

# Pupil premium strategy statement – Britannia Primary School and Nursery

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	627
Proportion (%) of pupil premium eligible pupils	12.6%
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> )	25/26 to 27/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K R Hart (Principal)
Pupil premium lead	Miss A Johnson
Governor (Pupil Premium) Governor (Chair)	Jacqueline Cutherbertson Katie Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£38,500
<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>	£165,660

# Part A: Pupil premium strategy plan

## Statement of intent

### **Pupil Premium Statement of Intent**

Our aim is to ensure every disadvantaged pupil receives the best possible chance to succeed — through the right support, at the right time, from the right people. **High-quality teaching is at the heart of our approach, complemented by targeted academic support and wider strategies to address non-academic barriers to success.** These combined approaches ensure that pupils receive the right help to overcome challenges and thrive.

### **Our approach is built on six key principles:**

#### 1. **Knowing Our Children Well**

All staff must have a clear understanding of each PP child's individual barriers to learning and the strategies in place to overcome them. This knowledge is essential for delivering targeted, effective support.

#### 2. **Shared Responsibility**

Every adult who works with PP children — including teachers, TAs, HLTAs, lunchtime staff, and group leaders — shares responsibility for their outcomes. Collaboration and communication are vital to ensure that no child is left behind.

#### 3. **Consistency**

Every moment and every interaction in school is an opportunity to make a difference. When all staff are informed and aligned, we can provide consistent, meaningful support that helps these children thrive.

#### 4. **High-Quality Teaching, Targeted Support, and Wider Strategies**

Our planned activities align with the school improvement priorities for **behaviour, reading, spelling, and attendance**. These strategies have the greatest impact on closing the attainment gap while benefiting all pupils. We combine excellent classroom practice with targeted interventions and wider support to remove barriers beyond the classroom.

#### 5. **Focus on All Disadvantaged Pupils**

High-attaining disadvantaged pupils will receive as much focus as lower-attaining pupils. Evidence shows they are more likely to fall behind their non-disadvantaged peers by Key Stage 4 if not supported effectively.

#### 6. **Early Intervention**

Prioritising early learning and language development is essential, as the attainment gap between disadvantaged pupils and their peers can emerge early and widen over time.

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

- *Ensure disadvantaged pupils are 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*

***Our ultimate goal:***

*To support Pupil Premium children effectively by ensuring that every adult in the school community is informed and empowered to make a positive impact. Implicit in our intended outcomes is the expectation that disadvantaged pupils' attainment will be sustained and improved alongside their peers.*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with staff indicate some of our disadvantaged pupils' progress and attainment is consistently less than expected. This trend is apparent from Reception through to Year 6 and across all core subjects.
2	Internal data shows attendance of our pupil premium pupils is lower than that of other pupils. There has been a relative decline in pupil premium attendance over the past two years. with attendance for other pupils improving by 0.9% compared to 0.1% for disadvantaged pupils.
3	Assessments, observations and discussions with staff indicate our disadvantaged pupils struggle with their social, emotional, and mental health (SEMH). Early Years Foundation Stage Profile (EYFSP) data (2025) showed that our pupil premium pupils who did not achieve a Good Level of Development (GLD) notably struggled with self-regulation.
4	Observations by staff in EYFS identify speech issues amongst some of our disadvantaged pupils who typically are not known to SALTs. Limited vocabulary and inability to express themselves clearly has also been noted by staff.
5	Assessments, observations and discussions with staff indicate a proportion of our disadvantaged pupils struggle with phonics in EYFS and KS1.

