

# Pupil premium strategy statement

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
School name	Litherland Moss Primary School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J Gibbons
Pupil premium lead	J Gibbons
Governor / Trustee lead	Dave Sweeney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,640
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,640

## Part A: Pupil premium strategy plan

### Statement of intent

Litherland Moss Primary School aims to provide the highest quality of education that, over time, will reduce social inequality; removing barriers to learning through a relentless focus on improving the quality of teaching and learning.

We aim to implement a curriculum that is designed to meet the needs of all pupils regardless of their circumstances, overcoming the issues associated with a disadvantaged background, and addressing the multiple vulnerabilities of students through the strongest pastoral care.

Our ultimate aim is to maximise the progress and attainment of all pupils and in particular our disadvantaged cohort, reducing the gaps that have emerged from infancy, in order to ensure they have the best possible chance of high levels of achievement through KS1 and 2, to support strong transition to secondary education.

In making our decisions about using Pupil Premium funding we have carefully considered the context of Litherland Moss and the challenges faced by the school and the local community. Evidence based research, alongside the evaluation of impact of previous strategies, has been used to support the decisions around the usefulness of different initiatives and their value for money. We recognise that the challenges facing our disadvantaged children are varied and some may have multiple vulnerabilities and there is no “one size fits all”. Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates, meeting age related expectations.
- To support our children’s health and wellbeing to enable them to engage in their education and access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils, and that quality first teaching remains the highest priority.
- Using robust assessment opportunities to identify gaps in knowledge and additional support requirements, and providing this targeted support in a timely manner.
- Ensuring 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.

When 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.

## Challenges

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

Challenge number	Detail of challenge
1	Many of our children social, emotional and mental health issues as a result of family and community experiences, which can manifest in poor engagement in learning and behavioural issues.
2	The school has some attendance and punctuality issues exacerbated by a small but significant number of persistent absentees.
3	Poor speech, language and communication on entry to EYFS, or upon entry to school. Weak literacy skills across all Key Stages as a result of EYFS deficits.
4	Overall low levels of attainment across the curriculum, including reading, writing and maths, as a result of lower aspirations, poorer attendance and weaker literacy emerging from infancy.
5	SEND: high proportion of SEND PP students, leading to lower levels of attainment in all areas of the curriculum.
6	Limited experiences outside of school of visiting places of interest and lack of exposure to knowledge, vocabulary and character development opportunities (lack of cultural capital as a result). This further exacerbates access to curriculum, literacy development and engagement with education

## 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 attendance and reduce persistent absence (including those that are 'severely')	Attendance of disadvantaged pupils is increasing over time.

<p>PA), narrowing the gaps between PP and non-PP students</p>	<p>Gap between PP and non-PP attendance closes.</p> <p>Gap between PP attendance and national PP attendance closes.</p> <p>PP attendance will improve over the course of the year.</p> <p>Number of Persistent Absences reduces, and is closer to national for this cohort.</p>
<p>Improved literacy levels, with an increased number of students reaching the expected standard in reading and writing and meeting FFT targets; reduction in PP/non PP gap.</p>	<p>PP Pupils in KS1 and KS2 improve progress to FFT 50 targets in reading and/or writing, compared to previous years and starting points in academic year.</p> <p>Gap between PP and Non-PP reduced in progress scores.</p> <p>Increased number of PP pupils meet Expected Standard in reading and/or writing in KS1 and KS2, compared with previous years and starting points in academic year.</p> <p>Gap between PP and Non-PP reduced in % EXS in reading and/or writing.</p> <p>Increased % of children pass the PSC compared to previous years/initial assessments in the academic year.</p>
<p>Increased progress and attainment in Maths; more pupils reaching expected standards and meeting FFT targets; reduction in PP/non PP gap.</p>	<p>PP Pupils in KS1 and KS2 improve progress to FFT 50 targets in Maths, compared to previous years and starting points in academic year.</p> <p>Gap between PP and Non-PP reduced in progress scores.</p> <p>Increased number of PP pupils meet Expected Standard in Maths in KS1 and KS2, compared with previous years and starting points in academic year.</p> <p>Gap between PP and Non-PP reduced in % EXS in Maths.</p>
<p>Improve quality of provision in EYFS, and the progress and attainment of children at the end of this phase.</p>	<p>Disadvantaged children make excellent progress from their starting points – number of children achieving GLD increases from Autumn targets set.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,626

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Read Write Inc as the selected SSP scheme validated by the DfE, to improve the consistency and quality of teaching in Phonics and Literacy, including release time for CPD</p>	<p>‘Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives’ (Sir Kevin Collins, EEF)</p> <p>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress’</p> <p>‘There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention’. (Education Endowment Foundation)</p> <p>‘On average, reading comprehension approaches deliver an additional six months’ progress.’ (EEF: Reading Comprehension Evidence Summary)</p> <p>‘Improving writing is important in its own right, and has also been linked to improved reading comprehension’ (EEF)</p>	<p>3,4,5</p>
<p>Additional access to teaching and learning resources to support curriculum delivery and independent learning including: Timetable Rockstars 2Simple/Purple mash/ SeeSaw</p>	<p>‘Mathematical fluency is key to ensuring children make progress in maths. These targeted programmes will help transforms mathematics for the lowest achieving learners and support pupils with identified fluency gaps’.</p> <p>‘The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it’ (SHINE Trust)</p>	<p>3, 4, 5</p>

