

Pupil premium strategy statement 2024-2027



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	209
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£ 52,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year <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>	£52,240

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 socioemotional wellbeing of our new Reception 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 3,4 and 5.
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 effect 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
Improved oral language skills and vocabulary among disadvantaged pupils. Self-regulation skills for all pupils is in line with age related expectations. (Challenge 1)	Assessments and observations indicate improved oral language skills amongst disadvantaged pupils. Assessments against PSED ELG at the end of Reception year and observation points throughout the year as per tracking indicates that progress is made in this area.
Improved application of basic skills in reading, writing and maths. (Challenge 3,4,5)	Children will achieve in line with national expectations at the end of KS2 in R/W/M.

	Children will achieve national average progress scores in KS2 R/W/M.
Improve the writing and mathematical fluency outcomes across school. (Challenge 3 and 2)	Increase the percentage of children working at expected in all year groups for PP children.
To ensure children who have fallen behind receive targeted high quality intervention, monitored by SLT. (Challenge 4 and 3)	Analysis of interventions show that interventions have had a positive impact on the disadvantaged children's learning and helped in accelerating their progress.
To ensure children are attending school regularly and not missing out on learning opportunities. (Challenge 8)	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.
Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging broad and varied curriculum. This fits with our development of the curriculum. (Challenge 6 and 7)	<p>Pupil questionnaires show that pupils enjoy school and are enthused to learn. We will have instilled a love of learning in all children.</p> <p>Teachers and support staff will plan a range of wow experiences to inspire learning and make it more memorable.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of 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: **£32,158.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Invest in staff CPD to ensure they know how to support children's self-regulation.</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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1

<p>Professional development sessions to support emphasis on behaviour (Behaviour Quality Mark), restorative practice and zones of regulation £1500</p>	<p>EEF guidance Improving Behaviour in Schools EEF</p>	<p>1,2</p>
<p>Professional development: sessions to support teachers, with a particular emphasis on challenge and number fluency in maths, talk in lessons, writing, SEND training and NPQs.</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"> • Maths No Problem • Mastering Number • Times Tables - fluency in multiplicative reasoning (Y3) • Scode Spelling training. • Talk 6 Lancashire training • Y4/5 - Place Value of Punctuation and Grammar • RWI consultancy refresh and videos (£1000) • Dyslexia, ADHD and Autism. (Adaptive teaching) <p>NPQ Maths x 2 NPQ literacy</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>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>2,3,4,5 and 6</p>

<p>NPQEY</p> <p>Impact of CPD to be monitored and recorded.</p> <p>£12,380</p>		
<p>Staff CPD: Developing the role of support staff to ensure high quality instruction for all.</p> <p>Phonics fortnightly training x 30 minutes CPD- 30 minutes per week (Friday assemblies)</p> <p>Additional training on</p> <ul style="list-style-type: none"> - EYFS principles (weekly meet) - Precision teaching - SALT training <p>£2000</p>	<p>EEF- Effective Professional Development Guidance Report</p> <p>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</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 understanding all components of reading (The Reading House) EEF- The Reading House</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 EEF- SHREC</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. EEF-Seven Step Model</p>	1,2,3,4,5,6
<p>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)</p> <p>Consultant support/ subscriptions- 30 minutes CPD time every 2 weeks for staff phonics.</p> <p>Monitoring of phonics impact release time and assessment time - £2000</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 awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>DFE validated scheme for phonics and reading.</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>	1,2,3,5,6

<p>Subject leader training and attendance at cluster meetings.</p> <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>£3550</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>	6,7
<p>Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils</p> <p>Dedicated SENCO time</p> <p>£10728.60</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>Special Educational Needs in Mainstream Schools EEF</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>	1,2,3

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

Budgeted cost: £ 15,802.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics/reading fluency sessions targeted at disadvantaged pupils.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3
<p>Sustain ELSA TA hours to provide further</p>	<p>EEF guidance</p> <p>Improving Behaviour in Schools EEF</p>	1,2

