

Pupil premium strategy statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	193
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	S Greer
Pupil premium lead	J Gibbons
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,500
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,491
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£153,491

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 reduced persistent absence, narrowing the gaps between PP and on-PP students	Attendance of disadvantaged pupils is above 97%.

	<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>
<p>Narrow attainment gaps that are a result of school closures</p>	<p>Children access a range of academic interventions to narrow gaps in knowledge and attainment</p> <p>Children identified as having gaps and deficits have made progress from their baseline assessments from Autumn, measured by SAS attainment score and number on track for targets.</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: £ 48,410

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/EvidenceMe 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>‘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>Literacy developments, including:</p> <ul style="list-style-type: none"> • Literacy Rewards to encourage independent/regular reading – purchase of a range of texts • Investment in EYFS reading materials 	<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 reach expected reading standards at Key Stage 2’. (Professor Becky Francis, EEF)</p>	3, 4
<p>Further development of Nurture Provision: all students in Nurture provision are SEND and PP: staffed with 1x 0.6 teacher and 2 x TAs</p>	<p>‘...children showed statistically significant improvements, regarding scores obtained in the developmental strand of the Boxall profile, with a pre-intervention mean of 79 increasing to a post intervention mean of 114... children in all schools demonstrated a positive change in children’s self-esteem, with a pre-intervention mean 33 and a post-intervention mean of 42... Nurture Groups appeared to impact positively on children’s social and emotional skills and their levels of</p>	1, 3, 4, 5

	self-confidence. (Children and Youth Services Review 2020)	
Improving assessment systems, procedures and use, for strong target setting, data analysis and sharply focused interventions: <ul style="list-style-type: none"> • NFER • FFT Aspire 	'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

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

Budgeted cost: £ 10,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions to target Reading and Maths, through the subsidised use of School Led Tutoring 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 Academic Mentor (provided through NTP)		3, 4, 5
1:1 and small group interventions provided for Maths and Literacy, through the use of the Teaching Assistant/ classroom withdrawal.		3, 4, 5
Beanstalk Readers: external support for 1:1 reading with identified students	'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	3, 4, 5

	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)	
--	--	--

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

Budgeted cost: £ 95,093

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"> • First day response (office time/software/home visits) • Pastoral support team to work with vulnerable pupils and families of PP students – includes Pastoral manager, Learning Mentor and proportion of leadership pay for DHT. • Breakfast club in place daily to promote punctuality, attendance and pupil wellbeing • Rewards for improving attendance/high attendance 	<p>'There's a clear link between poor attendance and lower academic achievement... 73% of pupils who have over 95% attendance 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>Behaviour/Pastoral Support manager – externally brought in to work with vulnerable children to improve behaviour and engagement</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 & staffing</p> <p>Subsidised Forest School – staffing, resources and training</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>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>1,2</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 & 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</p>	<p>6</p>

	activities (6.4 out of 7) and sports and exercise activities (6.3) than for other outdoor activities' (ONS)	
--	---	--

Total budgeted cost: £ 154,153

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 2020 to 2021 academic year.

Teaching & Learning	
Pupils' understanding and use of vocabulary, application of phonics and how this impacts early reading and writing	<p>Phonics check data for Year 2 demonstrates 75% of students have reached the standard (need PP comparison data here)</p> <p>Year 1 phonics assessments show that.... (PP v non PP attainment, progress since Autumn for PP students?)</p> <p>RWI data for all of EYFS and KS1 demonstrates that:</p> <p>NFER data for reading shows:</p> <p>Peer review completed by Becky Bolton (Bridgewater Park) 14th June relating to the Trust 5 curriculum and the development of academic vocabulary, including book looks and student voice activities; positive evaluation of student's ability to use appropriate language accurately.</p>
Pupils writing in all key stages-narrowing the disadvantage gap	<p>Academic mentor has seen x number of students for support during term 1 and 2. Their progress has been: NQT intervention teacher has seen... x number of students for support during term 1 and 2. Their progress has been...</p> <p>Covid restrictions, school closure and frequent bubble closures and self-isolating students has significantly impacted on the planned developmental activities for writing, and the consistency with which writing was delivered and developed in lessons.</p> <p>External MAT evaluation by BWP highlighted a range of opportunities to embed writing in the foundation curriculum. <i>Writing will remain a focus for next year.</i></p>
Developing a curriculum which meets the needs of our pupils. Pupils' knowledge and understanding of the	<p>Evaluation of the Trust curriculum completed by BWP with clear positive developments, albeit restricted by regular partial closure and self-isolation. <i>Embedding of consistent delivery of foundation curriculum remains a MAT and school focus for next year.</i></p>

<p>wider world – general knowledge and experiences</p>	<p>External Evaluation Partner (Jo Knowles) reviewed curriculum in terms 2; suggestion for contextual considerations for PP students were planned into the curriculum based on feedback, and shared across the MAT as best practice.</p> <p>NFER assessment data from Summer 2021 demonstrates that overall progress has been positive since initial baseline assessment completed in October, post lockdown. PP v non-PP data for each year group... or PP progress over the year – whichever is more favourable!?</p>
<p>Targeted Academic Support</p>	
<p>Writing intervention</p>	<p>Academic mentor has seen x number of students for support during term 1 and 2. Their progress has been: NQT intervention teacher has seen...</p>
<p>Reading/ phonics</p>	<p>X number of students received additional intervention in reading and phonics by the Academic Mentor. What does the progress data look like for the students that were targeted for intervention? Phonics and NFER data?</p> <p>What does the bottom 20% reading progress data look like?</p> <p>Are there other assessments to draw on – RWI? Book band development?</p>
<p>Wider Additional Strategies</p>	
<p>Improve attendance of PP students through removal of barriers to school including financial.</p>	<p>Example of specific case studies for a range of students who have received financial, internal and external support are available.</p> <p>2019/20 attendance for PP students was 89.8%; this has increased to 94.3% for 2020/21; this despite the impact of external circumstances and the disproportionately negative impact on C coding for PP and vulnerable students who were entitled to access school during lockdown.</p> <p>Persistent absence has decreased from 31.5% to 23%.</p>
<p>Emotional Wellbeing- Thrive approach and Forest school</p>	<p>Thrive assessments show that:</p> <p>Whole class –</p> <p>Individual assessments:</p>

	<p>How many students have accessed Thrive How many students have accessed support from learning mentors or the wider pastoral team?</p> <p>Pupil Voice activities are completed half termly which include reflection on behaviour, bullying and other aspects of school life. Behaviour is considered by the students to be positive.</p> <p>CPOMS evidence indicates positive impact of behaviour monitoring and intervention. Number of incidents from term 1 to term 3/by PP?</p> <p>Number of significant incidents has reduced – 65 incidents in Autumn term. FTEs are reducing over time (3 FTEs from the Nurture group) – all students were at risk of PEX.</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