<p>Investment in Middle Leadership, to support high quality curriculum development, subject specific CPD and quality assurance.</p> <p>Curriculum leadership time to work collaboratively with MAT colleagues on Trust curriculum development and quality assurance.</p> <p>Introduction of StepLab to support the evaluation of quality of teaching, to target areas for development and to implement a structured incremental coaching approach.</p>	<p>‘Spending on improving teaching might include professional development, training and support for early career teachers... Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending’ (<i>EEF Pupil Premium Guide</i>)</p> <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning’ The Sutton Trust.</p> <p>‘Decades of studies have reported findings which have lead us to where we are today with instructional coaching. Meta-analysis studies, such as Kraft et al., show measurable, robust and positive outcomes following instructional coaching’</p> <p>‘...cites an example of a school where every teacher is observed and receives face-to-face feedback every week. The teachers develop rapidly and get exceptionally good results... “by receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty’ (Paul Bambrick-Santoyo in <i>Leverage Leadership</i>)</p>	
<p>Literacy developments, including:</p> <ul style="list-style-type: none"> <li>• Literacy Rewards to encourage independent/regular reading – purchase of a range of texts</li> <li>• Investment in EYFS reading materials</li> <li>• Investment in non-fiction texts/renewed resources for RWI provision</li> </ul>	<p>‘Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market...</p> <p>....despite our best efforts, a child from a disadvantaged background in England is still significantly more likely ... to leave primary school without securing their skills in reading and writing. The most recent data indicates around four in ten disadvantaged 11-year-olds—75,000 children—did not</p>	<p>3, 4</p>

	reach expected reading standards at Key Stage 2'. (Professor Becky Francis, EEF)	
Non-contact time for SENDCO to work with SEND/PP cohort and support adaptive teaching practice with all teachers and TAs (3 days out of class).	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>'...the starting point is to ensure low-attaining pupils and those with SEND receive high quality teaching, as the evidence shows that it is these children who are most disadvantaged by current arrangements. The expectation should be that the needs of all pupils must be addressed, first and foremost, through excellent classroom teaching (EEF)</p> <p>'...schools 'must use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN' (NASEN)</p> <p>'The SEND Code of Practice (2015) makes it clear that 'making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such [different from or additional to] support. Such improvements in whole-class provision tend to be more cost-effective and sustainable.</p>	1, 3, 4, 5
<p>Improving assessment systems, procedures and use, for strong target setting, data analysis and sharply focused interventions:</p> <ul style="list-style-type: none"> <li>• NFER (or MNP equivalent)</li> <li>• FFT Aspire</li> </ul>	'Any consideration of curriculum should be inextricably bound to understanding quality diagnostic learning assessments.' EEF blog Assessing learning in the new academic year – how school leaders can best support pupils to regain lost learning	3, 4, 5
Continue to embed the Maths No Problem	The Maths — No Problem! Primary Series was assessed by the DfE's	4

<p>curriculum, including additional quality assurance time and ongoing CPD to address pedagogy and fidelity to the scheme. Additional release time for leaders to attend half termly maths hub meetings.</p>	<p>expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery. As a result, the MNP Primary Series are recommended textbooks for schools on the mastery programme.</p> <p>‘The key principle of mastery is high expectations that all pupils will achieve... teachers are beginning to see a way forward in making a difference for teaching and learning; in particular a deep and sustainable learning for their pupils’ (NCETM)</p> <p>Countries at the top of the table for attainment in mathematics education employ a mastery approach to teaching mathematics. Teachers in these countries do not differentiate their maths teaching by restricting the mathematics that ‘weaker’ children experience, whilst encouraging ‘able’ children to ‘get ahead’ through extension tasks (NCETM)</p>	
<p>Strengthen quality of, EYFS provision to further support progress and attainment in early years in order to narrow early PP gaps, through Trust wide collaboration, engagement in evidence-based research and sharply focused improvement planning.</p> <p>Investment in TA3 to support quality interactions in EYFS</p>	<p>‘There is good evidence that attending early years provision can improve a wide range of child outcomes, from ensuring children’s healthy cognitive, behavioural, social and physical development, to laying the foundations for future, longer-term developmental milestones’.</p> <p><i>(Education Policy Institute 2018)</i></p>	<p>3,4</p>
<p>Speech &amp; Language Therapist to work with EYFS and KS1 (3 hours per week), targeting emerging gaps in speech, language and communication</p>	<p>‘By school entry a clear social gradient for language development has opened up by five years of age... being from a more socially disadvantaged background certainly does not necessarily mean that children will be performing worse but the risk of them doing so is consistently higher... An analysis from thousands of children in the UK’s BCS70 study showed that children with low language scores at five years continued to have lower literacy, increased risk of mental health problems and lower employment levels in their mid-thirties. In this case the</p>	<p>3,4</p>

