



Pupil Premium strategy statement 2024-25

This statement details our school’s use of pupil 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.

School overview

| Detail | Data |
|---|----------------------------|
| School name | Livingstone Primary School |
| Number of pupils in school | 222 (202 without Nursery) |
| Proportion (%) of pupil premium eligible pupils | 24.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-27 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Rebecca Willard |
| Pupil premium lead | Lianne Marshall |
| Governor / Trustee lead | Amy Summers |

Funding overview

| Detail | Amount (financial year 2024-25) | Amount (financial year 2025-26) | Amount (financial year 2026-27) |
|---|------------------------------------|------------------------------------|------------------------------------|
| Pupil premium funding allocation this academic year | £54,660 | | |
| Pupil premium funding carried forward from previous years | £0 | | |
| Total budget for this academic year | £54,660 | | |

Part A: Pupil premium strategy plan

Statement of intent

In planning the use of Pupil Premium, we have taken into account the context of the school, the needs of the children in school, the effect of the Coronavirus Pandemic on pupils' progress, attainment and wellbeing and the EEF guidance on the most effective use of funding for pupil premium.

References

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Context of the school

Livingstone has 222 pupils on roll with a PAN of 30 and one class for each year. The school has no religious denomination and its pupils are predominantly white British. Currently, 8.1% of pupils are EAL. There are 7 languages spoken in school not including English (French, Italian, Czech, Mandarin, Bengali, Spanish, Urdu and Shona).

The school serves a mixed catchment area. 37% of pupils reside in the top 20% most deprived LSOAs on the Index of Multiple Deprivation. 10% of children are in IDACI deprivation band 1 (most deprived) and a further 28% in IDACI band 2. There are 24.8% in receipt of Pupil Premium with variations between cohorts (R 17%, Y1 27%, Y2 28%, Y3 14%, Y4 22%, Y5 36%, Y6 31%). We also have six CLA children on role. 17.8% of pupils are on the SEN register. Attainment on entry fluctuates year on year.

Objectives of Pupil Premium Spending

We aim to ensure that every child leaves Livingstone excited about learning and determined to succeed. We want to equip them with good Literacy and Numeracy skills, as well as self-confidence and resilience. We target the use of Pupil Premium to successfully bridge the gap in levels of attainment between PP pupils and non-PP pupils. Careful analysis of internal and external pupil data, historical attainment and progress rates was undertaken to ensure that these funds are used to maximum effect. We identified opportunities for children to have an enriched and enhanced experience of the curriculum including musical tuition and out of school learning.

Common barriers to learning for disadvantaged children that are evident within our community are: less support at home with children not coming to school school-ready, weak language and communication skills, lack of confidence and resilience, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Some pupils arrive in Nursery and Reception without the skills to ensure they are 'school-ready'. |
| 2 | Home environment does not always support children coming to school ready to learn and regular school attendance and punctuality. |
| 3 | Limited opportunities for children to access enrichment opportunities |
| 4 | Further develop the curriculum to support children to remember essential knowledge and skills supporting all children to make links in their learning and make good progress. Improve progress through developing teaching and learning across the curriculum. |

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 |
|---|---|
| Improved outcomes for all pupils including those who qualify for PP. | Teaching and learning continues to develop through actions identified in the School Improvement Plan. This ensures that all children have strong teaching which enables strong progress and educational recovery. Gap continues to close and PP pupils make accelerated progress. The curriculum continues to be developed across school. |
| Pupils are supported to improve their speech and language to enhance communication. | Pupils are able to express themselves and therefore organise their thoughts clearly in order to communicate orally and in writing. |
| Children in the early years are supported to make accelerated progress and support the prime areas of learning so that they are then able to make progress. | Children are quickly settled into Nursery. Children who qualify for EYPP spend additional time in Nursery to support their learning and development. Initiatives such as communication champions and storytime maths support children getting a strong start to their schooling. |
| Children are calm and ready to focus on learning so that they can make good progress. | Children who need emotional and mental health support are supported appropriately and enabled to return to learning quickly so that they make good progress in learning. |
| Attendance and punctuality improves so that children are able to make better progress and settle into a strong routine. | Attendance and punctuality improves. PA decreases. |
| Children have the opportunity to access wider opportunities | Children are able to pursue their talents and interests beyond the curriculum. |

Activity in this academic year

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

High Quality Teaching (for example, CPD, recruitment and retention)

The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. We will focus on developing teaching practice over a sustained period. EEF recommends that 50% of pupil premium funding is used to support this. This will include:

- Embedding the new phonics scheme and introducing a spelling scheme
- Developing provision in the EYFS through Communication Champions and Storytime Maths
- Securing effective professional development across the school
- Developing the curriculum further to ensure it engages and inspires enabling children to become enthusiastic learners.

