Service Pupil premium strategy statement – Brize Norton Community Primary School

This statement details our school's use of service pupil premium funding to help improve the attainment of our service pupils.

It outlines our service pupil premium strategy, how we intend to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in school	133
Proportion (%) of Service pupil premium eligible pupils	29%
Academic year/years that our current service pupil premium strategy plan covers **(3 year plans are recommended)**	2023 – 2024 to 2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Robyn Jones (Headteacher)
Pupil Premium Lead	Robyn Jones (Headteacher)
Governor / Trustee lead	Ian Griffiths

Funding overview

Detail	Amount
Service Pupil premium funding allocation this academic year	£10,850

Part A: Service Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our service pupil premium strategy is to support service pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by service pupils, such as those who have a high mobility rate or those who are of stability but have parents who are actively deployed. The activity we have outlined in this statement is also intended to support their needs, both educationally and emotionally.

High-quality teaching and effective social and emotional support is at the heart of our approach, with a focus on areas in which service pupils require the most support. This is proven to have the greatest impact on closing the potential attainment gap and at the same time will benefit the non-service pupils in our school. Implicit in the intended outcomes detailed below, is the intention that service pupils' attainment will be sustained and improved alongside progress for their peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through, in-house intervention and the National Tutoring Programme for pupils whose education has been worst affected, including non-service pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of being a child of a service family. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure service pupils are challenged in the work that they're set
- ensure service pupils are supported with their emotional well-being as well as challenged in the work they are set.
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for service pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Service children frequently join and leave our school, including to and from other countries and education systems, meaning joined-up education can be difficult. Mental Health of the children can be impacted due to parental deployment whilst they are with us. In the academic year ending in 2022 we had a mobility rate of 21%, 9% in 2023, 9% in 2024 and 11% in 2025.
2	Assessments, observations and discussions with pupils and staff indicate vocabulary gaps among many service pupils. These are evident through Key Stage 1 and 2 in general and more prevalent among our service pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest service pupils generally have greater difficulties with their well-being and different points throughout the year.
4	Assessments, observations and discussions with pupils and staff indicate mathematical fluency gaps among many service pupils. These are evident through Key Stage 1 and 2 in general and more prevalent among our service pupils than 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
Improve Phonic attainment for service pupils at the Year 1 Phonics Screening Check	80% of children pass the phonics screening check and the gap is narrowed between the two groups.
Improved reading attainment and those achieving greater depth at the end of KS1 and KS2, especially for service children.	At least 75 % of children achieve ARE in both KS1 and KS2 assessments, with at least 20% achieving GD.
Improved Writing attainment for service pupils at the end of KS2.	KS2 Writing outcomes in 2023-2024 show that more than 80% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our service pupils.	Sustained high levels of wellbeing from 2023/2024 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • Reduction in behaviour related reported incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved maths attainment for service pupils at the end of KS2.	KS2 maths outcomes in 2023-2024 show that more than 80% of disadvantaged pupils met the expected standard.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches (Circles, PACE, Trauma informed) will be embedded into routine educational practices and supported by professional develop-ment and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	1, 3
JIGSAW PSHE whole scheme of work and training to support delivery.	Jigsaw has been awarded the PSHE Quality Mark awarded to resources that follow the principles of effective PSHE and follow the PSHE Programme of Study	1, 3
Enhancement of our Literacy teaching through ODST advisor supported writing approach. We will fund teacher release time for training and observing good or better examples of lessons in other settings. Working with the ODST Academy Trust	Jule Sargeant is an advisor that supports sharpening the teaching and learning of writing within your classroom through quality texts. Her approach is research informed and practically applies evidence into effective best bets for improving writing outcomes.	1, 2,
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub re-sources and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	1, 4

(including Teaching for Mastery training).		

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

Budgeted cost: £ *4,400*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forces Champion (4hr p/w) to have dedicated time to spend with chn to support with their SEMH needs as well as leading bespoke intervention linked directly to need eg. Maths, phonics, reading	Additional phonics sessions targeted at service pupils who require further phonics support. This will be delivered in collaboration with our Rocket Phonics. Additional maths sessions targeted at service pupils who require further fluency support. This will be delivered in collaboration with Maths Mastery.	ALL
Target intervention delivered by highly-skilled Teaching partners (2.5 hrs p/w)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind/.	ALL
A contingency amount set aside for further interventions to meet the needs of the time identified through assessment– staffing	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

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

Budgeted cost: £ *4,900*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustaining the OPAL (Outdoor Plan and Learning Programme) which is mentor supported school improvement programme over a 12 month period, which is for the strategic	The OPAL programme is the only programme of its kind that has been independently proven to sustainably improve the quality of play opportunities. OPAL schools report up to 80% decreases in use of behaviour policies. It is inclusive for all.	All

development of better play and playtimes.		
Actively involved with Forces related activities through the RAF Base and other local and wider community projects	Based on our experience, allowing opportunities for children of service families to come together in shared experiences and events allows for greater community and identity and for children to feel heard and valued.	ALL
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL
To enable increased communication and forge links with the school and the service community.	Based on our experiences, it is essential to ensure good communication between the school and service families to support transition through relocation, families of those deployed as well as communication between schools of those children moving to and from.	ALL

Total budgeted cost: £ 10, 900

Part B: Review of the previous academic year

Outcomes for Service pupils

Phonic Outcomes for Year 1 – 100% passed their phonic screen **2 pupils* *Phonic Outcomes by the end of Year 2 – 100% *6 pupils* Reading at KS1 Outcomes – 67% **6 pupils* Maths at KS1 Outcomes – 50% Reading at KS2 Outcomes – 100% **3 pupils 33% At GD* Writing at KS2 Outcomes – 100% Maths at KS2 Outcomes – 67%

Externally provided programmes

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

Programme	Provider