

# Britannia Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Britannia CP School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by:	Natalie Longstaff
Pupil premium lead	Shannon Connolly/Natalie Longstaff
Governor/Trustee lead	Kim Symcox

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,875
Recovery premium funding allocation this academic year	£5147.50
School Led Tutoring	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	Total Budget- £54,082.50 Total Spend- £61,231.10

# Part A: Pupil Premium Strategy Plan

## Statement of intent

We want all of our children, including our children who are eligible for pupil premium funding, to be happy, successful, attend school regularly 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. It is clear that the pandemic has affected children's learning. This is especially true for reading and writing. Therefore, the school recovery and improvement plan places a high emphasis on basic skills in order to close the gap for our disadvantaged pupils, which has widened.

When making any decisions about using PP funding, it is important to consider the context of our school and the challenges faced. EEF research/evidence is then used to further support and understand the effectiveness of different strategies and their value for money.

Common barriers to learning for disadvantaged children are noted below in the challenges section. However, it is important to note that the challenges faced are varied and there is no 'one size fits all' approach which can be taken.

## 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.
2	Increased numbers of pupils start school with SEND or emotional and behavioural problems/difficulties which acts as a barrier to learning. PP children are less resilient and collaborative learners.
3	PP children working below ARE. The gap in the core subjects has widened due to Covid.
4	Limited resources within some families and households so as a school we need to provide enhanced learning opportunities and support for the PP children.
5	Access to support with home learning and engagement of parents in the learning process is 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 significant impact upon the higher ability PP children to achieve at the higher standards.
7	Attendance for Pupil Premium is lower than non-PP. This reduces the number of school hours and causes them to fall behind although this is improving.
8	Limited life experiences and exposure to culture and literature.

## 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 standards in all year groups for PP children. PP children making accelerated progress.
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.	Less behavioural incidents logged on CPOMS.  Less children needing to access the counsellor/ELSA support in school.  Less children needing emotional/wellbeing support in school.  Identified children are invited to nurture, positive play and Lego Therapy sessions with support staff.  SENCO/Headteacher/PP lead identify and support families and children and work to alleviate barriers to learning.  Targeted intervention for identified children- through use of additional intervention and support.
Improved attainment (and application of basic skills) in Reading, Writing and Maths – a particular focus on Maths attainment.	Children will achieve national average progress scores in KS2 R/W/M.  Children will achieve in line with national expectations at the end of KS2 in R/W/M.
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.	Teachers and support staff will plan a wide range of visits/wow events/experiences to inspire/enhance learning and make it memorable.  Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

## 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: £26887.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for early careers teachers (ECT): providing high quality CPD and mentoring support for ECT career development. £4000</p> <p>Staff to be supported to complete the National Professional Qualifications. (NPQEL, NPQEY and NPQSL)</p>	<p><u>ECF Framework (delivered by STAR academies)</u></p> <p>Developed in consultation with schools, academics and experts, the ECF aims to support teaching quality by further developing the core knowledge and professional skills that early career teachers need in five core areas of teaching practice: Assessment, curriculum, behaviour management, pedagogy and professional behaviours. The evidence underpinning the content of the ECF has been independently assessed and endorsed by the EEF.</p> <p>The ECF represents an exciting opportunity to incorporate the best available research evidence into the support offered to the teaching profession and to develop mentoring and coaching practices in schools.</p>	<p>2, 3, 4, 5, 6, 7 and 8</p>
<p>Professional development/Staff CPD (£10000): sessions to support teachers, with a particular emphasis on raising attainment in Maths:</p> <p>Mastering Number Rec – Y2 daily session</p> <p>Use of Lancashire Research School – e.g. EEF – EYFS – Y2 teachers attended Maths training</p> <p>Multiplicative Reasoning – Year 3 and 4</p> <p>Developing fluency through school in Maths through use of KIRF/Arithmetic/Times Tables/Multiplicative Reasoning and</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.</p> <p>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context.</p>	<p>2,3,6</p>