Budgeted cost: £27,330

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| ECT development and training Release for ECT and mentor for weekly meetings. Cover for induction tutor training and mentor training. | Ensure that the ECT is thoroughly trained and supported and that teaching and learning in her class is as good as it possibly could be and therefore that standards in her class are raised. | 4 |
| Embed a systematic synthetic phonics scheme 'Monster Phonics' | Consistency in delivery and approach to the teaching of phonics from nursery up. Engagement for all, including boys, due to the scheme chosen. This year we are using the intervention resources and plans to support those children not working at an age-related expectation. | 1, 4 |
| Implement Super Hero Spelling | Teaching of spelling builds on from phonics. Standard of spelling improves. | 4 |
| Resources to support the development of maths mastery teaching and fluency skills | Purchase the resources needed to ensure that we embed a maths mastery approach across school – including White Rose Maths and the workbooks for the White Rose Scheme and classroom secrets subscription alongside TT rockstars to speed up recall and fluency. | 4 |
| Regular subject leader time to support curriculum development | Allow regular release time to support subject leaders to develop the curriculum further. Time will be spent refining the learning sequence for children in some subjects and in others monitoring teaching and learning across the school to raise standards. | 4 |
| Ogden trust science network meetings and science conferences | Improve subject knowledge of the science lead to be developed and access to free resources to support practical work in science. Training to be disseminated to the teachers who teach those units to improve science teaching. | 4 |
| Assessment and tracking resources, Data analysis pack from the LA | Subscribe to the Educater software to enable assessments for all children from Y1-6 across the curriculum. This will also support gaps analysis and support this to inform teaching. Pira and Puma tests for the ends of Years 3,4,5 to ensure weaknesses identified and support planned. LA data pack will enable prompt analysis of data including advantaged and disadvantaged to support identification of strengths and weaknesses to move forwards. | 4 |
| Development and training for EYFS staff | HT to attend the EY2P briefings for HTs to ensure most recent developments and resources are passed on to the Nursery and Reception teachers. Nursery and Reception teachers to attend the briefings for new story led units to further develop planning and provision. | 1,4 |
| Implement a Storytime Maths approach to teaching maths in Nursery. | Implement the Storytime Maths approach as a trial to ascertain the impact on early maths development and improve teaching of maths in nursery. | 1,2,4 |
| Implement a school wide communications champions approach to oracy | Training for oracy lead, Assistant head, Nursery teacher and nursery TA in to approaches to follow to enhance communication in the early years and how this can then be continued through school. | 1,2,4 |
| Training for Dance scheme for all teachers | Improve the teaching of dance for all children through whole staff training on the Tameside Dance scheme. | 4 |

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| School improvement partner | Use of a school improvement partner to support SLT to continue to drive the school forwards and identification of strengths and areas for development. | 4 |
| Attendance at networks | Cover to allow teachers to attend networks to develop teaching and learning in their subjects – PSHE, PE, RE, RE subject knowledge webinars | 3,4 |

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

Under this category, we will focus on providing the small group tutoring and interventions using our in-house intervention teacher and other specialist providers. The EEF recommends that 25% of pupil premium is used to support this.

Budgeted cost: £13,665

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Early Language development and speech therapy | We have noticed an increased issue with children's language development as a result of lockdown, particularly in the Early Years. This is also borne out by research by the EEF. We therefore recruited an experienced Speech and Language Teacher to provide intensive support. | 1,2 |
| Small group interventions | Use of intervention teacher to meet needs of individuals to catch up and support learning. Support focused on closing the gap in core subjects. | 1,2,4 |

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

Under this category we will focus on mental health support and work to improve attendance. We will also use funding to improve the opportunities that children have access to such as subsidising the residential trip to Robinwood, providing opportunities for children to develop their interests and paying for educational visits for those children entitled to PP to ensure all children have those wider opportunities. The EEF recommends that 25% of pupil premium is used to support this.

