

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brize Norton Primary School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils: Disadvantaged & Vulnerable Chn (11) Pupil Premium Plus (3) Service Pupil Premium (36)	25%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Robyn Jones, Headteacher
Pupil premium lead	Robyn Jones, Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,995
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,895

Part A: 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 pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

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

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure forces 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 disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Currently 7 of the 13 pupil premium children are on the SEN register, 3 of which are also looked after children, 3 of which have significant need. 2 of the 13 have ELSA support. Therefore 9 or 13 have additional needs. Historically there has not been a consistent SENCo and records and provision is inconsistent across the school.
2	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.
3	Assessments, observations and discussions with pupils and staff indicate vocabulary gaps among many disadvantaged pupils. These are evident through Key Stage 1 and 2 in general and more prevalent among our disadvantaged pupils than their peers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures in previous years are to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
6	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

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 disadvantaged 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.
Improve outcomes and provision for deprived children with additional learning needs	Children have made expected (6pts) or better progress.

	Children with SEN have relevant paperwork matched to their need & receiving intervention matched to their needs. (SEN monitoring – learning walks, paperwork scrutiny, OXSIT, ODST support)
Improved reading attainment and those achieving greater depth at the end of KS1 and KS2, especially for disadvantaged children.	At least 80% of children achieve ARE in both KS1 and KS2 assessments, with at least 20% achieving GD.
Improved Writing attainment for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes in 2022-2023 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/2023 demonstrated by: <ul style="list-style-type: none"> • 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 disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022-2023 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 pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20, 895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Rocket Phonics – INSET 1 day training included.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils and forces children.	1, 2, 3, 4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development 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, 2, 3, 4, 5
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, 2, 5, 6
Enhancement of our Literacy teaching through The Write Stuff training. This is a vocabulary enriched programme which supports closing the vocabulary gap. We will fund teacher release time for training and observing good or better examples of lessons in other settings.	The Write Stuff, created by Jane Considine, is a system that will sharpen the teaching and learning of writing within your classroom. It is research informed and practically applies evidence into effective best bets for improving writing outcomes.	1, 2, 3

Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Salford Reading Assessment	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1, 2, 3
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 (including Teaching for Mastery training).	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, 2, 7
Increasing OXSIT support from Foundation Package to 4 days support to lead training and development with SEN	Support from OXSIT will provide bespoke training and support for the SENCo as well as whole staff to benefit the needs of the children	ALL

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (2hr p/w) dedicated time to support children Attendance at ELSA training and resources purchased.	The role of ELSA's is to support children and young people in schools to understand and regulate their own emotions whilst also respecting the feelings of those around them.	1, 2,5
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	Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Rocket Phonics. Additional maths sessions targeted at disadvantaged pupils who require further	2, 7

directly to need eg. Maths, phonics, reading	fluency support. This will be delivered in collaboration with Maths Mastery.	
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/.	1, 2, 3,4,7
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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour and relationships – When the Adult Changes, Everything Changes – with the aim of developing our school ethos and improving behaviour and relationships across the school	Both targeted interventions and universal approaches can have positive overall effects.	1, 2, 5
Whole staff training on inclusive classroom practice – Inclusive Teaching in a Nutshell – with the aim of developing our school ethos of inclusivity.	Both targeted interventions and universal approaches can have positive overall effects.	1, 2, 3, 4, 5, 7
Whole staff training of Zones of Regulation Training to support children in identifying, regulating and responding to their own emotions.	Both targeted interventions and universal approaches can have positive overall effects.	1, 2, 3, 4, 5, 6, 7
Whole staff Mental Health Awareness Training to support the	This training is underpinned by Future in Mind (2015) a document that promotes that positive mental health is	1, 2, 3, 4, 5, 6 ,7

identification of those struggling with mental health as well responding early and effectively.	everybody's responsibility. In line with this government strategy, 'An introduction to Children and Young People's Mental Health' training has been designed to support frontline staff to promote their part in our national culture shift which embraces social and emotional wellbeing and responds early to signs of mental health problems.	
Embarking on the OPAL (Outdoor Plan and Learning Programme) which is mentor supported school improvement programme over an 18 month period, which is for the strategic development of better play and playtimes.	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
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
Fund for access arrangements for children such as music lessons, visits etc.	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 ensuring all children have access to enrichment activities.	ALL

Total budgeted cost: £ 40,895

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to inconsistencies in leadership as well as staffing, it has been hard to accurately assess outcomes. Interim headteachers were in post for the summer term and a new headteacher in post as of September 2022.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account; however, these were the performance outcomes for the tests administered:

GLD	71%			
Phonics	Year 1		Year 2 (cumulative)	
	63%		86%	
	KS1		KS2	
	EXP +	GD	EXP +	High scaled score 110+
Reading	59%	14%	95%	20%
Writing	59%	5%	25%	0%
Maths	59%	0%	75%	10%
Combined	50%	0%	25%	0%
SPAG			75%	5%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Training and support for all staff in identifying and supporting children with mental health difficulties • Training, support and time for TA as Emotional Literacy Support Assistant (ELSA) • Dedicated time for TA to work with Forces children; support and training for her • School garden to be tended by children in need of better self-esteem and social skills <ul style="list-style-type: none"> • 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 • New SENCO monitors and provides support for teachers and TAs in doing this • Support and training for new SENCO, increasing her skills
What was the impact of that spending on service pupil premium eligible pupils?	<p>ELSA is now fully trained and along with the forces champion, an efficient and effective timetable of their bespoke support is in place for the following academic year.</p> <p>TA intervention groups had a positive impact on end of KS2 outcomes.</p> <p>SENCo stepped down during 2021-2022 leading to inconsistencies of leadership.</p> <p>OXSIT package has now been bought for 2022-2023</p>

Further information (optional)

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