Britannia Village Pupil Premium Strategy statement 2025/26

This statement details our school's use of pupil premium and recovery 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 effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	Britannia Village Primary School
Number of pupils in school	420 + nursery
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2024 to 2025-2026
Date this statement was published	
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Linda-May Bingham
Pupil premium lead	Roksana Hussain
Governor / Trustee lead	Helen Fernandes

School overviewFunding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,130
Recovery premium funding allocation this academic year	£0
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	

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Children in receipt of Pupil Premium Funding may face significant barriers to fulfilling their potential. At Britannia Village Primary School we aim to provide the support pupils need to overcome these barriers. We have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We maintain that children's ability to fulfil their potential should not be determined by their social background, but instead, by the opportunities that are provided for them to develop the essential skills and understanding required to succeed.

We aim to close the gap between disadvantaged pupils and their non-disadvantaged peers so that they have access to a wide range of opportunities after they leave our school. We identify barriers that need to be addressed and the interventions required, whether in large groups, small groups or as individuals, and allocate a budget accordingly. We provide quality teaching and targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.

In addition, we aim to provide disadvantaged pupils with a variety of exciting learning opportunities within the context of a broad and varied curriculum underpinned by our core values of inclusion, creativity and excellence.

Through our reporting, we demonstrate how and why this funding has been spent. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium; this allows us to be confident that pupils are being given opportunities to excel.

Challenges

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

Challenge number	Detail of challenge
1	Significant numbers of pupil premium children have lower attainment and slower progress rates than non disadvantaged children in our school. Significant numbers of children have gaps and misconceptions and find it difficult to retain and recall prior knowledge.
2	Some pupils have limited oral skills, limited access to books and poor expressive language impacting on social skills and writing ability.
3	Some pupils and their families have social and emotional difficulties, including poor living conditions, medical and mental health issues.
4	Pupils often have limited experiences beyond their home life and immediate community (a lack of cultural capital).
5	Pupil Premium children often have lower attendance than the majority of children in our school, meaning that valuable learning opportunities may be lost.

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
Disadvantaged pupils make at least expected progress from their individual starting points in Reading, Writing and Maths.	● The gap is narrowed in the progress between attainment of PP and non-PP children.
Pupils' oral skills are improved through a focus on oracy in the classroom and this has a positive impact on their writing ability.	● Pupils are able to communicate clearly and confidently and this is reflected in the quality of their writing. ● Targeted pupils receive additional, high quality speech and language therapy and intervention.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are alleviated.	● Safeguarding Officer, SENCo, School Counsellor and Designated Safeguarding Leads identify and support families and children and work to alleviate barriers to learning. ● Identified children are invited to nurture groups, sessions with the School Counsellor and individual sessions with other support staff.
Pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils enjoy learning and have	● The curriculum provides pupils with a creative and stimulating education.

access to a stimulating, broad and varied curriculum.	● Teachers plan a wide range of visits and experiences to inspire and enhance learning. ● Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.
Disadvantaged pupils will meet national expectations for attendance and persistent absence.	● Attendance will be closely monitored by the attendance team and strategies to improve attendance will be implemented. ● Disadvantaged pupils will achieve in line with national averages for attendance for non-disadvantaged pupils.

Activity in this academic year 2025 - 2026

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teacher-pupil interactions and feedback enhanced through small class sizes	See EEF Toolkit - Feedback See EEF Toolkit - Collaborative learning approaches See EEF Toolkit - Reducing class size “As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.”	1
Evidence based teaching schemes of work - phonics and maths mastery.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF See EEF Toolkit - Mastery Learning	1
CPD in the use of technology and technological resources focused on supporting high quality teaching and learning, for example, training for all teachers in the use of Google classroom	Training teachers thoroughly in the use of Google for Education ensures that staff understand how to make the most of online tools to support learning in innovative ways. As a result of this, students receive a rich and varied curriculum while also learning digital skills that will support them in an increasingly technological society.	1
All children in school are provided with opportunities to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding and subsidising enriching	Provision of a range of initiatives to extend children’s experiences see www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully. Education Endowment Trust Toolkit.	4

experiences (such as theatre and other educational visits) and after school clubs and subsidised access to the residentials for Year 5 and Year 6 PP children.		