Budgeted cost: £13,665

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Educational Psychology support | Children are well supported and needs met due to expert advice. This will support wellbeing and behaviour as well as improved attendance and progress as children will have the correct provision to meet their needs. | 1,4 |
| Attendance Officer | Support attendance and punctuality of children through following up lates and non-attendance, holding panel meetings. | 2 |
| Support for the curriculum to be enhanced through access to Young Shakespeare and Mayan Cookery sessions | Young Shakespeare performance that feeds into English work across the term. Opportunities to cook a full meal in a kitchen to complete DT unit. | 3,4 |
| Top up nursery sessions for those children eligible for EYPP | Enable pupils to spend more time in the Nursery Environment and support early learning and development. | 1,2 |
| Overtime to allow home visits for Nursery children to be undertaken | Allow time for nursery teacher to undertake home visit to settle children and so that they are as ready as possible for the transition to nursery. | 1,2 |
| Subsidise some of the cost of Robinwood to allow PP children to attend. | Subsidising the cost of the residential visit allows more children to access this experience. | 3 |

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| Subsidise the cost of educational visits to enable PP children to attend | Subsidising the cost of enrichment activities allows all children to access these opportunities | 3 |
| Music lessons | Subsidise the cost of brass lessons for the PP children in the cohort of Y6 to allow children access to wider opportunities and follow their interests. | 3 |
| Learning Mentor | Some of the cost of salary of a learning mentor to support families, attendance and mental health | 1,2 |

Part B: Review of outcomes in the previous academic year (2023-24)

Outcomes for disadvantaged pupils

| Challenge number | Detail of challenge, impact and outcomes for disadvantaged pupils. Challenges have been grouped to allow for better analysis. |
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| 1, 2, 3, 5, 9 | Pupils have below average communication skills. |
| | Data analysis shows in school gaps against non-PP pupils in certain subjects in certain year groups. |
| | Pupils have lower than expected basic maths and English skills and knowledge eg phonics, times tables, number bonds, handwriting. |
| | Some of the children eligible for Pupil Premium also have Special Educational Needs |
| | The curriculum needs further development to support children to remember essential knowledge and skills supporting all children to make links in their learning and make good progress |
| | The Monster Phonics scheme has been implemented across EYFS and KS1. There has been full buy in from staff teaching in these key stages. All staff have completed the training and the scheme is in use on a daily basis in EYFS and KS1 showing that the scheme has been adopted . Within the flexibilities outlined by the scheme, learning walks and monitoring show that the scheme is being taught with fidelity . The scheme is also being used as an intervention to support additional need in LKS2 thus showing that it has the reach intended. The scheme is also seen to be acceptable to all staff. The scheme's use is feasible on a daily basis because we already had a daily phonics session in the timetable and we have switched to make it a Monster Phonics one. |
| | For 2024, we had targeted a percentage pass rate of 72% but exceeded this with a pass rate of 79% showing that the scheme is starting to have an impact. Although this is a reduction from the previous year, this was expected due to the cohort profile. This overall pass rate was above the LA and in line with national data. 86% of children eligible for PP also passed showing that this group of children are exceeding non-disadvantaged. |
| EYFS staff have completed the training in Helicopter stories. Staff are enthusiastic about the scheme showing that there has been buy in . All staff have completed the training and have been to observe sessions. They have engaged in networks too. Helicopter stories sessions are regular features of the week in the EYFS showing that the scheme has been adopted and used with fidelity . The scheme has the intended reach as it is use in both Nursery and Reception, thus those children who have had access to it in Nursery this year, will be able to build on their learning next year in Reception. The staff members are enthusiastic about the approach so it is acceptable to all staff and its use on a regular basis shows that its use is feasible . | |
| We have also have our own in-house speech and language therapist who works with children we identify as struggling with communication skills. This has made an impact as it means that children get support before the referrals to Tameside Speech and Language can be processed and they also have a regular slot each week which is more than would be offered if referrals are accepted. | |
| In the EYFS baseline on entry in 2023, the percentage at an age-appropriate standard of our Nursery was 47% and for Reception was 67% in Communication and Language. At the end of the year, the percentage in Nursery at an age-appropriate standard was 76% and at the end of Reception, 87% achieved the ELG. The helicopter stories approach and our Speech and Language Therapist both supported this significant improvement. | |
| To support our maths mastery approach, we have adopted the use of the White Rose workbooks from Y1-Y6. All staff have responded positively to this showing that there is buy in and that the approach is adopted . The scheme is used with fidelity , however, we believe in the skill of teachers to match work to the needs of their class. For this reason, we have stressed that whilst there should be fidelity to the scheme, teachers also need to use their professional knowledge to plan work that best suits their classes next steps in learning. Thus we also have a separate maths book for all children in which other work is completed if further reinforcement or extension is | |

