaged learners (with no additional vulnerabilities) making expected progress within the classes supported.

#### *Whole school data*

Reading will continue to be an area of focus for our PP strategy as there is still a number of disadvantaged learners who are making expected progress but are not yet making accelerated progress.

#### **Wider Strategies**

*Inclusion Manager Forest School Provision-* Children, staff and parents report the positive impact of this intervention, developing a keenness, resilience and creativity in the children. It is supporting children's collaboration, interpersonal and problem solving skills.

*ELSA-* all children showed an improvement in their SEMH self-assessments scores 10-50%. 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 intervention and teachers report improvements in the children's presentations and readiness to learn.

*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 and reinforce their reading and spelling skills.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

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

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><i>How did you spend your service pupil premium allocation last academic year?</i></p> <p>Targeted support in the form of ELSA and TA hours to support mental health, well-being and academic progress.</p> <p>2 rounds of ELSA support and for key forces children £360</p> <p>Blob tree support for the duration of a children fathers posting £160</p> <p>Ad hoc Blob tree support £120</p> <p>Staff training SEMH support £230</p> <p>Reading, Writing and maths interventions and in class academic support £450</p> <p><i>What was the impact of that spending on service pupil premium eligible pupils?</i> All forces children accessing this support showed improvements in their ELSA SEMH assessment scores. Service pupil's attainment was in line with school performance in reading writing and maths. Their progress was at least good in reading, writing and maths with some pupils making accelerated progress.</p> <p><small>*this is a relatively small number of pupils so data and numbers can reduce statistical power reliability of findings.</small></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>-</p>

## Further information (optional)

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