

Pupil premium strategy statement: Brize Norton Primary School



1. Summary information					
School	Brize Norton Primary School				
Academic Year	2020 / 21	Total PP budget	1320 per PP child = 7920 300 per Service child = 6300 £14,220	Date of most recent PP Review	09.06.2020
Total number of pupils	121	Number of pupils eligible for PP	7 dis + 15 service	Date for next internal review of this strategy	April 2021

2. Outcomes 2020 - 21	EYFS (based on predictions)			Y2 (based on predictions)			Y6 (based on predictions)		
<i>As part of your full strategy you will also wish to consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here.</i>	Deprived pupils (1)	Pupils eligible for service premium (3)	Other pupils (16)	Deprived pupils (1)	Pupils eligible for service premium (0)	Other pupils (16)	Deprived pupils (0)	Pupils eligible for service premium (3)	Other pupils (13)
Typical progress in reading from their starting points	Expected	100% better	100% expected, 55% better	Expected	N/A	94% expected, 38% better	N/A	100% expected, 33% better	85% expected, 15% better
Typical progress in writing from their starting points	Expected	100% better	90% expected, 45% better	Expected	N/A	94% expected, 44% better	N/A	100% expected, 33% better	92% expected, 54% better
Typical progress in maths from their starting points	expected	100% better	90% expected, 35% better	Expected	N/A	94% expected, 25% better	N/A	100% expected, 33% better	100% expected, 38% better
% achieving age related expectations in reading,	100%	100%	75%	100%		88%		66%	85%
% achieving age related expectations in writing	100%	100%	88%	100%		81%		66%	85%

% achieving age related expectations in maths	100%	100%	94%	100%		81%		66%	92%
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2. Barriers to future attainment (for pupils eligible for PP including high ability)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers (issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)

A.	All of our deprived children and many of our Service children need to catch up with their learning after the lockdown, especially those who have had less support at home and others with additional learning needs
B.	Service children frequently join and leave our school mid-year, including to and from other countries and education systems, meaning joined-up education can be difficult. Specifically, we have two new Service children in Y6 who need to catch up with their learning.
C.	Many of our deprived and service children, especially those in this year's Y6, have emotional needs and suffer from anxiety and lack of confidence, which affects their happiness and ability to learn.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Need for deprived children to widen their life experiences
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3. Outcomes (It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Enable all Pupil Premium children to catch up with their learning after the Covid-19 lockdown	All Pupil Premium children will either be at the expected level with expected progress, or have made accelerated progress towards closing the gap
B.	Ensure service children who have come from other schools make good progress	Children who have moved from other schools make good progress from their baseline assessments on arrival at Brize Norton (especially two new Y6 children)
C.	Ensure all deprived and service children in Year 6 feel supported and develop their confidence	All Pupil Premium children in Year 6 (deprived or service) report that they are happy and secure, and are able to learn well
D.	Need for deprived children to widen their life experiences	All deprived children attend all relevant trips and learn a musical instrument

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Academic year	2017/18				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Enable all Pupil Premium children to catch up with their learning after the Covid-19 lockdown	<ul style="list-style-type: none"> High quality teaching and learning, supported by subject leaders, headteacher and CPD where needed All classes have a teaching assistant available all (or most) mornings, with some TAs (especially in Y6) starting interventions before school Teachers plan in TA-led interventions, focused on the gaps in these children's learning New SENCO monitors and provides support for teachers and TAs in doing this Support and training for new SENCO, increasing her skills 	The children need targeted support, with a combination of high quality class teaching and smaller-group interventions. In order to do this, teachers and TAs need support, monitoring and (where monitoring shows it is needed) CPD.	Monitoring by headteacher, middle leaders and SENCO	SENCO and English/ Maths leaders	Every HT's report to governors; SENCO and middle leaders reporting to governors Cost: £8380

<p>B. Ensure service children who have come from other schools make good progress</p>	<ul style="list-style-type: none"> • Teachers assess children well, shortly after their arrival • Teachers focus time in their class teaching and through TA-led interventions on closing gaps • Year 6: early-morning intervention groups • Regular assessment informs next steps and whether or not children are catching up 	<p>By focusing on the needs of new arrivals, and those who are moving on, we can make sure no child slips through the net due to moving. This could be a particular problem when moving to / from abroad, due to different school systems. Children may have considerable gaps and come without prior assessment data which is meaningful to us.</p>	<p>Monitoring through lesson observation, book scrutiny, learning walks and pupil conferencing, as well as half-termly assessment reviews and whole-staff moderation of assessments. There will be timely support if necessary</p>	<p>Headteacher and middle leaders</p>	<p>Every HT's report to governors</p> <p>£2340 – Y6 early-morning groups</p>
<p>C. Ensure all deprived and service children in Year 6 feel supported and develop their confidence</p>	<ul style="list-style-type: none"> • Weekly Year 6 nurture group to include children who are anxious • Opportunity for regular 1:1 conversations with staff for children who need it, including all staff working to build children's confidence • Regular meetings with parents for children whose behaviour is impacting on their learning 	<p>Children whose anxiety prevents them from learning properly (whether that is demonstrated through challenging behaviour, withdrawal or an inability to concentrate) need to have this addressed before they can thrive.</p>	<p>Monitoring through conversations with pupils and parents as well as through written pupil and parent surveys</p>	<p>Headteacher</p>	<p>Spring term</p> <p>Cost: £1000</p>

E. Need for deprived children to widen their life experiences	Subsidise clubs, music lessons and school trips (50% subsidy for residential trips) for all deprived children. All deprived children in Y4+ to receive free music tuition.	Our history of doing this shows that deprived children take part in activities at the same rate as their peers with the financial support	Monitoring of trip, club and music lesson attendance; personal contact with parents if they say children do not want to go	Headteacher	Every term Cost: Trips £1500 Music £200 Clubs £800 Total £2500
Total budgeted cost					£12,300

4. Review of expenditure			
Previous Academic Year <i>This is a review of the previous year, so the outcomes and success criteria will be different to above.</i>			
Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i>	Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	Cost
All deprived children will make good or better progress in 2019 20 (4 children)	For the half-year until the start of the lockdown: N Y1: Better Reading, Expected Writing / Maths A Y2: Better in Reading, Writing and Maths S Y5: Better in Reading, Writing and Maths J Y5: Expected Reading / Writing; Better in Maths Success criteria met	This is a challenging target due to the complex needs of these children. However, our continuing focus on it is having some impact. We must not take our attention away from it and continue to support N and J, in particular	£7800
B. Ensure service children who have come from other countries make good progress	For the half-year until the start of the lockdown: B Y3: Better Reading, Writing and Maths M Y4: Below Reading; Expected Writing; Better Maths; EHCP achieved (significant SEND) C Y5: Better Reading, Writing and Maths	These children are doing well, as are their peers who have since left. Achieving the EHCP for M will help with his future learning enormously.	£500
C. All Pupil Premium children (deprived or service) report that they are happy and secure	Success criteria mostly met (see pupil survey)	The pupil survey showed that the vast majority of our children are happy and secure. However, we have concerns about a small group going into Year 6, including two newly- arrived Service children. This is why this is being prioritised next year.	£2500

D. All deprived children attend all relevant trips	Success criteria met	Increasing deprived children's cultural capital by enabling them to access trips, clubs and music lessons is a large part of enabling them to succeed. All children in the last year have done this as much as, or more than, their peers.	£1500
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