needed. The scheme has the **reach** intended as it is used from Y1-6. Staff appreciate the positive contribution this has made to support not only children's progress but also to their workload, thus its use is **acceptable** and **feasible**.

At KS2, we achieved 87% of children at expected or above in maths which was significantly above LA and national. For disadvantaged children it was 83% which was significantly above disadvantaged children nationally and above non-disadvantaged children nationally. Our internal tracking shows that there is an average of 76% of children from Y1-6 working at an age-appropriate standard and that 3.07 points progress was made across Y1-6. This shows that the adoption of the White Rose scheme has supported progress for all children in Maths as more than expected progress was made across the school.

A focus of school development this year has been to upskill subject leaders to #lead their subject because of the impact that this will have on the strength of the curriculum and thus the curriculum offer that is available to all children. A stronger curriculum offer supports enhanced teaching and learning for all. Subject leaders have attended networks for DT, RE and History provided by the LA and for Science the Ogden trust. EYFS staff have attended networks provided by EY2P. Subject leaders have been keen to attend, showing there is **buy in** and this has enabled them to reflect on the curriculum on offer and adapt this to make it better. For example, our history curriculum has been revised for next year and we are changing a unit in Y2 and Y5. This has then allowed for increased curriculum time to be spent on geography showing that this has **reach** across the curriculum. We have also provided regular time for subject leaders to focus on their subject development which has allowed the curriculum to be refined, monitoring to take place and assessment end points to be written. These end points are ready for use in the next academic year and will help us assess all children and whether they are learning the essential knowledge and skills to make strong academic progress.

A range of assessment tools have been used this year to monitor pupil progress. All subjects from Y1-6 are tracked on our Educater software. We also make use of end of year assessments in Y3-5. Both of these tools are used to assess where children are working at age-appropriate levels and where they are not allowing further support to be provided to those who need it. This helps children to catch up as needs are identified early and support provided. Regular scrutiny of a School Improvement Partner helps to hold school leadership to account and scrutinise current school improvement initiatives. For example, the maths lead, the phonics lead and the computing lead have all presented to the SIP and to Governors about the current areas for development of their subject and the success of new schemes such as Monster Phonics and White Rose Maths.

Some of the PP funding has been used this year to support increased hours of TA support in class. This has been allocated particularly to classes where there is a higher percentage of disadvantaged children. Where needed this has supported an individualised curriculum. It has also allowed for more pre and post teaching where children are struggling to understand new concepts. In some cases, this has also enabled quickfire interventions to support children who are struggling to recall basic maths facts and to support others who have shown up as having dyslexic tendencies in our screener. These interventions are ones that are delivered in a quickfire manner so that children do not miss any of the wider curriculum. Specialist support of an educational psychologist has helped us to identify need and identify those approaches which are needed to support children to make progress in their learning and with their social and emotional needs.

Other PP funding have been used to fund small group interventions and tutoring with a skilled intervention teacher. She concentrates on Y6 for the first two terms of the year and we amend the groups and subjects she is focusing on to fill gaps where we see children have gaps in their understanding. She then focuses on Year 5 in the summer term.

The impact of this can particularly be seen in the Y6 SATs results of 91% at expected in GPS, 87% in reading and 87% in maths. Reading and Maths at GDS were above the LA (24%) and broadly in line with national (29%) for reading and above LA (21%) and national (24%) for maths. Disadvantaged pupils had rates at expected of 100% in GPS, 100% in reading and 83% in maths. This was above the non disadvantaged children nationally. Whilst there are no progress scores for Y6 this year, we are confident that many children in the cohort exceeded the standardised scores that we would have expected them to achieve. In fact, based on the PIRA and PUMA tests at the end of Y5, and working out the difference in the standardised scores at the end of Y5 and to the Y6 SATs, that gives us a progress score for reading of +4.62 and for maths a progress score of +10.57.