<p>pastoral support.</p> <p>£2,950.70</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p>	
<p>Additional TA time for staff to deliver targeted English and Maths support throughout the day including the Success At Number intervention.</p> <ul style="list-style-type: none"> - Maths For Life - Nessy - Words First - See and Learn <p>£4000</p>	<p>1:1 and Small group EEF evidence of positive impact of such strategies https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4 and 5</p>

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

Budgeted cost: £4280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>£900</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>8</p>
<p>CAF/TAF process with vulnerable families- allowing them to access key services, Bespoke and intensive support for the most vulnerable pupils in school.</p> <p>£1200</p>	<p>By supporting families, children can be ready to learn.</p>	<p>5</p>

<p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school</p> <p>£1000</p>	<p>3. Wider strategies EEF</p>	1,2,4 and 5
<p>Providing/offering a wide range of extra-curricular opportunities and experiences.</p> <p>Opportunities to learn an instrument from a specialist teacher (recorder/string/keyboard/ukulele)</p> <p>Subsidised trips where necessary for PP children.</p> <p>Monitoring of PP children attendance at clubs and activities.</p> <p>Additional experiences such as whole school trip to the pantomime at Middleton Arena, Halle Orchestra for years 3 and 4, visit to Whitworth High School for Y6 etc.</p> <p>£1180</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Cambridge University Press: A great deal of previous research (e.g. Southgate & Roscigno, 2009; Hille & Schupp, 2014; Hallam & Rogers, 2016; Guhn 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.</p>	6,7
<p>Extra-curricular opportunities and experiences - Guinness World Record with Laura Mucha (poet), visits to Bacup Library, Caroline - Library service session, Mad Science, Bikeability, Y6 visit to Robinwood, high schools, colour run, opportunities to have roles/responsibilities across school such as sports leaders, digital leaders etc. Whole school trip to the pantomime etc</p> <p>Providing/offering a wide range of extra-curricular</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>	6,7

<p>opportunities and experiences, as well as attendance at sports competitions run by Rossendale Schools Sports Partnership.</p> <p>Additional sports club hours funded by school.</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>	
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Total budgeted cost: £ 52,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

(Below is the evaluation for our last academic year 2024-2025)

Intended Outcomes						
<u>Improved application of basic skills in reading, writing and maths</u>						
	Reading	Writing	Maths	Phonics	GLD	X Score
End of KS2 PP children	100% (3 children)	100% (3 children)	100% (3 children)			
End of KS1	66.7% (3 children)	66.7% (3 children)	66.7% (3 children)			
Phonics Screen Year 1				100%		
GLD	75% (PP non SEN - 100%)	75%(PP non SEN - 100%)	50% (PP- 66.7 % non send)		50%	
Multiplication Check- Year 4						18.5 PP non SEN - 21.7
<u>To ensure that children are attending school regularly and not missing out on learning opportunities.</u>						

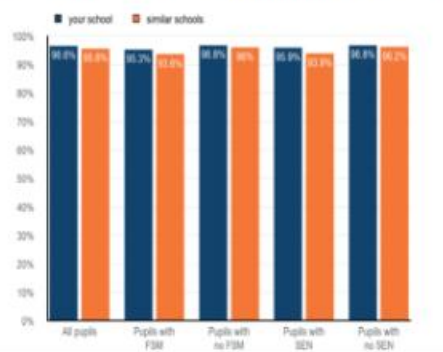
In 2024-2025- attendance when compared with similar schools is strong and there have been improvements in all groups over the last two years

Overall attendance



Your overall attendance is 96.6% which is 1% greater than the median attendance of similar schools. You are ranked 1st of 21 schools for attendance - meaning 20 similar schools have a lower overall attendance than your school.

Persistent Absence



Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	96.2%	96.6%
Pupils with free school meals (FSM)	94.7%	95.3%
Pupils with no FSM	96.4%	96.8%
Pupils with special educational needs (SEN) support	94.6%	95.9%
Pupils with no SEN support	96.5%	96.8%

Persistent absence has reduced over time as a result of the attendance monitoring in school.

