

# Pupil premium strategy statement

## 2024- 2027

Updated December 2025



## Britannia Community Primary School

This statement details our school's use of pupil 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	205
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2024 Updated December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Natalie Longstaff

Pupil premium lead	Shannon Connolly
Governor / Trustee lead	Kim Symcox

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> <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>	£52,440

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all of our children, including our children who are eligible for pupil premium funding, are happy, feel safe, are successful, have good attendance and have good learning outcomes. We want all of our children to attain in line with national expectations at the end of KS2 and make good progress academically, emotionally and socially throughout their time at Britannia Community Primary School.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attaining. Every child at Britannia is supported to be the very best version of themselves. We achieve this by supporting pupil wellbeing and providing a range of enrichment activities and opportunities beyond the classroom that enhances life experiences. We intend to remove any barriers to ensure full inclusion in school life. This is developed through positive routines, relationships and CPD to ensure a whole school approach.

High quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proved to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefits the non-disadvantaged pupils in our school. High expectations for all are central to our approach.

We will continue to draw upon educational research to shape our Pupil Premium offer in line with the EEF and funding will be used to enhance the skills of teaching staff and available resources to ensure that Pupil Premium children reach their full potential. Therefore, our strategy is rooted strongly in CPD for our staff.

We have recognised the need to increase the percentage of PP children meeting the expected standard by the end of each Key Stage, in particular in writing and maths. We also aim to diminish the differences in attainment and progress between pupils eligible for PPG and all pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils often enter Reception below typical in Communication and Language, PSED, Literacy and Maths. Baseline indicates children begin school at lower starting points. We also recognise that the emotional regulation and socio-emotional wellbeing of our current Year 1 cohort is an area that needs strengthening and supporting.
2	Increasing number of pupils entitled to PP start school with SEND or emotional, behavioural difficulties and this acts as a barrier to learning. PP children are less resilient and collaborative learners. Therefore, we need high quality CPD for all staff to ensure children receive adequate support.
3	Pupil premium children working below age related expectations in some core subjects especially in writing and maths. This is particularly evident in Years 5 and 6.
4	To provide enhanced learning opportunities and support for the PP children due to limited resources within some families and households.
5	Access to support with home learning and engagement of parents in the learning process has been varied for the core skills such as reading, writing and maths.
6	Pupils eligible for PP may not have access to a wide range of vocabulary at home and they have less experiences to draw upon. This can have a more significant impact on the ability to achieve greater depth.
7	Limited life experiences and exposure to culture and literature.
8	Attendance for PP pupils is lower than non-PP. This reduces the number of school hours and causes pupils them to fall behind.  Our discussions with families and students show us that some of our disadvantaged pupils need support to widen their aspirations in school and beyond. We need to continue to offer them a wide range of enrichment opportunities that enable them to aim high and be motivated to succeed academically.

## 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
To ensure that children are attending school regularly and not missing out on learning opportunities.	Children who are PP will have attendance of over 95%. The gap will begin to close between those who are PP and those who are not PP.
Improve the writing outcomes across school.	Increase the % of children working at the expected standard in all year groups for PP children.

To ensure that children who have fallen behind receive targeted high-quality intervention monitored by SLT.	Analysis of interventions show that interventions have had a positive impact on the disadvantaged children's learning and helped in accelerating their progress.
Improved emotional and social wellbeing.	<p>Less behavioural incidents logged on CPOMS.</p> <p>Less children needing to access the counsellor support and external agencies in school e.g. Barnados/ELSA etc.</p> <p>Less children needing emotional/wellbeing support in school.</p> <p>Identified children are invited to nurture, positive play and therapy sessions with identified staff.</p> <p>SENCO/headteacher/PP lead identify and support families and children and work to alleviate barriers to learning.</p> <p>Targeted intervention for identified children through use of additional intervention and support.</p>
Improved attainment (and application of basic skills) in reading, writing and maths.	<p>Children will achieve national average progress scores in KS2 R/W/M.</p> <p>Children will achieve in line with national expectations at the end of KS2 in R/W/M.</p>
Pupils have a breadth of experiences that enables them to contextualise their learning.	Pupil questionnaires show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.
School will deliver an engaging, broad and varied curriculum.	<p>Teachers and support staff will plan a wide range of visits/wow events/experiences to inspire and enhance learning and make it memorable.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>

