

Pupil premium strategy statement – Brize Norton Community Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	7.5% PP 29% SPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 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	Alistair Doran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,933.75 £10, 850 (SPP)
Recovery premium funding allocation this academic year	n/a
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£21933.75
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32,783.75 (incl SPP)

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 10 pupil premium children are on the SEN register, 3 of which are also formally looked after children, 2 of which have significant need. The children's SEN has a significant impact on their attainment.
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. In the academic year ending in 2022 we had a mobility rate of 21%, 9% in 2023, 9% in 2024 and 11% in 2025
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 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 75 % 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 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 disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/2024 demonstrated by:</p> <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 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 pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,500

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 – Leadership release and training.	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, 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 – Circles.	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, 5
JIGSAW PSHE whole scheme of work and	Jigsaw has been awarded the PSHE Quality Mark awarded to resources that follow the principles of effective PSHE	1, 2, 5

training to support delivery.	and follow the PSHE Programme of Study	
Enhancement of our Literacy teaching through ODST writing Journey approach 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 – CPD of whole team. Working with the ODST Academy Trust	The ODST writing journey 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 delivered by a literacy advisor.	1, 2, 3, 4
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, 6

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target intervention delivered by highly-skilled Teaching partners	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, 6
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: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Trauma Informed Relational Practice and Circles– with the aim of developing our understanding of trauma in our approach to building relationships and understanding and managing behaviours	Both targeted interventions and universal approaches can have positive overall effects.	1, 2, 5
Whole staff training on Cognitive load and retrieval practice.	Universal strategies at a whole class level with lesson design and scaffolding is proven to have significant impact on supporting children at all levels.	ALL
ELSA support for children	ELSA intervention supports children with emotional challenges – this impacts on their readiness to learn.	5
Whole staff training of Zones of Regulation Training and other SEN interventions to support specific need.	Both targeted interventions and universal approaches can have positive overall effects.	1, 2, 5
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: £ 22,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

0% of our 3 PPG pupils attained a Good Level of Development. 33% PPG pupils attained Early Learning Goal for Reading and Writing. 66% of PPG pupils attained Early Learning Goal in Maths.

There are no PPG children in Years 1 or 2 so there is no data on the Phonics screen or end of Key Stage 1.

End of KS2 0% of our 2 PPG pupils reached expected or greater depth in reading, writing or maths.

Across KS2, 33% of PPG are ARE for Reading, 17% for Writing, 33% for maths (8% of which are Greater Depth). Data since the previous academic year (2023-2024) has remained marginally the same with 10 PPG the previous year and 11 this, there has been a decline in Reading from 50%, an improvement in Maths from 30% with no greater depth, and slight decline in writing from 20%.

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
1:1 Reading	Arch Readers