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

Budgeted cost: £58,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated teacher intervention time within the school day for key year groups	EEF - Individualised instruction EEF - Small group tuition	1 & 2
Dyslexia training for staff and support for pupils	EEF - Individualised instruction EEF - Teaching assistant interventions	1 & 2
Headship intervention in upper KS2	EEF - Small group tuition	1 & 2
Oral language interventions including SALT (Speech and Language Therapist)	EEF Toolkit - Oral Language interventions	1 & 2

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

Budgeted cost: £70,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Vulnerable children in school to be offered weekly sessions with the School Counsellor - Safeguarding Officer and pastoral team to provide support for vulnerable children and their families, including signposting to appropriate provision	https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning	3

- Attendance Lead to ensure that all parents are made aware of attendance expectations - School attendance team to work in partnership with Attendance Management Service	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully	5
- Developing a positive school ethos through the trust's PSHE program	EEF - Behaviour interventions	3
- Art therapy sessions	EEF - Arts participation provides moderate impact for low cost	1, 2, 4
- Creative Arts within the curriculum	EEF - Arts participation provides moderate impact for low cost	1, 2, 4

Total budgeted cost: £215,130

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.

Early Years

Britannia Village Primary School 58 pupils, 33% Disadvantaged (20 pupils), 60% EAL, (36 pupils), 3%SEN (2 pupils)			
Pupils	**Summer 2025**	**Newham 2025**	**England 2025**
Good Level of Development %	76% PP 60%	Not yet published	68%
Average No. ELGs at Expected		Not yet published	

Year 1 Phonics

Britannia Village Primary School (29.31% disadvantaged (17 pupils), 53.4% EAL, 15.5% SEN support)			
Pupils	**Summer 2025**	**Newham 2025**	**England 2025**
% Children achieving the threshold of 32 or more	81% PP 70.6% (17 pupils)	Not yet published	80% Disadvantaged 67%
APS	32.67 PP 32.12	Not yet published	

KS2 Year 6 SATs Data

Britannia Village Primary School (59 pupils, 53% Disadvantaged (31 pupils), 68% EAL (40), 22% SEN (13) (Newham 42% Disadvantaged, 74% EAL, 16% SEN)											
	Working at expected + (EXS & GDS)						**Greater Depth (GDS)**				
59 pupils	BVP 2025		Newham '25	Newham '25	National '25		BVP 2025		Newham '25	Newham '25	National '25
	All	PP	All	PP	All		All	PP	All	PP	All
Reading	71%	65%	80.90%	80%	75%		32%	26%	40%	36%	33%
Writing	80%	74%	80%	79%	72%		24%	23%	24%	21%	13%
SPAG*	64%	54%	81.30%	79.20%	73%		10%	7%	45.60%	41.40%	29%
Maths	72.90%	61%	83%	81%	74%		20%	10%	39%	35%	26%
RWM	63%	48%	74%	72%	62%		12%	7%	16%	12%	8%

Summary: BVP vs National

- Writing and RWM are above national averages.
- Reading and Maths are close to national level.
- SPAG is below national level and needs attention.
- Overall, BVP performs at or slightly above national levels, with SPAG as a key area for improvement.

Summary: BVP vs Newham

- Writing is in line with Newham averages.
- Reading, Maths, SPAG, and RWM are below Newham averages, with SPAG and Maths showing the largest gaps.
- BVP is performing below local peers in most subjects, highlighting a need to focus on SPAG, Maths, and combined attainment.

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.

The programmes below were used in 2024 - 2025.

Programme	Provider
Lexia reading intervention	Lexia UK
Core Word Programme	Sensory Classroom
Ten Town	TenTown.co.uk
Mathletics	Mathletics
Maths No Problem	Maths No Problem
RWI (phonics)	Oxford Press
Jigsaw	Jigsaw PSHE Limited
Times Tables Rock Stars	Maths Circle Ltd