## Activity in this academic year

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

## Teaching

Budgeted cost: **£30,811.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embedding dialogic activities across the school curriculum to promote oracy and support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</b></p> <p><b>Invest in staff CPD to ensure they know how to support children's self-regulation and support to de-escalate. (React)</b></p> <p><b>Professional development sessions to support emphasis on behaviour (Behaviour Quality Mark, restorative practice and zones of regulation)</b></p> <p><b>£1355</b></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>EEF guidance <a href="#">Improving Behaviour in Schools   EEF</a></p>	<p>1, 2, 3, 6</p>
<p><b>Professional development: sessions to support teachers, with a particular emphasis on challenge and number fluency in maths, talk in lessons, writing (particularly transcription), SEND training and NPQs.</b></p> <p>CPD –Maths No Problem Training, Specialist Knowledge for teaching mathematics programme – maths hub consultant training</p> <p>Additional CPD to be provided on:</p> <ul style="list-style-type: none"> <li>• Maths No Problem teacher guides and training</li> <li>• Mastering Number</li> <li>• Times Tables – Number Sense programme</li> <li>• Scode Spelling training and refresher resources.</li> <li>• Talk 6 refresh Lancashire training</li> <li>• Y6 assessment/moderation</li> </ul>	<p>EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>EEF: Special Educational Needs in Mainstream Schools. Five a Day Approach.</p>	<p>1, 3, 5, 6, 7</p>

<p>CPD with a focus on developing writing in Y6</p> <ul style="list-style-type: none"> <li>• Focus on writing – transcription CPD sessions so that children develop more fluency for writing as well as composition for writing through further developing and embedding Talk, modelling and scaffolding, oral rehearsing before writing etc.</li> <li>• Handwriting resources to support progressive teaching.</li> <li>• RWI consultancy refresh and videos (£1000)</li> <li>• Dyslexia, ADHD and Autism. (Adaptive teaching)</li> <li>• NPQ Maths x 2</li> <li>• NPQ literacy</li> <li>• NPQEY (NPQs now completed)</li> </ul> <p>Access to National College Training (£1000)</p> <p>Impact of CPD to be monitored and recorded.</p> <p><b>£12,294</b></p>		
<p><b>Staff CPD: Developing the role of staff and support staff to ensure high quality instruction for all.</b></p> <p><b>Use of Shrec in Reception and Welcom</b></p> <p><b>Phonics fortnightly training x 30 minutes, CPD for support staff- 30 minutes per week (Friday assemblies)</b></p> <p><b>Additional training on:</b></p> <ul style="list-style-type: none"> <li>- <b>EYFS principles (weekly meet)</b></li> <li>- <b>Precision teaching</b></li> <li>- <b>SALT training</b></li> <li>- <b>Rosenshine (particularly retrieval)</b></li> </ul>	<p><a href="#">EEF- Effective Professional Development Guidance Report</a></p> <p>Teaching/support staff to be trained on 'The Five-a-day' principle to ensure high quality teaching for pupils with SEND.</p> <p>Support staff to receive training on how to effectively scaffold learning and still promote independence so that pupils do not lose ownership of their learning - adopt EEF recommendations: Train teachers and TAs to use the 'helicopter model' – scaffolding, then stepping back to promote independence.</p> <p>As TAs all play a vital role in the teaching of reading and promoting a love of reading, training will be given on</p>	<p>1, 2, 3, 4, 5, 6 and 7</p>

