

# Pupil premium strategy statement

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	Litherland Moss Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£139,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£139,380

## Part A: Pupil premium strategy plan

### Statement of intent

At Litherland Moss Primary School, our Pupil Premium strategy is driven by a commitment to ensuring every child, regardless of background, receives high quality education. We recognise that social disadvantage can create significant barriers to learning and our aim is to diminish these barriers through consistently high-quality teaching, targeted academic support and strong pastoral care.

Our curriculum is designed so that all pupils, including those facing disadvantage or multiple vulnerabilities, can access rich learning opportunities that build knowledge, skills and confidence. We remain focused on securing strong foundations for our disadvantaged pupils throughout KS1 and KS2, ensuring they leave us well-prepared for the next stage of their education.

When planning our use of Pupil Premium funding, we take careful account of the specific context of our school and community. Decisions are informed by research evidence and by our own evaluation of what has had the greatest impact. We understand that disadvantage is not uniform; pupils face different challenges and require individualised support. With this in mind, our overarching objectives continue to be:

- **To close the attainment gap between disadvantaged pupils and their peers.**
- **To close the attendance gap between disadvantaged pupils and their peers.**
- **To ensure disadvantaged pupils make at least expected progress and achieve age-related expectations.**
- **To promote the wellbeing, confidence and readiness to learn of all disadvantaged pupils.**

To achieve these goals, we will:

- Prioritise high-quality teaching and ensure that learning experiences meet the needs of every pupil.
- Use clear assessment information to identify learning gaps early and deliver targeted intervention without delay.
- Provide tailored provision for pupils who are vulnerable, ensuring their academic, social and emotional needs are fully understood and addressed.

We acknowledge that eligibility for free school meals does not capture all pupils who experience disadvantage. Equally, not all eligible pupils face the same level of need. Therefore, we may use Pupil Premium funding to support any pupil or group whom the school has identified as being disadvantaged or vulnerable, ensuring resources are used where they will have the greatest impact.

## 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 experience social, emotional and mental health issues which can manifest in poor engagement in learning, poor attendance and behavioural issues.
2	There is a gap between disadvantaged and non- disadvantaged pupil attendance.
3	A significant number of pupils enter EYFS or join the school with underdeveloped speech, language and communication skills. These early gaps limit children’s ability to access the curriculum and contribute to weaker literacy outcomes across all Key Stages.
4	Overall attainment across the curriculum, including reading, writing and mathematics, is lower than expected for a significant proportion of pupils. This reflects gaps in prior learning linked to weaker early literacy foundations, lower rates of attendance and reduced engagement with learning over time.
5	SEND: high proportion of SEND PP students, leading to lower levels of attainment in all areas of the curriculum.
6	Many pupils have limited opportunities outside of school to visit places of interest or engage in experiences that build knowledge, vocabulary and character. This restricted access to wider cultural capital impacts their ability to fully engage with the curriculum and contributes to weaker literacy development and reduced engagement with 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
Improved attendance and reduce persistent absence (including those that are 'severely' PA), narrowing the gaps between PP and non-PP students	<p>Attendance of disadvantaged pupils reduces over time.</p> <p>The gap between disadvantaged and non-disadvantaged attendance is reduced</p> <p>Attendance of disadvantaged pupils is increased in line with national and that of similar schools.</p>
Improved attainment in writing, with an increased number of students reaching the expected standard including a reduction in PP/non PP gap.	<p>End of KS2 writing outcomes remain at or above national average.</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>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>
Increased progress and attainment in Maths; more pupils reaching expected standards and meeting FFT targets; reduction in PP/non PP gap.	<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>
Improve quality of provision in EYFS, and the progress and attainment of children at the end of this phase.	Disadvantaged children make excellent progress from their starting points – number of children achieving GLD increases from Autumn targets set.

## 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: £45,096

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. Including the purchase of additional consultant days to support development and fidelity.</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: 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>Walkthrus materials used to support CDP and develop teaching and learning toolkit.</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>• Investment in EYFS reading materials</li> <li>• Investment in non-fiction texts/renewed resources for RWI provision</li> <li>• Investment is writing consultant</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>	3,4
<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>	3,4

	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: £ 39,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions to target Reading and Maths.	'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		3, 4, 5
Beanstalk Readers: external support for 1:1 reading with identified students (x2)	'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)

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/ home visits)</li> <li>• EWO</li> <li>• Pastoral support team to work with vulnerable pupils and families of PP students – includes Pupil support 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>	<p>2</p>
<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>	<p>1</p>
<p>Whole school pastoral support to support social and emotional needs: subscription, training &amp; staffing</p> <p>Resources for pastoral intervention and</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 better able to support more vulnerable children. (Office for Public Management 2013)</p>	<p>1,2</p>

<p>Rainbow room targeting vulnerable pupils.</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: £ 164,995**

## 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.

Success criteria
<p><b>Progress and Attainment:</b>            At KS2 the PP cohort have attained more highly than their FFT estimates in all areas            Attainment at expected standard in the combined measure for disadvantaged children is 67% compared to a national benchmark of 47%.            As a school there is a gap between disadvantaged children and non-disadvantaged children of 13%.            Attainment at greater depth continues to be an area for development in the PP cohort.            EYFSP remains below national and remains an area of focus, particularly for disadvantaged pupils.</p>
<p><b>Behaviour, safeguarding &amp; attendance:</b>  <b>PP attendance</b> – 90.5%, non-PP 94.6% - in school gap 4.1%            PA attendance- 37 disadvantaged pupils compared to 8 non-disadvantaged</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
Spelling	Spelling Shed