

Pupil Premium Strategy Statement December 2025



This statement details our Britannia Bridge use of Pupil Premium Funding, for the **2025 to 2026** academic year (funding to help improve the achievement) 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	198 (R to Y6)
Proportion (%) of pupil premium eligible pupils	91 pupils (46%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£143,840
Recovery premium funding allocation this academic year	Not Applicable
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£143,840

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 **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/Spelling (KS2) ARE/higher standard, compared to their peers nationally.
2	Number of SEND/Pupil Premium children requiring bespoke 1:1/Small Group Support and adapted teaching and learning (Boys/NWB also in Early Years).
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/Writing/Word Reading/Listening needs.
6	Number of our children with potential to be persistent/severe 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, in Reading and Spelling (at KS2)	Number of children achieving ARE and Higher Standard in Reading/Spelling 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, boys and Non-white British are achieving their personal targets (supported by our experienced SEND Team of staff).
3. All 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.

4. Our disadvantaged children are supported through a true, multi-agency approach, which counteracts their barriers to learning.	Our children's needs are met and barriers to learning are removed, so that they achieve their maximum potential – evidence in progress/tracking data. All children are kept safe from harm.
5. Our children in Early Years make good/outstanding progress, from their individual starting points.	Data and observations show that our children in Nursery and Reception make good/outstanding progress, from their individual starting points. They make rapid progress in Speech and Language/Communication/Writing/Word Reading/Listening needs.
6. Our disadvantaged children and their families are fully supported to ensure good/outstanding attendance.	Data shows that our school systems have impact for these families.

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: £80,807

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
We ensure that our staff are expertly trained to support our children (EY SLT Training/SoundsWrite) £5000	EEF: A Balanced Approach to Professional Development (Build Knowledge/Motivate/Develop Techniques/Embed Practice)	1 2 5

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

Budgeted cost: £8,400

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: £54,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
We provide our children with the essential technology to enhance/accelerate their learning IT Equip £9,500 IT Licences £16,861	EEF Guidance – Using Digital Technology to Improve Learning.	1 2 3
We liaise closely with the LA Attendance Service to aim for	DFE Attendance Guidance	6

good/outstanding attendance for our disadvantaged (and non-disadvantaged) children. £5,450		
We ensure each and every one of our disadvantaged children have access to the once-in-a-lifetime Residential Visit and extra-curricular visits, which enhance their learning and cultural/life experiences. £15,000		
Our Pastoral Lead supports our children and families, on a daily basis. £664		
We ensure that our children have access to adapted resources, which match their bespoke needs. £2,158	GMOAIP Materials	1 2 3 5 6
We liaise with SEND experts to ensure our children reach their maximum potential. £5000	EEF: SEND in Mainstream Schools (Create a positive environment for all/Build a Holistic Understanding of Needs/High Quality Teaching for All/Small Group and 1:1 Interventions/ Work Effectively with TAs)	1 2 3 5 6

Total budgeted cost: £143,840

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 2024 to 2025 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 2024/2025 (produced by our Local Authority).