	Internal data over the past 2 years shows between 78-80% of disadvantaged pupils passed the phonics screening check compared to 90% of other pupils.
6	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Although the general picture over the past 3 years shows the gap in reading at KS2 is narrowing, a significant gap remains with between 54-63% of our disadvantaged pupils achieving the expected standard compared to 77-84% of other pupils.
7	Assessment and observations indicate disadvantaged pupils struggle with writing in KS1. End of KS1 data in the last 3 years shows between 31-38% of disadvantaged pupils achieved the expected standard in writing compared to between 74-78% of other pupils.
8	In maths, our disadvantaged pupils continue to perform below other pupils. In the past 3 years disadvantaged pupils achieving the expected standard at KS1 was between 33-50% compared to between 72-75% for other pupils. Although by KS2 the gap reduces, it remains and is significant at the higher standard.
9	Internal assessments, analysis of writing samples and discussions with staff highlight that many pupils, including disadvantaged pupils, struggle with spellings and this is a significant barrier to achieving age-related expectations in writing. This is a trend throughout the school.
10	Observations from class teachers and school leaders have shown that some of our disadvantaged pupils do not participate in residential school trips. The primary barrier identified is anxiety and reluctance to engage in experiences beyond the classroom.

## 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
1. Rigorous monitoring of disadvantaged learners, to identify areas requiring support.	Termly reviews of all pupils' progress, prioritise disadvantaged learners. Emerging gaps are identified early, and targeted. Progress is tracked to ensure impact through pupil progress meetings. Significant improvement for disadvantaged pupils is seen. Attainment gaps are narrowed.
2. Improve attendance by fostering strong school-family relationships, promoting understanding of its importance, and equipping parents with practical strategies to support consistent pupil premium attendance.	Attendance gaps between disadvantaged and other pupils narrow. Parents demonstrate improved understanding of attendance importance and apply practical strategies. Positive school-family relationships are evident through proactive engagement and trust. Non-

	essential absences reduce, and pupil voice confirms awareness of why attendance matters.
3.Through revised behaviour policy and targeted SEMH support, disadvantaged pupils demonstrate improved learning readiness, positive conduct, and greater engagement, driving progress across all subjects.	Disadvantaged pupils with SEMH needs demonstrate improved behaviour and engagement, with fewer logged incidents and sustained attendance of at least 95%. Pupils report feeling supported to regulate emotions and ready to learn. All staff consistently implement the revised behaviour policy and SEMH strategies, ensuring a positive impact on readiness to learn and progress.
4. Early identification and targeted support for speech and language	An increased number of pupils with speech and language needs identified on entry to Reception. Early targeted support in place and rapidly improved speech and language with entry and exit data showing significant progress.
5. Disadvantaged pupils pass the phonics screening check at the end of Year 1.	The gap between disadvantaged pupils passing the phonics screening check reduces year on year. By 2028 the percentage of disadvantaged pupils passing the phonics screening check in Year 1 will be in line with other pupils.
6.Disadvantaged pupils develop enjoyment for reading and improved comprehension achieving the expected standard at KS2.	Disadvantaged pupils talk positively about their reading. Internal data shows increased engagement in reading of disadvantaged pupils. Disadvantaged pupils achieving the expected standard at KS2 increases year on year.
7.By the end of KS1, most disadvantaged pupils achieve at least the expected standard.	The percentage of disadvantaged pupils achieving the expected standard in writing improves year on year. By 2028 the attainment gap in writing between disadvantaged pupils and other children is significantly reduced.
8.Most disadvantaged pupils achieve at least the expected standard in maths by the end of KS2 and the attainment gap between disadvantaged pupils achieving the higher standard is reduced.	The percentage of disadvantaged pupils achieving the expected standard in maths at KS2 significantly increases year-on-year. The percentage of disadvantaged pupils achieving the higher standard shows significant improvement year on year.
9. All pupils, including disadvantaged pupils show significantly improved spelling accuracy and application in writing across all ages.	Pupils receive targeted teaching of systematic spelling and internal assessments show improved spelling accuracy across all ages.
10.All disadvantaged pupils engage in school trips.	Increased number of disadvantaged pupils participate in school trips with no pupils

	missing out on learning experiences outside of the classroom.
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## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £1,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Insight to track progress and identify pupils requiring additional support.	There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling.	ALL
Purchase of SCC Schools Assessment & Moderation Team	Accurate assessments using national assessment frameworks.	5,6,7,8,9
Spelling programme – sounds and syllables, delivery, training, monitoring	Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.	9
APW (No More Marking)	This method is considered a robust way to assess writing, as it aligns with professional judgment and reduces the impact of high-stakes testing.	9
Phonics, RWI on-going training, monitoring, interventions (1:1)	Phonics has a significant positive impact on early reading skills (+5 months). Phonics can be especially beneficial for children who are lower attaining	5
T4R – BOOM Reader,	Evidence suggests a significant positive relationship between enjoyment of reading and attainment. The EEF emphasizes the importance of building communities of engaged readers.	6

