

# Pupil premium strategy statement: Brize Norton Primary School

1. Summary information					
<b>School</b>	Brize Norton Primary School				
<b>Academic Year</b>	2021 / 22	<b>Total PP budget</b>	1345 per ever 6 x 12 = £16140 2345 x 2 formerly looked after = £4690 310 per Service child x 29 = 8990 total = 28920	<b>Date of most recent PP Review</b>	08.08.2021
<b>Total number of pupils</b>	141	<b>Number of pupils eligible for PP</b>	12 dis + 15 service + EYFS unknown Disadvantaged 10% Service 25%	<b>Date for next internal review of this strategy</b>	April 2022

## Outcomes 2020 – 21

Children causing concern, by group (i.e. children with disproportionate impact from lockdown)

	Reading	Writing	Maths
All children (140)	16 = 11%	10 = 7%	27 = 19%
Deprived (16)	3 = 19%	2 = 13%	4 = 25%
SEND (14)	6 = 43%	5 = 36%	4 = 29%
Service (35)	3 = 9%	3 = 9%	7 = 20%
More able (14)	1 = 7%	0	3 = 21%

Our Deprived children have been more affected than “all children”, especially (proportionately) in Reading. There is no significant difference between the progress of our Forces children than of “all children”.

Analysis of individuals shows no clear pattern in age group or subject, but a group of individuals who all need support next year.

## 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)

<b>A.</b>	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 Special Educational Needs
<b>B.</b>	Many of our deprived and service children have emotional needs and suffer from anxiety and lack of confidence, which affects their happiness and ability to learn.
<b>C.</b>	There is a need for deprived and service children to have their voices heard and to develop their confidence and leadership ability
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Need for deprived children to widen their life experiences

## 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>
<b>A.</b>	All deprived and service children make good progress in their learning, with those who have lost learning making accelerated progress (measured through assessments)	Progress over the academic year 2021 – 22 is at least good in assessment data, and better than expected for those who have learning gaps
<b>B.</b>	Those with anxiety and lack of confidence will increase these (measured through talking to children, parents and staff)	Children and parents report that they are happier; staff report that they are engaging better with their learning
<b>C.</b>	We should reach the point where it is no longer necessary to select children in these categories for leadership roles because they naturally volunteer (measured by the number of children taking part)	Deprived and service children are represented well and have their voices heard.
<b>D.</b>	Need for deprived children to widen their life experiences (measured by the number of children taking part)	All deprived and service children take part in a wide range of character-building activities and trips

**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?
<p>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 Special Educational Needs</p>	<ul style="list-style-type: none"> <li>• High quality teaching and learning, supported by subject leaders, headteacher and CPD where needed</li> <li>• All classes have a teaching assistant available all (or most) mornings</li> <li>• Teachers plan in TA-led interventions, focused on the gaps in these children's learning</li> <li>• Early-morning groups enable focused small-group learning time not to impact on other areas of the curriculum in all areas of the curriculum in Years 2 – 6</li> <li>• Teachers and TAs are given termly team meeting time to ensure their work is joined-up</li> <li>• New SENCO monitors and provides support for teachers and TAs in doing this</li> <li>• Support and training for new SENCO, increasing her skills</li> <li>• External agencies (e.g. Educational</li> </ul>	<p>The children need targeted support, with a combination of high quality class teaching and smaller-group interventions. Early-morning groups have a higher impact than at other times because children are more awake and this does not affect children's access to the rest of the curriculum, but this means it is even more important for teachers and TAs to have time to meet and plan together. Some children have additional learning needs: our SENCO needs training and the support of external professionals, so she can support the staff, parents and children.</p> <p>Cost:            Early morning groups £6000            SENCO training £1420            SENCO release £2000            External professionals £1000            Team meeting time £1000            EYFS and Y1/2 resources £2000            Books and Maths resources £5000</p> <p>Total: £18420</p>	<p>Monitoring by headteacher, middle leaders and SENCO</p>	<p><b>SENCO and English/ Maths leaders</b></p>	<p>Every HT's report to governors; SENCO and middle leaders reporting to governors</p>