Across the school, there was an average of 2.9 points progress made in Reading, 2.9 in Writing and 3.07 in Maths. The figures for disadvantaged pupils are 2.82 in Reading, 2.87 in Writing and 2.93 in Maths. In comparison, the

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| | <p>figures for pupils who are not disadvantaged are 2.9 in Reading, 2.88 in Writing and 3.02 in Maths, showing that there is no significant gap between the progress made by disadvantaged pupils and the non disadvantaged.</p> |
| 4, 6, 7 | <p>Some children have unmet Social and Emotional needs and need mental health support.</p> |
| | <p>Children are not school ready and are coming into school not able to learn</p> |
| | <p>Home environment does not always support children coming to school ready to learn and regular school attendance and punctuality.</p> |
| | <p>A section of our PP funding is used to partially fund our learning mentor. This role supports attendance, emotional and mental health and safeguarding. Part of the role is to work with the attendance officer to support improved attendance.</p> <p>Like many schools, our attendance is still returning to pre-pandemic levels. However, it is improving. In 2021-22 it was 93.5%, in 2022-23 it was 94.56% and in 2023-24 it was 95.2%. According to the DFE, this places us 29 out of 76 schools within Tameside and is nationally in the fourth decile, in the top 30-40% of schools. However, it still needs to improve to pre-pandemic levels. Our PA is also decreasing, from 11.6% in 2021-22 and 10.2% in 2022-23, we are now in 2023-24 at 8.7%. This is still an area that we continue to work on and is an area of priority for us.</p> <p>Another significant role of the learning mentor is to improve our provision for emotional and mental health support. As such, she works with individuals but also spends a significant period of time working with our mental health practitioner from the Mental Health Support in Schools Team. Together they have done a significant amount of work with groups, individuals and whole classes. Delivering whole class inputs such as 5 ways to wellbeing, coping with SATs nerves, high school transition has meant all children have accessed support. Others who need more intensive support have had groups or individual work on anxiety, anger and referrals made to CAMHS where needed. The impact of these sessions has been strong as children are in a more stable place from which to focus on learning and are able to be ready to learn.</p> <p>For our children who receive EYPP, we use this to pay for top up sessions so that these children spend more time in the Nursery environment. This supports their increased progress as they are able to access more of the nursery provision and curriculum. For example, in the prime areas, the Nursery cohort went from at baseline the percentage assessed to be at an age-appropriate standard: 48% Communication and Language, 84% at Physical Development and 64% in Personal, Social and Emotional Development. By the end of the year, these had increased to: 76% in Communication and Language, 88% in Physical Development and 72% in Personal, Social and Emotional Development.</p> <p>To support a strong start in Nursery and so that staff can put support in place straight away, we aim to improve school readiness through home visits made by a Nursery Teacher. This enables us to build relationships with parents and support them to enable school readiness through toilet training, independence in personal care and language development.</p> <p>Due to the identified need of some children in our school we have taken on support from an educational psychologist to understand childhood trauma and the affect this can have on children and their behaviour. This, along with delivering the LA's relational inclusion and trauma training for all classroom staff has helped us to understand why some children in our school behave in the way they do and how we can best support them. This has lead to the development of some calming places in school and a change in approach to behaviour management where we try to understand how our techniques will feel to children who have attachment issues or who have experienced childhood trauma. This has enabled children to be more focussed on their learning for most of the time and has enabled them to achieve well.</p> |
| 8 | <p>Limited opportunities for children to access enrichment opportunities</p> <p>To enable better access to co-curricular opportunities for all children, we no longer make a charge for these. This enables children from any home situation to access clubs without facing cost pressures. In 2023-24, 62% of pupils from Reception to Y1 attended a co-curricular club and 72% of disadvantaged children attended.</p> <p>In order to support children to access enrichment opportunities, we fund educational visits for children who receive PP. This means all children can attend and allows them to access learning off site, minimising barriers.</p> <p>To support equal access to music, we also pay through PP funding for children to have music lessons on an individual basis. Again, we intend for this to remove any barriers being faced by children.</p> |