

# Pupil Premium Strategy Statement December 2024



This statement details our Britannia Bridge use of Pupil Premium/Recovery Premium for the 2024 to 2025 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 Bridge Primary
Number of pupils in school	200 (R to Y6)
Proportion (%) of pupil premium eligible pupils	93 pupils (46.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Carol Pidgeon-Duncalf
Pupil Premium Lead	Carol Pidgeon-Duncalf
Governor / Trustee lead	Dorothy Harrison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,980
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,980

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Britannia Bridge, our curriculum meets the needs of all our children (taking into account their background and any barriers to learning, that they face). Our broad and balanced curriculum engages and challenges all our children. Our Pupil Premium Strategy plays an integral part of our wider school strategies and provides vital support to contribute to the progress and attainment of our children, who come from disadvantaged backgrounds (and non-disadvantaged backgrounds).

The key principles of our plan are as follows:

- Quality first teaching, based on prior learning and first-hand experiences, is vital to our Pupil Premium Strategy. All our staff have high expectations of each and every one of our children and high aspiration is central to our **HEART Core Values** of Happiness, Encouragement, **Aspiration**, Respect and Teamwork.
- Our aim is to diminish the difference/narrow the learning gap between our disadvantaged and non-disadvantaged children.
- We support our children's health and positive wellbeing, each day, to ensure that they are ready to learn and fulfil their maximum potential (**our 5 Ways to Well-being Approach**).
- Some of our classes are kept smaller, through the use of our **skilled Learning Support Assistants**, to allow immediate and bespoke feedback for all our children.
- We employ skilled Teachers and Teaching and Learning Assistants to deliver bespoke 1:1 and Small Group Intervention Reading, Writing and Maths Sessions (based on our regular assessments).
- We support our vulnerable readers, through regular **1:1 Fluency Intervention Checks/Intervention Sessions**.
- We provide daily, bespoke well-being support to all our children and families, using a range of strategies. See Well-being section of our website.
- We support our families, using a range of strategies and procedures, to ensure that our children's attendance and punctuality is of an acceptable standard.
- Our own, on-site **Nursery 3** setting ensures that we can identify and address barriers to learning with Early Intervention techniques.
- We use our **Mastery Dig Deeper** approach to ensure that all our children are challenged to deepen their knowledge, skills and understanding.
- Pupil Progress Meetings are integral to our Pupil Premium Strategy and our disadvantaged children are focused upon, during these meetings (in conjunction with **each and every one** of our pupils

## Challenges

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

Challenge Number	Detail of Challenge
1	Number of our children achieving Reading (KS2) higher standard, compared to their peers nationally.
2	Number of SEND/Pupil Premium children requiring bespoke 1:1/Small Group Support.
3	Number of children requiring extra support with their social and emotional well-being.
4	Percentage of our children and families requiring multi-agency support.
5	Number of our children, who enter our Nursery and Reception classes, with Early Speech and Language/Communication needs.
6	Number of our children with potential to be persistent absentees.

## 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. Improved progress and attainment for disadvantaged children.	Number of children achieving higher standard in reading will be in line/better than national. The gap between attainment of disadvantaged and non-disadvantaged pupils is closing/has closed.
2. Children achieve their personal targets and reach their full potential.	All disadvantaged children, including those with SEND, are achieving their personal targets (supported by our experienced SEND Team of staff).
3. Our children have positive well-being and, when needed, know how to improve their well-being/self-regulate, to ensure they are ready to learn.	Our children have strategies, that they can use, to independently self-regulate: GROW Coaching skills, Growth Mindset and Zones of Regulation. They feel supported with their social and emotional well-being, there are less children needing SLT/adult 1:1 sessions. They can talk about their emotions and their well-being. Our children benefit from time with our Play Therapist.

<p>4. Our disadvantaged children are supported through a true, multi-agency approach, which counteracts their barriers to learning.</p>	<p>Our children's needs are met and barriers to learning are removed, so that they achieve their maximum potential – evidence in progress/tracking data.</p>
<p>5. Our children in Early Years make good/outstanding progress, from their individual starting points.</p>	<p>Data and observations show that our children in Nursery 2/3 and Reception make good/outstanding progress, from their individual starting points.</p>
<p>6. Our disadvantaged children and their families are fully supported to ensure good/outstanding attendance.</p>	<p>Data shows that our school systems have impact for these families.</p>

## 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: £123,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
We employ a highly-trained SEND Team of staff, who deliver 1:1 and Small Group Bespoke Interventions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.  One to One/Small Group Tuition EEF	1 2 3 5
We employ a highly-skilled team of staff trained in effective phonics teaching and learning.	DFE validated Systematic Synthetic Phonics programme/Phonics Toolkit strand Education Endowment Foundation EEF  One to One/Small Group Tuition EEF	1 2 5
We employ highly-trained staff, in Early Years, to ensure that all our children's bespoke needs are met and they fulfil their maximum potential.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils. One to  One/Small Group Tuition EEF	1 2 3 5
We employ experienced and effective Teaching and Learning assistants, who deliver bespoke interventions with successful impact to accelerate progress for our children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils. One to  One/Small Group Tuition EEF	1 2 3 5