	<p>Psychologist) support the school where necessary</p> <ul style="list-style-type: none"> <li>• More resources for EYFS and Y1/2 class so children leaving can develop their communication and language skills through child-initiated learning</li> <li>• More practical resources for Maths throughout the school</li> <li>• More books, especially related to topics and to ensure diversity</li> </ul>				
<p>B. Those with anxiety and lack of confidence will increase these (measured through talking to children, parents and staff)</p>	<ul style="list-style-type: none"> <li>• Training and support for all staff in identifying and supporting children with mental health difficulties</li> <li>• Training, support and time for TA as Emotional Literacy Support Assistant (ELSA)</li> <li>• Dedicated time for TA to work with Forces children; support and training for her</li> <li>• School garden to be tended by children in need of better self-esteem and social skills</li> </ul>	<p>Children with anxiety and emotional problems have a range of needs, so a range of different solutions should be available, whether that is a chat with the teacher, a discussion group, 1:1 sessions or something more practical such as gardening</p> <p>Cost:          ELSA training and release time £800          Forces support group £400          ELSA time £800          Gardening £1000</p> <p>Total: £3000</p>	<p>Monitored by headteacher through observation and conversations with staff, parents and children</p>	<p>Headteacher</p>	<p>Every HT's report to governors</p>

<p>C. There is a need for deprived and service children to have their voices heard and to develop their confidence and leadership ability</p>	<ul style="list-style-type: none"> <li>• Training for all Y5s in how to be play leaders before entering Y6</li> <li>• Dedicated TA meets play leaders regularly to ensure it works well</li> <li>• Headteacher meets School Council weekly; they have their own display board in the shared area and lead school improvement initiatives of their own choosing</li> <li>• House Captains lead termly inter-house competitions and charity fund raising events</li> <li>• All these groups are monitored to ensure deprived and service children are well represented</li> </ul>	<p>These pupil leadership roles have had to fall into abeyance because of lockdowns and “bubble” working preventing children from mixing beyond their class. There is now a need to reinstate this to build up children’s confidence and leadership ability.</p> <p>Cost: £1000</p>	<p>Monitored by headteacher through lists of participating children and reports on the groups’ activities</p>	<p>Headteacher</p>	<p>Every HT’s report to governors</p>
<p>E. Need for deprived children to widen their life experiences</p>	<p>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.</p>	<p>Our history of doing this shows that deprived children take part in activities at the same rate as their peers with the financial support.</p> <p>Cost:  Contribution to Forest School £2000  First Access Music £1500  Swimming £1000  Residential trip subsidy £1000  Day trip subsidy £1000</p> <p>Total: £6500</p>	<p>Monitoring of trip, club and music lesson attendance; personal contact with parents if they say children do not want to go</p>	<p>Headteacher</p>	<p>Every term</p> <p>Cost:  Trips £1500  Music £200  Clubs £800</p> <p>Total £2500</p>
<b>Total budgeted cost</b>					<p>£28,920</p>

4. Review of expenditure			
<b>Previous Academic Year</b> <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
A. All Pupil Premium children will either be at the expected level with expected progress, or have made accelerated progress towards closing the gap	Most children are at least within one term of expected progress, in line with other children in the school. Service children are no further behind, as a group, than others. However, some deprived children are further behind, especially in reading.	The repeated lockdowns have had impact on a lot of children's learning, but especially those with challenging home lives or additional learning needs. Our approach is working but we need to continue and to ramp it up, ensuring it is targeted at those who need it most.	£8380
B. Children who have moved from other schools make good progress from their baseline assessments on arrival at Brize Norton (especially two new Y6 children)	These children have not been affected worse than others and there is no longer any discernible gap between them and others. The named children in Y6 made good progress.	This is working well. We need to continue to ensure we are able to provide support for service children with any disruption in their lives, hence the introduction of a dedicated service children's TA	£2340
C. All Pupil Premium children in Year 6 (deprived or service) report that they are happy and secure, and are able to learn well	Most of them are doing well, though there are some (especially those with challenging home lives or additional needs) who are struggling. Those in the departing Year 6 did well.	A focus on children's emotional needs is important, but we have learned that different children need different approaches, hence the variety of approaches this year	£1000

<p>D. All deprived children attend all relevant trips and learn a musical instrument</p>	<p>Success criteria met</p>	<p>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 their peers. The lockdown has had a negative impact on how much we could provide, though we were proud that all Y3 – 6 children had a residential trip and everyone had Forest School (which continued during Lockdown for those in school, including a large number of deprived and service children). We will increase this, next year.</p>	<p>£2500</p>
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