

Pupil Premium Strategy Statement – Livingstone Primary and Nursery School.

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
Number of pupils in school	209/210
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers.	2023-2024
Date this statement was published	November 23
Date on which it will be reviewed	July 2024
Statement authorised by	Giovanna Phelan, Headteacher
Pupil premium lead	Rob Madle, Deputy Headteacher
Governor lead	Lea Shea/Sally Gentle

Part A: Pupil premium strategy plan

Statement of intent

The Livingstone Curriculum is designed to attain the best possible outcomes for all our pupils. By placing a particular emphasis on literacy and numeracy, we ensure that our disadvantaged pupils are given a skill set that enables them to access an enriched range of learning experiences. The teaching of reading and writing through Read, Write Inc (RWI) phonics and numeracy through Maths Mastery provides the gateway to the foundation subjects and a combination of this approach, ultimately prepares them for life-long learning.

The strategy outlined in this statement is intended to support children's needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We believe that this high-quality teaching has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all children in our school. Our choice of topics and learning objects are relevant to the children and engages their interests. Educational visits, workshops and extra-curricular experiences enhance their subject knowledge, provide them with opportunities that they might otherwise not experience at home and bring the learning to life

Through regular monitoring and assessment and termly Pupil Progress meetings, we are responsive to the challenges and needs of individual children.

For our strategy to be effective we will:

- provide an adapted curriculum for disadvantaged pupils to ensure they make the best progress and whenever possible reach or exceed National Expectations.
- identify where support is needed in addition to first quality teaching and organise interventions accordingly.

Challenges

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

Challenge number	Detail of challenge
1	We have a Resourced Provision for Autism which means our SEN pupil numbers are well above national average. In all we are managing 29 EHCP's and 37 children on SEN support. In addition, at Livingstone, we have over 49% of EAL children and over 70% of pupils from minority ethnic groups. This means that our PPG outcomes are impacted by a combination of different factors,
2	As ASD is predominately diagnosed in boys, we have an imbalance of boys to girls. Boys impacted by Autism are more likely to under attain in areas such as PSHE and Communication and Language, Reading, Comprehension and Writing.
3	Baseline assessments demonstrate that children were, overall, are 'low on entry' in Nursery and the Reception class.
4	We have a small number of families eligible for PPG that do not attend school regularly. These pupils have gaps in their learning.
5	Our Looked after Pupils eligible for PPG + are all on SEN Support or have an EHCP.

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 improve outcomes for disadvantaged pupils that also have EHCPs or SEN+	PPGs with EHCPs and SEN+ pupils, where they are unable to meet National Expectation are able to make good progress through greater engagement in lessons, evidence of national curriculum outcomes. Evidenced in book scrutiny and ongoing formative assessment.
To improve the progress of PPG boys and the progress of PPG boys with SEND in Writing	Identified pupils to make good progress, to meet or exceed the age-related expectations. For all PPG boys to make good progress and where possible to meet or exceed age related expectations

To ensure that pupils in EYFS make progress and achieve the expected outcomes in as many Early Learning Goals	Identified pupils to make good progress, to meet or exceed the age-related expectations. For all PPG pupils to make good progress, considering the areas of learning impacted by SEND.
To reduce the level of persistent absence across the school including that of PPG pupils.	PPG pupils show an improvement in their attendance term by term. For PPG pupils to attain 96% attendance or above by the Summer Term 2024.
For LAC PPG pupils with EHCPs and at SEN Support to make progress	From their starting points, pupils to make progress, where possible meet or exceed age related expectations in line with national
For PPG pupils to improve vocabulary and retain information related to topics	For pupils to be able to articulate their learning using correct vocabulary
For PPG pupils to improve accuracy of spelling	For pupil to accurately spell words in the writing in all subjects ensuring the spelling of topic words are accurate.