<ul style="list-style-type: none"> <li>- <b>Writing (focusing on transcription initially, developing handwriting etc.</b></li> <li>- <b>Adaptive teaching/SEND (to further strengthen the quality of teaching and learning for pupils with SEND).</b></li> <li>- <b>Developing reading fluency</b></li> </ul> <p><b>TA focus training (to further improve the use and impact of teaching assistants):</b></p> <ul style="list-style-type: none"> <li>- <b>High quality in class support through retrieval, scaffolding, modelling, questioning, promoting independence through EEF recommendations such as the helicopter model etc.</b></li> <li>- <b>Annual CPD programme for TAs linked to SEND and curriculum including: - SEND strategies, adaptive teaching and scaffolding methods, behaviour support and positive relationships, use of assistive technology such as Widget and subject knowledge such as how to support writing development and understanding of non-negotiables for each year group.</b></li> </ul> <p><b>£4957.50</b></p>	<p>understanding all components of reading (The Reading House) <a href="#">EEF- The Reading House</a></p> <p>Training for staff within early years to develop high quality interactions via arming them with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice <a href="#">EEF-SHREC</a></p> <p>Metacognition training on the Seven step model for promoting independence- a scaffolding framework to deliberately shift responsibility for learning from teacher to pupil. <a href="#">EEF-Seven Step Model</a></p>	
<p><b>RWI Phonics- regular development days to upskill staff and maintain high levels of teaching and learning. (fortnightly CPD- use of online portal – 30 minutes per week)</b></p> <p><b>Consultant support/ subscriptions- 30 minutes CPD time every 2 weeks for staff phonics.</b></p> <p><b>Consultant support through development days - 1 sx per year</b></p>	<p>EEF: Phonics has a positive impact overall (5+ months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of Phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of Phonics should be matched to children's current level of skill in terms of their phonemic</p>	<p>1, 2, 3, 4, 5, 6 and 7</p>

<b>Monitoring of phonics impact release time and assessment time - £1780</b>	<p>awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>RWI Phonics approach: Children are in small groups and assessed and regrouped regularly. 1.1/small group tuition is also used to help boost children in Phonics too.</p>	
<b>Subject leader training and attendance at cluster meetings.</b> <p>Staff will feed back to the school team on updates and lead improvements in their subject.</p> <p>Monitor of impact of the curriculum action plan.</p> <p><b>£2500</b></p>	<p>Subject leaders will ensure every teacher is supported to deliver high quality teaching throughout all curriculum subjects.</p> <p>EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Subject leaders will ensure every teacher is supported to deliver high quality teaching throughout all curriculum subjects as detailed above.</p>	<p>1, 2, 3, 4, 5, 6 and 7</p>
<b>Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils</b> <p>Dedicated SENCO time</p> <p>Specialist teacher support for class teachers to review SEND provision.</p> <p><b>£4925</b></p>	<p>Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions.</p> <p><u>Special Educational Needs in Mainstream Schools   EEF</u></p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p>	<p>1, 2, 3, 4, 5, 6 and 7</p>

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

Budgeted cost: £ 17,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Additional phonics/reading fluency sessions targeted at disadvantaged pupils.</b></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 5, 6 and 7</p>
<p><b>Y6 small group targeted English and Maths support with SC.</b></p>	<p>1:1 and small group EEF evidence of positive impact of such strategies</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>3, 4, 5, 6 and 7</p>
<p><b>Small group targeted English and Maths in the Hive with additional TA support. This also supports the emotional and social needs of the group.</b></p> <p><b>Staff working within the Hive to work alongside specialist teacher to develop a provision to enable targeted support for a</b></p>	<p>1:1 and small group EEF evidence of positive impact of such strategies</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4, 5, 6 and 7</p>