School continues to work with all families to raise attendance.

Improved writing outcomes across school.

	2021-2022 (9)	2024-2025 (3)
End of KS2 writing all	56.7%	70%
End of KS2 writing PP	33.3%	100%

Writing outcomes are rising across the school and have improved over three years for all pupils and pupil premium pupils. The TALK programmes have had a positive impact on the teaching and learning within the classrooms and children are now more motivated to write.

Internal data demonstrates that children are making progress in their writing and where progress is slower, swift intervention and adaptations are made to the curriculum provision. As a result of high-quality interventions, pupils are making further progress across the curriculum. However, writing still remains an area of focus for the school, particularly with a focus on transcription, as standards are still below those in Maths and Reading especially for Pupil Premium children. Spelling and Handwriting are also a focus across school this year (2025-2026) due to this. SC has attended refresher Talk courses this year for Y6 too and this will continue to have an impact upon teaching and learning and improving writing outcomes.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that standards at the end of KS2 are rising for all pupils and Pupil Premium children (see above data).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrates that attendance still remains below that of non-pupil premium children but sits above national averages for attendance. Continued work on this area drawing upon research remains necessary to continue to close the gap.

Based on all the information above, the performance of our disadvantaged pupils met our expectations in some year groups and we continue to work as a school to close the gaps further to meet the Intended Outcomes. We have reviewed some of our interventions and CPD in order to further enhance our provision and teaching in school drawing upon number fluency and the mechanics of writing, particularly with a transcription focus.

Our evaluation of the approaches delivered last academic year indicates that the TALK programmes, MNP and RWI Phonics have had a positive impact through the school on writing progress although these still need to be embedded in the coming years. Y3 and 4 are trialling Number Sense which is another approach to developing fluency within times tables and then we will see which has more of an impact: Mastering Number in KS2 or Number Sense. As mentioned previously, we are also focusing on the transcription of writing this year and have also further looked at spelling and handwriting progression across school.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Teaching

High quality CPD for all teaching staff last year has had a significant impact on writing, phonics and on teaching and learning. Teaching staff have developed their knowledge of principles of instruction, retrieval practice and cognitive load theory to ensure pupils are able to access curriculum content and 'know and remember more'. Throughout the next academic year (see updated PP strategy 2024-2027), we will ensure a focus on improving CPD for teaching assistants within school as well as continuing to focus on writing, particularly transcription and continuing to have a high quality SEND first approach.

Targeted academic support

Teachers and teaching assistants at Britannia Community Primary School provide targeted academic support using evidence based programmes to link structured one-to-one or small group intervention to classroom teaching. Both individual and group intervention ensured continued progress and academic achievement. This targeted academic support focused on English and Maths teaching and also includes guided reading; use of support staff to deliver precision teaching; additional catch up phonics; Read Write Inc one to one sessions; Nessy dyslexia programme and Power of One and Two maths; reading comprehension; times tables and catch up maths sessions and 1st Class@Number and targeted speech and language interventions.

Wider Strategies

The Pupil Premium children continue to access additional experiences and trips through school to enhance experiences and the curriculum offer in school. Pupils report they enjoy coming to school and lesson

observations show that children are engaging well with their learning. Improved attendance for Pupil Premium children in clubs and activities in school have been seen over this past twelve months.

70% of Pupil Premium children accessed additional sporting events last year. 83% of Pupil Premium children accessed extra-curricular clubs last year.

Some of our Pupil Premium children also accessed an Inside Out group to support with emotional and social needs and their self-regulation. This group was run twice during the year for identified children. Some of our Pupil Premium children accessed our ELSA and this continues to be offered if needed during this academic year 2025-2026.

Our Y6 children all completed the Moving on Up programme to further ensure a strong and successful transition to secondary school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin OUP
Maths No Problem	
Timestable Rockstars	Maths Circle LTD