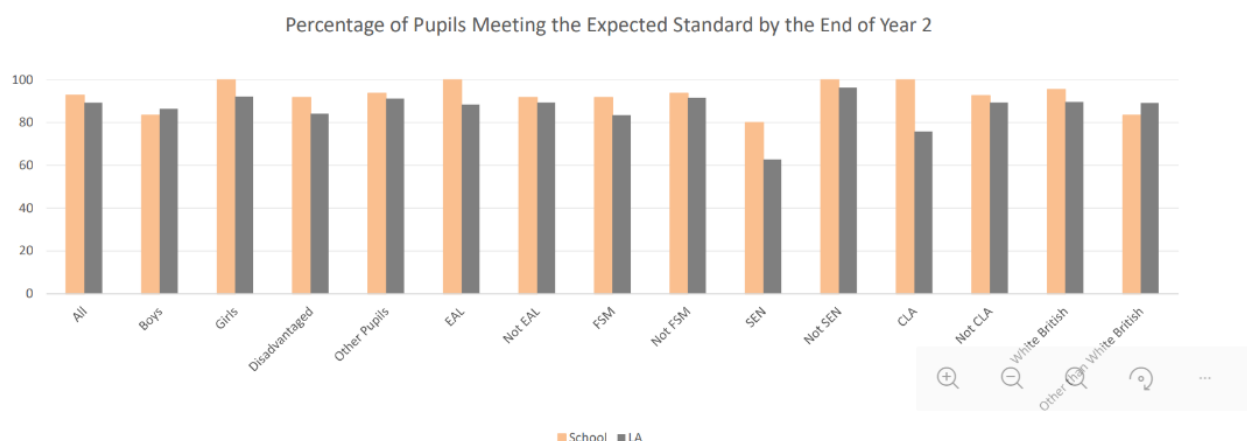
Blue = Britannia Bridge Pupils

Grey = Local Authority Data

Black = National Data

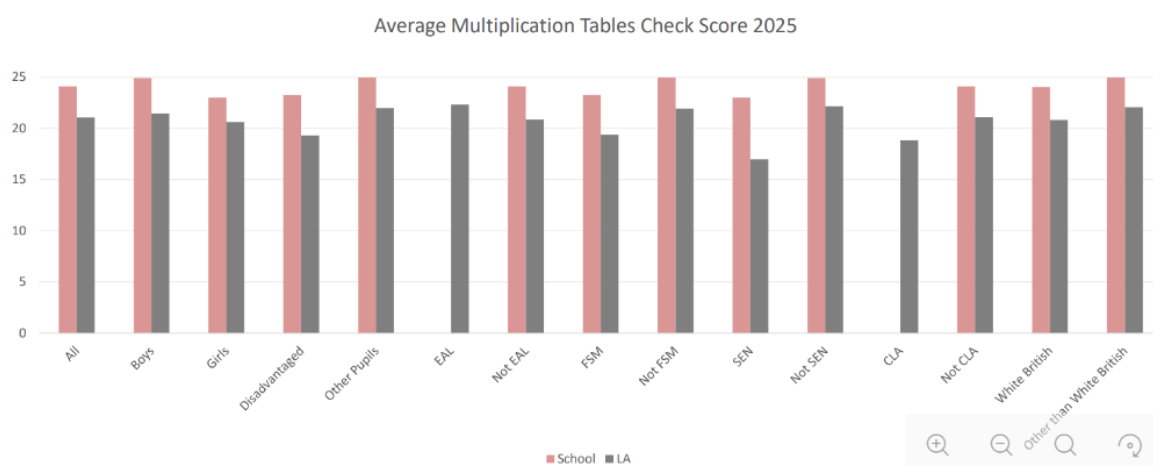
Below, the **fourth set of bars** represents our disadvantaged pupils' achievement in Phonics, by the end of Y2. Our children performed better than their peers, within the Local Authority.

Percentage meeting the expected standard in 2025				
	School	Consortia	LA	National
By the End of Year 2	93	92	89	N/A