<p>problem solving – journaling training. CPD to be provided on:</p> <ul style="list-style-type: none"> <li>• Cognitive Load Theory</li> <li>• Adaptive Teaching</li> <li>• Rosenshine’s Principles Lancashire sessions: Retrieval/Questioning/Modeling/Practising - £287.10</li> <li>• Talk 1 Lancashire English team – Year 1 training £1100</li> <li>• Progression EYFS – Y1 for subject leaders to develop their understanding.</li> </ul> <p>Impact of CPD to be recorded and monitored. Staff to feed back to one another at staff meetings and then adapt teaching and learning accordingly – monitor impact on teaching and learning.</p>	<p>Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</p> <p>EEF: Special Educational Needs in Mainstream Schools. Five a Day Approach.</p>	
<p>Additional release time for CN/SC/EH/LS £6000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	<p>4,6,8</p>
<p>Subject leader training and attendance at cluster meetings £3000</p> <p>Feedback at staff meetings to ensure staff updated and lead improvements in their subjects.</p> <p>Monitor impact of their curriculum action plan/monitoring schedule.</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>2,3,6</p>

<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- £1500</p> <p>30 minutes CPD time every 2 weeks for staff phonics development – cost to be confirmed.</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>	<p>1,2,3, 5,6 ,9</p>
<p>Fluency Project to raise standards in reading fluency across the school.</p> <p>Review of Guided Reading Structure to include Fluency.</p> <p>£600</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>EEF: Improving Literacy in Key Stage 2</p> <p>This document recognises the importance of supporting pupils to develop their reading capabilities through developing pupils’ reading fluency. This includes oral reading instruction and opportunities for paired reading.</p>	<p>1,2,3,5,6</p>
<p>Continue to develop and embed use of MNP and NCTEM training through the Maths Hub for developing number fluency for R-Y2 (Mastering Number), research hub training on Early Number – multiplicative reasoning (HUB) – years 3/4 and Maths course</p> <p>All underpinned by EEF guidance.</p> <p>Development of journalling and Arithmetic across KS1 and KS2, as well as key instant recall facts, times tables and multiplicative reasoning.</p> <p>Times Tables Rockstars/Numbots – home use of these platforms to consolidate number fluency/Times Tables fluency ready for Y4 Multiplication Check.</p>	<p>EEF guidance Improving Mathematics in the Early Years and KS1 states that:</p> <p>Recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day.</p> <p>It also highlights that story and picture books can be a powerful tool for engaging children with basic maths concepts, while board games (such as Snakes and Ladders) are particularly beneficial to developing understanding of numbers. (EYFS MNP)</p> <p>EEF guidance for KS2 Mathematics.</p> <p>The evidence strength is judged to be strongest in support of the use of visual representations and worked examples and encouraging pupils to monitor and reflect on the problem-solving process. (Journaling and modelling)</p>	<p>1,2,3,5,6</p>
<p>Access to technology to support homework</p> <p>(No cost laptops provided where necessary)</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Technology can be engaging and motivating for pupils.</p> <p>However, the relationship between technology, motivation,</p>	<p>4,5,6</p>

<p>Century Tech parent webinar</p> <p>Century Tech information on website</p> <p>Close monitoring of access to Century Tech</p> <p>£1000</p>	<p>and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.</p>	
<p>Spanish CPD for staff from Spanish specialist.</p> <p>Team teaching of Spanish sessions throughout the year.</p> <p>£1500</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>	4,6,8

**Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost:£28,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified PP children – recovery premium/school led tutoring money – to work with TAs before school (targeted Maths/English)</p> <p>Small group tuition: Introducing targeted English and Maths teaching/interventions for pupils who are below age-related expectations.</p> <p>One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs/ additional teacher from February additional teaching hours to reduce class sizes with a focus on Year 5 and Year 6.</p> <p>£9000</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 (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>	1, 2, 3, 4, 5, 9
<p>RWI Phonics – small group work. (cost of 6 TAs for an hour x 5 days per week) £17,100</p> <p>One to one tuition costs for phonics.</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>Small group tuition has an average impact of four months’ additional progress over the course of a year.</p>	1, 2, 3, 4, 5