Activity in this academic year - Teaching

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of the Read, Write Inc scheme across all key stages' phonic sessions, small group work and individual tutoring. RWI spelling. Supplemented by daily reading and weekly comprehension lessons.	Our data show that since we have adopted RWI we have seen an improvement in our phonic screening scores and reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1-7
'Chilli' Challenges (Adapted tasks) and vocabulary work in English and Maths to move learning and attainment forward. Foundation Stage Subjects developed on the same principles and working on knowledge, skills and vocabulary	Book scrutiny and learning walks have shown that the quality of work has improved throughout the school and all subjects through the adoption of the 'Chilli' challenges Differentiation - https://files.eric.ed.gov/fulltext/EJ854351.pdf	1,2,4,5,6 & 7
Identification of under-achieving pupils and targeted adapted learning objectives including additional small group work. Additional TAs in the class have enabled pupils the option of accessing the 'Chilli' Challenges (Adapted tasks) in every subject	Data from previous years has shown that this approach has enabled our pupils to make progress and narrowed the gap in attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,4,5,6 & 7
Early start to address misconceptions in English and Maths and to move learning and attainment forward. Additional Groups in English to address gaps in learning.	Pre-learning and consolidation work enable teachers to focus on first quality teaching knowing that areas of weakness and misconceptions have been addressed 1:1 and in small group sessions. Intervention Programmes such as Accelerated Reader, TT Rock Stars and Nessy enabled us to track improvements https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1-7
Additional TAs in specific year groups, enabling targeted teaching to groups of pupils; PPG Boys, EHCPs, SEND Support, LACs, Low Attendance and Greater Depth Pupils	This approach has enabled the school to really target cohorts and get better outcomes for pupils. Even when National expectation is not reached we are able to target improvement in PPG pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1-7

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target under attaining groups of pupils with interventions such as Talk Boost, Otto Club and language enrichment programmes	The local authority has identified this as an area of weakness and has worked with Speech and Language Specialist to devise targeted programmes which we are following https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1-7
Pastoral manager involvement for circle times, circle of friends, behaviour for learning and family support	The involvement of our pastoral support has provided a resource for pupils in school and out of school for their families https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1-7
Attendance Plan	The attendance plan prior to lockdown was very successful in improving attendance and keeping in school, or engaged with online learning https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Contingency fund for enrichment activities	We have a small amount of funding aside to be used for trips and activities where the cost could impact on participation of PPG pupils. http://learningaway.org.uk/wp-content/uploads/Learning-Away-Interim-Evaluation-Summary-2-September-2014.pdf	1,2 & 5

Total budgeted cost: £105,488

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.

In the 2024 KS2 SATs, we had 11 pupils eligible for the Pupil Premium Grant (PPG). Of these, 2 pupils (18%) had an ECHP and 3 pupils (27%) were on SEN Support.

The combination of PPG and SEND impacted the outcomes of this cohort.

Their combined achievement in Reading, Writing, and Maths was 55%, which is above the national average of 46% but slightly below the Local Authority (LA) average of 57%.

In Reading, 64% of PPG pupils achieved the expected standard, outperforming the national average of 63%, though below the LA's 73%. Notably, 36% achieved the Greater Depth Standard (GDS), which is double the national rate of 18% and significantly above the LA's 24%.

In Writing, 55% met the expected standard, which is below both the national (59%) and LA (67%) averages, and none achieved GDS, compared to 6% nationally and 9% locally.

In Maths, 55% reached the expected standard, again below the national (60%) and LA (72%) figures, with 9% achieving GDS, slightly below the national average of 13% and the LA's 19%.

In 2024, one of our challenges was that we had four male pupils eligible for Pupil Premium Grant with Education, Health and Care Plans. All four made progress; however, two were unable to access the statutory assessments. Of the remaining two, one pupil achieved the expected standard in Reading, Writing, and Maths. Despite this, our overall attainment, at 25% was significantly below both local and national averages. In writing for PPG pupils who were male, we achieved 50% (3 of 6 pupils), this was inline with the National Average of 51% and close to the LA average of 56%.

In Spelling, Grammar and Punctuation, 64% of our 11 PPG pupils achieved the expected standard in the KS2 assessments, compared to the national average of 72%. While all pupils made progress, three of those with EHCPs were unable to access the test.

In 2023-4, the overall attendance for PPG pupils was 92.4% and is still a challenge for the school. We have added attendance to a members of staff role and are monitoring these pupils closely and we have identified this as an area for further improvement.