<b>small group of Y3 children with more complex needs.</b> <b>£4000</b>	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	
<b>Sustain ELSA TA hours to provide further pastoral support.</b>  <b>£1140</b>	EEF guidance <a href="#">Improving Behaviour in Schools   EEF</a>  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1, 2, 4, 5, 7
<b>Additional TA time for staff to deliver targeted English and Maths support throughout the day including:</b> <ul style="list-style-type: none"> <li>- Maths For Life</li> <li>- Nessy</li> <li>- Welcom</li> <li>- Words First</li> <li>- See and Learn</li> <li>- Power of 1/Power of 2</li> </ul>	1:1 and Small group EEF evidence of positive impact of such strategies <a href="https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  Small group tuition has an average impact of four months' additional progress over the course of a year.  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 4, 5, 6, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</b>  <b>School now access daily attendance trends and patterns via DfE Sign In.</b>  This will involve training and release time for staff	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">View your education data</a>	8

to follow up/closely monitor attendance. <b>£975</b>		
<b>CAF/TAF process with vulnerable families-allowing them to access key services.</b> Bespoke and intensive support for the most vulnerable pupils in school, offering early help to families as soon as we can.  Specialist teacher support – for classes and individual children. CPD for staff each half term.  <b>£1300</b>	By supporting families, children can be ready to learn.  <a href="#">Working with Parents to Support Children's Learning   EEF</a>	2, 4, 5
<b>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school</b>  <b>£500</b>	<a href="#">3. Wider strategies   EEF</a>	1, 2, 4, 5
<b>Providing/offering a wide range of extra-curricular opportunities and experiences.</b>  <b>Opportunities to learn an instrument from a specialist teacher (recorder/string/keyboard/ukulele). These also offer an opportunity to develop children's confidence and ability to perform in front of an audience. This is also further enhanced by other experiences in Music such as Young Voices/Lets Go Sing where the children have an opportunity to perform in a much larger setting such as an arena.</b>  <b>Subsidised trips where</b>	EEF: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  <a href="#">Arts participation   EEF</a>  A large amount of research (Southgate and Roscigno 2009, Hille and Schup 2014, Hallam and Rogers 2016, Ghun et al 2020) has looked at the relationship between learning a musical instrument and a child's social, emotional or cognitive development. Much of it suggests a positive relationship between the two.	4, 5, 6, 7, 8

<p>necessary for PP children.</p> <p><b>Monitoring of PP children attendance at clubs and activities via personal development tracker and sports tracker.</b></p> <p><b>Additional experiences such as Y3/4 visiting the pantomime at Middleton Arena, Halle Orchestra for years 3 and 4 (Year 6 in 2026), Matilda the Musical (Y5 and 6), visit to Whitworth High School for Y6 etc.</b></p> <p><b>£2000</b></p>		
<p><b>Extra-curricular opportunities and experiences</b> (as well as those mentioned above)– Guinness World Record with Laura Mucha (poet), visits to Bacup Library, Caroline (Lancs Library service) to further develop love of reading, Reading Rocks subscription to enhance and develop a love of reading, Mad Science, Bikeability, Y6 visit to Robinwood, high schools, colour run. Opportunities for our children to have roles/responsibilities across school such as sports leaders, digital leaders etc. Additional opportunities to enhance curriculum wherever possible too e.g. Geography fieldwork, Alfresco learning to support History learning in KS1, library loan resources – non-fiction books and curriculum boxes to support History topics with artefacts, sources etc.</p> <p>Providing/offering a wide range of extra-curricular opportunities and</p>	<p>EEF: The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). In this circumstance the 'participation' acted as an incentive to undertake additional instruction. The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>The AfA agenda evidence show that developing wider outcomes can influence attainment for pupils.</p> <p>Arts participation approaches (see above) can have a positive impact on academic outcomes in other areas of the curriculum.</p>	<p>4, 5, 6, 7, 8</p>

<p>experiences, as well as attendance at sports competitions and inclusion events run by Rossendale Schools Sports Partnership.</p> <p>Additional sports club hours funded by school.</p> <p>(Tracking on personal development/sports event trackers).</p> <p>£800</p>		
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**Total budgeted cost: £ 53,526.50**