	<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> <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>Provision Map software – interventions</p> <p>Monitor impact of intervention.</p> <p>Pupil progress meetings</p> <p>£2000</p>	<p>Monitored small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>This is more beneficial when clear start and end points are monitored.</p>	1,2,3,4,5

**Wider Strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost:£6244**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7



<p>Providing/offering a wide range of extra-curricular opportunities and experiences. 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, whole school Orienteering launch day to launch new Orienteering trial etc.</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 &amp; Roscigno, 2009; Hille &amp; Schupp, 2014; Hallam &amp; 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>	<p>2,4,6,7,8</p>
<p>Extra-curricular opportunities and experiences – poet Paul Jenkins to launch competition with KS2, visits to Bacup Library, Caroline – Library service sessions on poetry and rhyme, orienteering day, Christingle service, whole school carol service, Mad Science, Bikeability etc. Y6 visit to Robinwood, high schools, colour run etc. Whole school trip to the pantomime etc (detailed further on PP provision overview for 23-24).</p> <p>Providing/offering a wide range of extra-curricular 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. £1000</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 can have a positive impact on academic outcomes in other areas of the curriculum.</p>	<p>2,4,6,7,8</p>

<p>Supporting pupils' social, emotional and behavioural needs. Support emotional wellbeing of children – counsellor, nurture room and space – additional TA hours £1,824</p> <p>ELSA (RS Y5 TA trained to carry out ELSA sessions with identified children in school) £3420</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> <p>Social and emotional skills are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p>	<p>2,3,4,6,8</p>
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Relaunch of Britannia Bees: Be Ready, Respectful and Safe</p> <p>Relaunch of whole school vision/values/ethos</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>