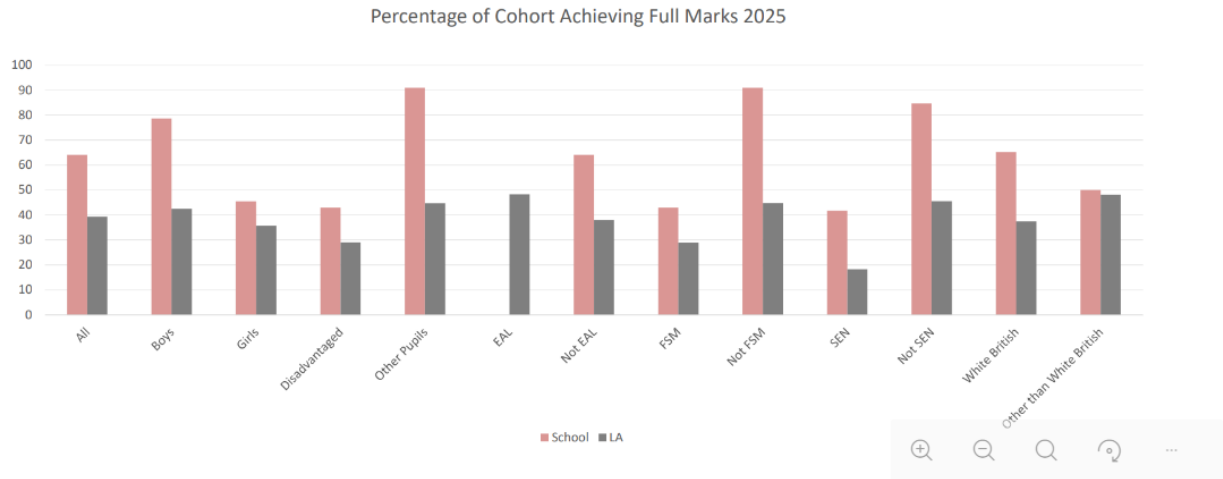


Below, the **fourth set of bars** represents our disadvantaged pupils' achievement in the MTC (Multiplication Tables Check). Our children performed better than their peers, within the Local Authority.

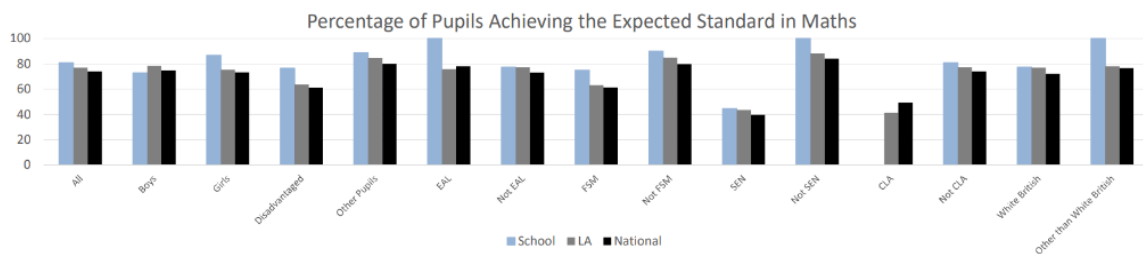
Average Score in 2025		
School	Consortia	LA
24.1	21.1	21.1



Percentage of Cohort Achieving Full Marks in 2025		
School	Consortia	LA
64.0	38.1	39.3



At KS2, our disadvantaged children performed better (in maths) than their peers, nationally and locally. See graph, below.



At KS2 (Reading), 53% of our disadvantaged children achieved age-related expectations. This is lower than the national and local figure. Improving Reading forms a vital part of our School Improvement Plan for 25/26. It wasn't appropriate for some of our children to take this test (due to their bespoke SEND needs).

At KS2 (Writing), 53% of our disadvantaged children achieved age-related expectations. This is lower than the national and local figure. Writing Interventions are in place for the 25/26 academic year (across all year groups). Some of our children (due to SEND needs) were working below the Y6 expected level.

3. 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 can 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.

4. 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.

5. Attendance and punctuality for our children – evidenced in Attendance/Punctuality data:

Our School Attendance data evidences that, at the end of the 24/25 academic year, our overall absence data was **broadly in line** with the National data. The data for our disadvantaged pupils (in 23/24) shows a **-2.3% difference to national**. In the academic year 24/25, the difference to national was **-1.5%**: an improving picture, for Britannia Bridge Primary. Improving attendance is an integral part of our School Improvement Plan for 2025/2026. National data for 24/25, for disadvantaged pupils, shows 92.1%, whereas, school data shows 90.6%. 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**.

6. Our children's needs are met and barriers to learning are removed, so that they achieve their maximum potential: [see above data](#).

7. Data and observations show that our children in Nursery 3 and Reception make good progress, from their individual starting points: [despite very low starting points, our Nursery 3 and Reception children make good progress – this is evidenced through Monitoring and Evaluation, by SLT records/internal school data](#). Both Ofsted and our LA EY Team have, previously, 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
Timetables Rockstars Online Resource	Timetables Rockstars
Learning By Questions	Learning By Questions
Twinkl	Twinkl
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
- Daily GROW Coaching sessions for children and parents/carers, where needed.