	strongest predictors were by far and away the child's language performance and behaviour at five years'. (Professor James Law, Dr Cristina McKean and Dr Jenna Charlton, School of Education, Communication and Language Sciences)	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 48,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions to target Reading and Maths, through the subsidised use of NTP funding, provided internally.	'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average'  'Overall, evidence shows that small group tuition is effective... Once group size increases above six or seven there is a noticeable reduction in effectiveness' (EEF Toolkit)	3, 4, 5
1:1 and small group interventions provided for Maths and Literacy, through the use of the Teaching Assistant/ classroom withdrawal – 2FTE (50 hours)		3, 4, 5
Beanstalk Readers: external support for 1:1 reading with identified students (2)	'Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market...  ....despite our best efforts, a child from a disadvantaged background in England is still significantly more likely ... to leave primary school without securing their skills in reading and writing. The most recent data indicates around four in ten disadvantaged 11-year-olds—75,000 children—did not reach expected reading standards at Key Stage 2'. (Professor Becky Francis, EEF)	3, 4, 5

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

Budgeted cost: £ 352,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance activities to address poor attendance and promote full attendance, including:</p> <ul style="list-style-type: none"> <li>• First day response (office time/software/home visits)</li> <li>• EWO</li> <li>• Pastoral support team to work with vulnerable pupils and families of PP students – includes Pastoral manager and proportion of leadership pay for DHT.</li> <li>• After school club targeting PP students, providing safe space to complete independent learning, includes snack (15 hours TA).</li> <li>• Breakfast club in place daily to promote punctuality, attendance and pupil wellbeing</li> </ul>	<p>‘There’s a clear link between poor attendance and lower academic achievement... 73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades A*-C... Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years’ (NFER)</p> <p>Missing school for just a few days a year can damage pupils’ chances of gaining good GCSEs, (DfE)</p> <p>Children who started missing school at the primary level find it difficult to study as they have already developed a very poor attitude to school. ... the EWOs, will try to look for ways to help parents get their children to school more frequently. This is particularly helpful to parents whose children miss school due to circumstances that are out of their control rather than out of choice... Getting a good education will ensure that children will have a better chance at becoming something good in the future. (CPD Online)</p>	2
<p>Pastoral Support manager (referenced above) also works with children and families to address behavioural concerns.</p>	<p>‘Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues ... reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning’ +3 month impact EEF</p>	1
<p>Whole school Thrive approach to support social and emotional needs: subscription, training &amp; staffing</p>	<p>Thrive helps to develop resilience in young people. (Hart and Heaver 2015)</p> <p>Staff using the Thrive Approach feel more equipped to manage behaviour and</p>	1,2

<p>Subsidised Forest School – staffing, resources and training</p>	<p>better able to support more vulnerable children. (Office for Public Management 2013)</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment... Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff' (EEF: Social and Emotional Learning)</p>	
<p>Subsidised trips and visits for all students to widen pupils experiences.</p>	<p>'Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment....The overall impact of sports participation on academic achievement tends to be positive' (EEF: Sports Participation)</p>	<p>1,6</p>
<p>Wider curriculum development to include a variety of after school clubs: this includes sports, art, music &amp; performing arts, Science, outdoor experiences etc; in order to proven wider enrichment experiences.</p>	<p>'Poorer primary children who had taken part in after-school clubs were found to get better results at age 11 than peers from similar homes who had not...taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources'. (Nuffield Foundation 2016)</p> <p>'Children reported greater enjoyment ratings when taking part in entertainment and culture activities (6.4 out of 7) and sports and exercise activities (6.3) than for other outdoor activities' (ONS)</p>	<p>6</p>

**Total budgeted cost: £ 137,640**

## 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.

Success criteria
<p><b>Progress and Attainment (EYFS, KS1 (incl. PSC), KS2 (incl. MTC):</b></p> <p>At KS2 the PP cohort have attained more highly than their FFT estimates in all areas, thereby indicating that their progress has been greater than expected.</p> <p>Attainment at expected standard in the combined measure, as well as reading, writing and maths, is higher than national PP for 2019, 2022, 2023 and 2024. The average scaled score for national non-disadvantaged children in reading and maths combined in 2024 was 105.9 and for disadvantaged pupils at Litherland Moss was 106.1. This shows that we have diminished the gap to national for disadvantaged children.</p> <p>Attainment at greater depth continues to be an area for development in the PP cohort, and addressing the widening gaps that have emerged as the cohort has increased. Additionally, SPaG attainment has emerged as a priority.</p>
<p><b>Behaviour, safeguarding &amp; attendance:</b></p> <p><b>PP attendance</b> – 92%, non-PP 94.5% - in school gap 2.5%</p> <p>National FSM attendance from DfE tables: PP – 91.8%... school is 0.2% above this.</p>

### 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*

Programme	Provider
Phonics/Literacy	Read Write Inc

Maths	Maths No Problem
SEMH	Thrive