Maths – interventions, times tables TTRS,	The EEF acknowledges that technology can have a positive impact when it supplements, rather than replaces, other forms of instruction and is used to support practice and access to learning.	8
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £121,519.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speechlink -	Oral language approaches offer significant gains, particularly in early years (+7 months) and for disadvantaged children, by boosting vocabulary and expression	4
Purchase of SNAP-B "SNAP-B" (Special Needs Assessment Profile - Behaviour) is a UK-based online tool for identifying children's social, emotional, and behavioural challenges, helping teachers/parents create targeted support plans and generating strategies.	Several studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school and also have a positive impact on wider outcomes such as behaviour and persistence.	3
Support staff Strategic deployment of teaching assistants is important for supporting all pupils as well as for some disadvantaged pupils needing additional targeted support such as phonics support, language and literacy support and maths support.	One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	All

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

Budgeted cost: £4,060.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
School trips	School trips are valuable for engagement and contextual learning, when they are well-planned, linked to curriculum goals, and carefully evaluated.	10,
PP expenses to support attendance incentives	Tight procedures, consistent approaches and meaningful incentives are proven to have a positive impact on school attendance.	2
Unicorn play therapy	Play therapy is a well-regarded, evidence-supported approach, especially when delivered by trained professionals	3
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

**Total budgeted cost: £127,160**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Broadly speaking we have made good progress against outcomes set out in our previous strategy (2022/2023 to 2024/2025) with the gap reducing significantly between our disadvantaged and non-disadvantaged pupils in all core subjects (reading, writing and maths). However, there remains a more significant gap of 17% in reading at KS2.

Although progress and attainment for many of our disadvantaged pupils is good, indicating that what we have in place is working for most of our children, there remains a small group of pupils for which this is not the case indicating there is more we need to do for these pupils.

Attendance of our disadvantaged pupils remains below that of our non-disadvantaged pupils with a proportion of pupils having persistent absence, strongly indicating this remains a significant challenge.

#### **Reading:**

Year	Britannia disadvantaged progress:
2023	0.6
2024	No progress measure
2025	No progress measure

#### **Writing:**

Year	Britannia disadvantaged progress:
2023	0.7
2024	No progress measure

2025	No progress measure
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**Maths:**

Year	Britannia disadvantaged progress:
2023	-0.2
2024	No progress measure
2025	No progress measure

The attainment shows a positive picture in the core subjects and as a general rule, we are closing the gap between disadvantaged and non-disadvantaged children. For the past 2 years our disadvantaged writers were ahead of our non-disadvantaged writers however there remains a more significant gap between our disadvantaged and non-disadvantaged readers.

**Reading EXS+:**

Year:	Brit Disad:	Brit Non-disad:	Brit Gap:	National gap:
2023	54%	77%	23%	24%
2024	60%	79%	19%	17%
2025	63%	80%	17%	17%

**Writing EXS+:**

Year:	Brit Disad:	Brit Non-disad:	Brit Gap:	National gap:
2023	62%	75%	13%	15%

2024	90%	73%	17% positive gap!	19%
2025	75%	74%	1% positive gap!	19%

**Maths EXS+:**

Year:	Brit Disad:	Brit Non-disad:	Brit Gap:	National gap:
2023	46%	82%	36%	33%
2024	70%	77%	7%	20%
2025	75%	81%	6%	19%

**RWM EXS+:**

Year:	Brit Disad:	Brit Non-disad:	Brit Gap:	National gap:
2023	46%	62%	16%	20%
2024	40%	62%	22%	20%
2025	56%	63%	7%	22%

Data shows some very pleasing results with the gap between disadvantaged and non-disadvantaged pupils narrowing significantly over the past 3 years.