**Total budgeted cost: £61231.10**

# Part B: Review of Outcomes in the Previous Academic Year

## Pupil Premium Strategy Outcomes Review of 2022-2023

Intended Outcomes	Progress and Analysis																																																																																																																																													
To ensure that children are attending school regularly and not missing out on learning opportunities.	<p>Pupil attendance overall was above national average and pupil premium attendance was 95.4%. Rates of persistent absence were below national average.</p> <p>Children are quickly targeted for additional intervention and attendance is monitored regularly by the attendance officer to enable support to be provided where possible.</p>																																																																																																																																													
Improve the writing outcomes across school.	<p><b>Writing outcomes across the school improved during 2022-2023 as a result of focussed CPD and intervention across school.</b></p> <p><b>EYFS</b> 100% of pupil premium children reached a GLD at the end of Reception.</p> <p><b>Phonics Outcomes Year 1</b> 100% of children achieved the expected standard in phonics at the end of Year 1.</p> <p><b>KS1- Whole School Outcomes</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">NOR</th> <th colspan="5">Reading</th> <th colspan="5">Writing</th> <th colspan="5">Mathematics</th> <th colspan="2">Science</th> </tr> <tr> <th>BLW</th> <th>PK (All)</th> <th>WTS</th> <th>EXS</th> <th>GDS</th> <th>BLW</th> <th>PK (All)</th> <th>WTS</th> <th>EXS</th> <th>GDS</th> <th>BLW</th> <th>PK (All)</th> <th>WTS</th> <th>EXS</th> <th>GDS</th> <th>HNM</th> <th>EXS</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>28</td> <td>0.0</td> <td>7.1</td> <td>14.3</td> <td>60.7</td> <td>17.9</td> <td>0.0</td> <td>7.1</td> <td>17.9</td> <td>60.7</td> <td>14.3</td> <td>0.0</td> <td>3.6</td> <td>17.9</td> <td>60.7</td> <td>17.9</td> <td>7.1</td> <td>92.9</td> </tr> <tr> <td>2021/22</td> <td>30</td> <td>0.0</td> <td>0.0</td> <td>40.0</td> <td>50.0</td> <td>10.0</td> <td>0.0</td> <td>0.0</td> <td>43.3</td> <td>50.0</td> <td>6.7</td> <td>0.0</td> <td>0.0</td> <td>30.0</td> <td>56.7</td> <td>13.3</td> <td>36.7</td> <td>63.3</td> </tr> <tr> <td>2022/23</td> <td>30</td> <td>0.0</td> <td>0.0</td> <td>16.7</td> <td>56.7</td> <td>26.7</td> <td>0.0</td> <td>0.0</td> <td>30.0</td> <td>60.0</td> <td>10.0</td> <td>0.0</td> <td>0.0</td> <td>30.0</td> <td>46.7</td> <td>23.3</td> <td>10.0</td> <td>90.0</td> </tr> </tbody> </table> <p><b>KS2- Whole School Outcomes</b></p> <table border="1"> <thead> <tr> <th rowspan="2">School Year</th> <th rowspan="2">No of eligible pupils</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">GPS</th> </tr> <tr> <th>Exp+</th> <th>HS</th> <th>Exp+</th> <th>GDS</th> <th>Exp+</th> <th>HS</th> <th>Exp+</th> <th>HS</th> </tr> </thead> <tbody> <tr> <td>18/19</td> <td>30</td> <td>70.0</td> <td>23.3</td> <td>76.7</td> <td>20.0</td> <td>90.0</td> <td>23.3</td> <td>80.0</td> <td>36.7</td> </tr> <tr> <td>21/22</td> <td>30</td> <td>80.0</td> <td>20.0</td> <td>56.7</td> <td>0.0</td> <td>66.7</td> <td>16.7</td> <td>73.3</td> <td>6.7</td> </tr> <tr> <td>22/23</td> <td>31</td> <td>67.7</td> <td>22.6</td> <td>64.5</td> <td>12.9</td> <td>64.5</td> <td>16.1</td> <td>74.2</td> <td>25.8</td> </tr> </tbody> </table> <p>Across the school, writing remains a key focus for pupil premium children to ensure that they are able to apply grammar and spelling to their written work.</p> <p>Significant steps of progress throughout the year were made in Year 2 and Year 6 during 2022-2023 and progress measures are NSD from national averages.</p> <p>As a result of high quality CPD for all staff, attainment across school is improving and attainment is in line with or above National. (See also data above)</p> <p>Progress measure for pupil premium children in reading have improved due to the focus on reading and phonics over time including additional catch up work. Maths attainment still is an area that requires further consolidation in school this year and remains a key focus.</p>	Year	NOR	Reading					Writing					Mathematics					Science		BLW	PK (All)	WTS	EXS	GDS	BLW	PK (All)	WTS	EXS	GDS	BLW	PK (All)	WTS	EXS	GDS	HNM	EXS	2018/19	28	0.0	7.1	14.3	60.7	17.9	0.0	7.1	17.9	60.7	14.3	0.0	3.6	17.9	60.7	17.9	7.1	92.9	2021/22	30	0.0	0.0	40.0	50.0	10.0	0.0	0.0	43.3	50.0	6.7	0.0	0.0	30.0	56.7	13.3	36.7	63.3	2022/23	30	0.0	0.0	16.7	56.7	26.7	0.0	0.0	30.0	60.0	10.0	0.0	0.0	30.0	46.7	23.3	10.0	90.0	School Year	No of eligible pupils	Reading		Writing		Maths		GPS		Exp+	HS	Exp+	GDS	Exp+	HS	Exp+	HS	18/19	30	70.0	23.3	76.7	20.0	90.0	23.3	80.0	36.7	21/22	30	80.0	20.0	56.7	0.0	66.7	16.7	73.3	6.7	22/23	31	67.7	22.6	64.5	12.9	64.5	16.1	74.2	25.8
Year	NOR			Reading					Writing					Mathematics					Science																																																																																																																											
		BLW	PK (All)	WTS	EXS	GDS	BLW	PK (All)	WTS	EXS	GDS	BLW	PK (All)	WTS	EXS	GDS	HNM	EXS																																																																																																																												
2018/19	28	0.0	7.1	14.3	60.7	17.9	0.0	7.1	17.9	60.7	14.3	0.0	3.6	17.9	60.7	17.9	7.1	92.9																																																																																																																												
2021/22	30	0.0	0.0	40.0	50.0	10.0	0.0	0.0	43.3	50.0	6.7	0.0	0.0	30.0	56.7	13.3	36.7	63.3																																																																																																																												
2022/23	30	0.0	0.0	16.7	56.7	26.7	0.0	0.0	30.0	60.0	10.0	0.0	0.0	30.0	46.7	23.3	10.0	90.0																																																																																																																												
School Year	No of eligible pupils	Reading		Writing		Maths		GPS																																																																																																																																						
		Exp+	HS	Exp+	GDS	Exp+	HS	Exp+	HS																																																																																																																																					
18/19	30	70.0	23.3	76.7	20.0	90.0	23.3	80.0	36.7																																																																																																																																					
21/22	30	80.0	20.0	56.7	0.0	66.7	16.7	73.3	6.7																																																																																																																																					
22/23	31	67.7	22.6	64.5	12.9	64.5	16.1	74.2	25.8																																																																																																																																					
Improved attainment (and application of basic skills) in Reading, Writing and Maths – a particular focus on Maths attainment.																																																																																																																																														
To ensure that children who have fallen behind receive targeted high-quality intervention monitored by SLT.	Pupils receive interventions that are proven to have an impact. Pupils' progress is monitored and progress can be seen. Phonics progress is good and half termly assessments show rapid gains in progress.																																																																																																																																													

