

Pupil premium strategy statement – Livingstone Primary and Nursery School.

This statement details our school's use of pupil premium (and 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
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers.	2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
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 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. 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.

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. 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. Pupils impacted by Autism are more likely to under attain in language-based subjects. As we have more boys than girls who are Autistic, boys tend to do less well in these areas of learning
3	Baseline assessments demonstrate that children are 'low on entry' in Nursery and the Reception class. The outcomes of these assessments are impacted by pupils with a diagnosis of Autism and additional needs.
4	We have a small number of families eligible for PPG that do not attend school regularly. These pupils have gaps in their learning.

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+ and CLA	From their starting points, pupils to make progress, where possible meet or exceed age related expectations in line with national PPGs who are unable to meet National Expectation are able to make good progress
To improve the progress of PPG boys and the progress of PPG boys with SEND in Writing	For all PPG boys to make good progress and where possible to meet or exceed age related expectations in writing
To ensure that pupils in EYFS make progress and achieve the expected outcomes in as many Early Learning Goals	For all PPG pupils to make good progress, considering the areas of learning impacted by SEND and achieve the expected outcomes in all or as many as possible of the Early Learning Goals.
To reduce the level of persistent absence across the school including that of PPG pupils.	PPG pupils to be tracked and supported to achieve 96% or above attendance and decrease persistent absence
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 - Budgeted cost: £ 97147

This details how we intend to spend our pupil premium (and recovery premium funding) **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 keys stages to support the teaching of phonics, spelling, reading comprehension and writing. Supplemented with small group work and individual tutoring.	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-learningtoolkit/phonics	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-learningtoolkit/small-group-tuition	1-7

Wider strategies Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of interventions such as Talk Boost, Otto Club and language enrichment programmes ELSEC	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/educationevidence/teaching-learning-toolkit/oral-language-interventions	1-7

Attendance Plan	The attendance plan to improve attendance in line with new legislation. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
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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.

In Reception, out of 7 pupils (3 boys and 4 girls), 57% of those eligible for the Pupil Premium Grant (PPG) attained a Good Level of Development (GLD). Of the 3 pupils who did not meet the standard, all made progress, and 2 had an Education, Health and Care Plan (EHCP). Similarly, in Year 1, among 7 pupils (3 boys and 4 girls), 57% of PPG pupils reached the expected standard. The remaining 3 pupils also made progress, with 2 having an EHCP.

In the Multiplication Tables Check (MTC), 13 PPG pupils (9 boys and 4 girls) were assessed. 85% (11 pupils) met the expected standard. Of the 2 who did not, both made progress—one had an EHCP and the other was a Child Looked After (CLA). Notably, 9 out of the 13 PPG pupils achieved a perfect score of 25 out of 25.

In Key Stage 2 SATs, 13 out of 29 Year 6 pupils were eligible for PPG. Their combined achievement in Reading, Writing, and Maths was 69%, which is 21% above the national average (47%) and 12% above the local authority (LA) average (57%). In Reading, 92% of PPG pupils achieved the expected standard, outperforming the national average (63%) by 29% and the LA average (73%) by 19%. Additionally, 39% achieved the Greater Depth Standard (GDS), which is 17% above the national figure and 12% above the LA average. In Writing, 85% met the expected standard—26% above the national average (59%) and 18% above the LA average. GDS attainment was 8%, slightly above the national average (6%) and in line with the LA average. In Maths, 92% of PPG pupils achieved the expected standard, exceeding the national average (61%) by 31% and the LA average (71%) by 21%. Furthermore, 39% achieved GDS, which is 24% above the national average (15%) and 16% above the LA average (23%).

There were 5 PPG boys in the cohort. For Reading, Writing and Maths combined, 60% of them achieved the expected standard, compared to 44% nationally and 55% across the Local Authority (LA). In Reading, 100% of the PPG boys met the expected standard, significantly outperforming the national average of 60% and the LA average of 71%. At the Greater Depth Standard (GDS) in Reading, 60% of the boys achieved this level, compared to 20% nationally and 24% locally. In Writing, 60% of the PPG boys met the expected standard, which is slightly above the national average of 52%, but just below the LA average of 61%. In Maths, 100% of the boys achieved the expected standard, compared to 62% nationally and 72% across the LA. At the GDS level in Maths, 40% of the boys achieved this, compared to 18% nationally and 26% LA average.

In 2024–25, the overall attendance for PPG pupils was 92.62%, which remains a challenge for the school (the National Average is 93.1%). To address this, we have assigned attendance monitoring to a dedicated member of staff and are closely tracking these pupils. This has been identified as a key area for further improvement.

We have observed clear and measurable improvements in our PPG pupils in lesson observations, book scrutiny, and moderation activities. The introduction of simplified and adapted knowledge organisers for every topic has significantly enhanced pupils' ability to articulate their learning and use accurate, subject-specific vocabulary. This has contributed to notable progress in vocabulary acquisition, topic retention, and spelling accuracy across all subjects.