

Pupil premium strategy statement 2020/21

School overview

Metric	Data
School name	Britannia Primary School
Pupils in school	630
Proportion of disadvantaged pupils	81 children are disadvantaged (13%)
Pupil premium allocation this academic year	£96,840
Academic year or years covered by statement	2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	
Pupil premium lead	Greg Williamson
Governor lead	Laura Gunson

Disadvantaged pupil progress scores for last academic year (2018/19 due to covid)

Measure	Score
Reading	-1.67
Writing	-5.07
Maths	-3.91

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Combined = 36%, Reading = 55%, Writing = 64%, Maths = 64%
Achieving high standard at KS2	Combined = 0%, Reading = 18%, Writing = 0%, Maths = 0%
Measure	Activity
Priority 1: Talk for writing and talk for reading linking in lessons.	To ensure that appropriate links are made between reading and writing and that staff are familiar with the approaches to these two separate subjects and how they can link together. Reading and writing lead to be freed up at the same time for their subject leader time. Joint monitoring to happen. Links to be made in planning and part of the planning process. Both to link together. INSET for staff on how to achieve this.

Priority 2: Mastery approach in maths.	To ensure that teaching for mastery is embedded across all year groups, new textbooks to be purchased for the year, any new, relevant training is added and that new staff to be trained appropriately in the scheme. Maths lead to join mastery group. Regular staff INSET to get key points across. Joint monitoring to ensure consistency across the school.
Priority 3: Ensuring that new staff are given relevant training in Read, Write, Inc.	Ensure that all relevant staff, especially new staff, receive relevant training to deliver RWI effectively. Regular monitoring to check consistency. RWI lead to model sessions. Lead staff to lead INSET.
Barriers to learning these priorities address	Ensuring that staff use evidence-based whole-class teaching interventions.
Projected spending	£35,000.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To ensure that the progress of the disadvantaged children in reading (at present, there are 18 children) from KS1 to KS2 is in line with national expectations eg. Above 0.	July 2021
Progress in Writing	To ensure that the progress of the disadvantaged children in writing (at present, there are 18 children) from KS1 to KS2 is in line with national expectations eg. Above 0.	July 2021
Progress in Mathematics	To ensure that the progress of the disadvantaged children in maths (at present, there are 18 children) from KS1 to KS2 is in line with national expectations eg. Above 0.	July 2021
Phonics	To achieve national average for our disadvantaged children. Typically this is 81-83%. If 9 out of the current 11 disadvantaged children pass the phonics test at the end of Year 1 this would equate to 82% which is likely to be in line with national expectations for all children.	June 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1: To boost age-related expectations percentage in maths for disadvantaged children.	Third space learning. Using a diagnostic approach, six children who are potentially able to reach age related expectations by the end of year 6, to have a tutoring programme working on skills to develop their mathematical understanding. This will happen once a week with an online tutor who will give them individual guidance on certain areas of the curriculum that they find particularly challenging.
Priority 2: To use the national tutoring programme to work with Key stage 2 children.	To use the NTP (national tutoring programme) to do online sessions with small groups of children who have slipped behind in terms of data after lockdown.
Priority 3: Rigorous tracking of times table rockstars.	To have a whole school focus on times tables and to use times table rockstars as a driving force for this, scrutinising data and giving opportunities for disadvantaged children to access this.
Priority 4: Rigorous tracking of accelerated reader usage.	To have a whole school focus on accelerated reader to inspire reading for pleasure and to scrutinise data whilst giving opportunities for disadvantaged children to access this programme.
Barriers to learning these priorities address	Encouraging wider reading, giving the opportunity for children to learn times tables/maths in a fun, competitive way and having small focussed, attention that may not have happened in lockdown.
Projected spending	£35,000

Wider strategies for current academic year

Measure	Activity
Priority 1: Using FLO to reach disadvantaged families.	Supporting families who are struggling and also challenging attendance to ensure that children are in school as much as possible.
Priority 2: Employing intervention TA and nurture group leader.	Bringing an ex-colleague back to the school with a focus on running small intervention groups, including disadvantaged pupils and also running nurture groups for children who have been anxious with the return to school.
Barriers to learning these priorities address	Helping with anxiety after lockdown, ensuring that children are ready to learn and helping children be on site to be part of lessons.
Projected spending	£27,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that monitoring is as thorough and that staff CPD is impactful even though it is more difficult with covid and there are more restrictions.	Strategic use of directed time and using technology appropriately to get key messages across.
Targeted support	Time to scrutinise data to analyse which children are not accessing and putting plans into place to address this.	Strategic use of directed time and communication to the whole school community.
Wider strategies	Engaging the families facing most challenges.	Working closely with FLO and Copleston to work with families.

Review: last year's aims and outcomes

Aim	Outcome
Rapid rates of progress in all subjects across the school for pupils eligible for PP.	Good improvements were being made across the school and progress data for disadvantaged was looking to be very strong. Unfortunately, this was stopped due to covid.
Improved spoken language in EYFS.	Positive outcomes were seen from this work and although the academic year was cut short meaning that we haven't got hard data, speech and language was a strength.
Increased attendance rate for pupils eligible for PP.	Full attendance figures weren't able to be produced due to the children not being in school for a full academic year. Whilst tracking this, we were able to see a steady improvement in attendance figures for our disadvantaged children.