	<p>Continue to develop Maths interventions at Britannia using Maths Hub and embed Mastering Number across EYFS-Year 2.</p> <p>Explore and provide training through the Maths Hub on Mastering Number for Year 3 and 4.</p> <p>Progress measures across the school are in line with National averages.</p>
<b>Improved emotional and social wellbeing.</b>	Pupils continue to access support. Attendance data evidences the impact of this and pupil voice is positive. There has been a reduction of behaviours seen over time and School has a trained ELSA who provides additional support during the afternoons and the wellbeing children's team has been established.
<b>Pupils have a breadth of experiences that enables them to contextualise their learning.</b>	Pupils took part in a wide range of enrichment activities which developed their character and cultural capital opportunities, all contributing to their personal development. Some of these experiences include poet and author visits to school, theatre visits, school trips, STEM visits, Bikeability, additional music sessions, visits to the local area, Zoolab, Life Education Van Visit, orienteering, additional sports club visitors, artists visits. This has also supported them to build self-esteem, confidence and leadership skills.
<b>School will deliver an engaging, broad and varied curriculum.</b>	The curriculum at Britannia is reviewed regularly and adapted accordingly. CPD for subject leaders has had a positive impact upon the development of the curriculum. Children demonstrate a real enthusiasm towards their learning and are able to discuss their learning confidently.

## 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.*

<b>Programme</b>	<b>Provider</b>
RWI Phonics	Ruth Miskin (RWI)
Maths No Problem	Maths No Problem
Geography	Rising Stars
Century Tech	Century

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	<p>Money was spent on pastoral support such as additional wellbeing and nurture sessions and sessions with our ELSA if needed.</p> <p>Time to talk with a key adult in school and check ins.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Children felt able to talk to an adult they trusted about anything that was worrying them and this meant they were able to better focus on their work. They also had some strategies to use to help them, as well as additional nurture/wellbeing support.