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
We employ a highly-skilled Play Therapist.	Impact of these sessions is highly effective – see previous Impact Report to governors. Our children and families tell us that they benefit greatly from the sessions and we see observed improvements in their well-being as a result.	1 2 3 4 5
Our SLT/staff deliver bespoke tutoring for our Y6 cohort.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.  One to One/Small Group Tuition EEF	1 2

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

Budgeted cost: £34,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
We provide our children with the essential technology to enhance/accelerate their learning,	EEF Guidance – Using Digital Technology to Improve Learning.	1 2 3
We liaise closely with the LA Attendance Service to ensure good/outstanding attendance for our disadvantaged (and non-disadvantaged) children.	DFE Attendance Guidance	

We ensure each and every one of our disadvantaged children have access to the once-in-a-lifetime Residential Visit.		
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**Total budgeted cost:** £164,980

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

### Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium Activity had on pupils, in the 2023 to 2024 academic year.

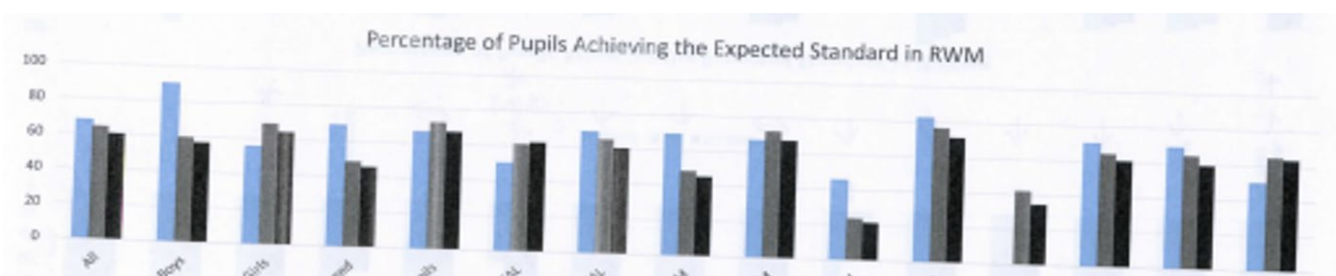
As a school community (with a significant number of children classed as disadvantaged), **we are extremely proud of the outcomes achieved**, during the last academic year. Below, the graphs show **the impact** of our Pupil Premium Strategy Funding on the outcomes achieved, by our disadvantaged children. The data below is taken from our School Profile 2023/2024 (produced by our Local Authority).

**Blue = Britannia Bridge Pupils**

Grey = Local Authority Data

Black = National Data

The **fourth set of bars** represents our disadvantaged pupils.



Our children have strategies, that they can use, to independently self-regulate: GROW Coaching skills, Growth Mindset and Zones of Regulation. They feel supported with their social and emotional well-being, there are less children needing SLT/adult 1:1 sessions. They can talk about their emotions and their well-being. Our children benefit from time with our Play Therapist: [SLT Monitoring and Evaluation shows clear evidence that our children are better at self-regulation, can use GROW coaching skills, have a Growth Mindset and are beginning to use Zones of Regulation, where appropriate.](#) Our Play Therapist has a long Waiting List. The children, who see her, come to ask SLT, each week, if she is still available and Pupil Voice shows clearly that they benefit greatly from her support.



Our children are supported through a true multi-agency approach to remove barriers to learning. Our Britannia Bridge records of multi-agency working detail the extensive, bespoke support received by our children and families.

Attendance and punctuality has improved for our children – evidenced in Attendance/Punctuality data:

Our School Attendance data evidences that, currently (in December 2024), our overall absence data is **broadly in line with the National** data. The data for our disadvantaged pupils shows a - 2.3% difference. Improving attendance is an integral part of our School Improvement Plan for 2024/2025. National data, for disadvantaged pupils shows 92.6%, whereas, school data shows 90.4%. Our aim is to improve attendance for all our groups of children, through a **robust set of actions**, which are outlined in our **School Improvement Plan**.

Our children’s needs are met and barriers to learning are removed, so that they achieve their maximum potential: [evidence in progress data above for 24/25](#).

Data and observations show that our children in Nursery 3 and Reception make good/outstanding progress, from their individual starting points: [despite very low starting points, our 3 and Reception children make rapid progress – this is evidenced through Monitoring and Evaluation, by SLT records/internal school data](#). Both Ofsted and our LA EY Team have commended Britannia Bridge on our EY Provision – see Ofsted report and Notes of Visits.

## 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*

Programme	Provider
Soundwrite Phonics Programme	SoundsWrite
Timetables Rockstars Online Resource	Timetables Rockstars
Learning By Questions	Learning By Questions
Twinkl	Twinkl
Purple Mash	Purple Mash
Rising stars Maths/Reading	Rising Stars
DigiMaps	DigiMaps

## Service Pupil Premium Funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)

At Britannia Bridge, we also support our disadvantaged (and non-disadvantaged where needed) children in the following ways, which are not currently funded through the Pupil Premium Grant:

- Class Teacher release time to access Maths Hub training and resources
- Purchase of Y6 Revision Books
- SENDCO Release Time
- EP/TESS/CAMHS Support
- Daily GROW Coaching sessions for children and parents/carers, where needed.