



Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Livingstone Primary School
Number of pupils in school	219 (194 without Nursery)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rebecca Willard
Pupil premium lead	Lianne Marshall
Governor / Trustee lead	Jemma Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,780
Recovery premium funding allocation this academic year	£5,075
School lead tutoring grant	£5,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80,120

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 and the EEF guidance on the most effective use of funding for recovery and pupil premium.

Context of the school

Livingstone has 219 pupils on roll from 3-11, with a PAN of 30. Classes are single form. The school has no distinct religious denomination and its pupils are predominantly white British although the ethnicity of the school is increasingly diverse with 9% of pupils that are EAL. The school is located in the small town of Mossley on the border of Tameside.

The school serves a mixed catchment area. 33% 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 25% in IDACI band 2.

Currently there are 16% of pupils in receipt of Pupil Premium with variations between cohorts. The percentage of pupils in receipt of Pupil Premium varies widely between cohorts. Attainment on entry is variable. 14% of pupils are on the SEN register.

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, visit to a residential activity centre and out of school learning.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, 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.

Priorities for Educational Recovery from Covid-19

Over the last 2 years, children’s learning has been disrupted in an extraordinary and significant way. The impact of this lost learning time is greater in Greater Manchester than any other part of the country. The impact is most profoundly felt by those who experience the greatest disadvantage. Whilst we must not catastrophise this challenge, neither should we underestimate it. We believe that recovery must be deliberate and have used a mix of our own data analysis, research from EEF and LA priorities to plan for a deliberate recovery.

The evidence is clear that missed face-to-face attendance causes significant harm to children and young people’s education, life chances and mental and physical health. This harm disproportionately affects children and young people from the most disadvantaged backgrounds. Missing face-to-face education is associated with considerable harm to the health and wellbeing of children and young people. A recent systematic review prepared for SAGE found that the evidence for impacts of school closures on mental health and wellbeing was substantial and consistent.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have poor communication skills.
2	Data analysis shows in school gaps against non-PP pupils in certain subjects in certain year groups.
3	Following Covid Lockdowns children have larger gaps in Maths and misconceptions. They are also slower at mental fluency and recall of facts. This is due to missed learning time and parents not being able to support home learning.
4	Some children have unmet Social and Emotional needs and need mental health support.
5	Some of the children eligible for Pupil Premium also have Special Educational Needs
6	Children are not school ready and are coming into school not able to learn
7	Home environment does not always support children coming to school ready to learn and regular school attendance and punctuality.
8	Limited opportunities for children to access enrichment opportunities

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.

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 who are PP and also have EHCPs are supported to make the best possible progress with appropriate 1:1 support.	Children make good progress in their own targets and next steps in learning.
Children are calm and ready to focus on learning so that they can make good progress.	Children who are in need of emotional and mental health support are supported appropriately and enabled to return to learning quickly so that they make good progress in learning.
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 are able to spend additional time in Nursery to support their learning and development.
Children's home environment is improved and routines are established. Children come to school ready to learn.	Families supported and EHA meetings, CiN meetings and Core Groups attended meaning that the home situation for children improves
Attendance and punctuality improves so that children are able to make better progress and settle into a strong routine.	Attendance and punctuality improves.
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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra TA support in Year 1 & 2 for a year March 2021 – March 2022	We identified the Year 1 cohort as the year group in 2020-21 that require extra support and that have struggled the most following Lockdown 1 and 3. We have therefore put more support in to this year group and will continue to fund a higher level of support in this year group in Year 2 from September 2021.	2,3
Development of maths teaching through the Mastering Number Programme	We have noticed a significant reduction in the children's speed of recall of number facts and understanding of number concepts along with their application to other forms of Maths.	2,3
Development of the teaching of Phonics and Spelling	We have identified a need to further improve our teaching of Phonics and spelling. Training and support provided by EY2P	2,5,6
TLR for PP lead	This will ensure the strategic use of PP and ensure the funding is used to the best effect	2,5
Training for English and Maths leads	Professional development of English and Maths leads ensure that they are able to be upskilled in the best of current practice and to be able to disseminate this to other staff.	2,3

Training for EYFS leads and for SLT on the new EYFS Framework	Professional development of the EYFS staff and of the SLT in order to further improve teaching and learning in the EYFS ensuring children get off to a strong start.	1,2,3,6
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.	1,6

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

Budgeted cost: £39,154

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
Individual and small group tutoring	Use of in school intervention tutor to meet needs of individuals to catch up and support learning. Support for catch up and individual tutoring with a focus on core subjects.	2,3,5
Intervention	Use of intervention teacher to teach gaps in learning in Maths and separate Reading session to group of Year 5s and Year 2s initially. Will focus on different years as needed.	2,3,5
PP children who have 1:1 support due to EHCP	PP children who have an EHCP and 1:1 support in order to access the curriculum. Calculated with staffing costs minus the top up funding and the £6,000 notional SEN funding per child. This will support their individual needs to be met. It also allows other staff to focus on meeting the needs of other children	5
Educational Psychology support	Children are well supported and needs met due to expert advice.	2,5
Year 6 Booster support and tutoring	Year 6 have their progress and attainment boosted leading up to SATs by small groups for reading and Maths.	2,3

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

Budgeted cost: £19,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Seesaw subscription	A full Seesaw subscription has many features which more support remote learning. This will support children who have to isolate because they are testing positive to keep up with class work for when they come back. This will ensure that remote teaching and learning is as good as possible.	2,3,7
Learning Mentor	Support for families and pupils through EHA meetings, CiN meetings and CP meetings. Support attendance and punctuality of children through following up lates and non-attendance, holding panel meetings. Support for behaviour / social skills and emotional wellbeing.	1,4,6,7

Milk for FSM children	Children have opportunities to have a drink of milk if they are on FSM	6,7
Attendance Officer	Support attendance and punctuality of children through following up lates and non-attendance, holding panel meetings.	7
Trips and Enrichment	Children able to pursue interests and talents across the wider curriculum and have the opportunity to engage in clubs, trips and residential visits. This includes playing a brass instrument, choral tuition and opportunities across the MCSP	8

Total budgeted cost: £80,682

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for the year 2021-22

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,486

Activity	Challenge number(s) addressed	Impact
Extra TA support in Year 1 & 2 for a year March 2021 – March 2022	2,3	These children are still causing us some concern. However, in terms of the data, at the end of KS1 they were above the LA (64% for reading, 55% for writing and 66% for maths at EXS+), in line with national for reading and above national for writing and maths (58% writing and 68% for maths). This represents good progress for a year group we have concerns with. At KS1 in 2022, Children eligible for FSM were above children eligible for FSM nationally in reading, writing and maths. However, these % were lower than non FSM nationally.
Development of maths teaching through the Mastering Number Programme	2,3	Difficult to identify the impact of this although teachers felt it really helped and were looking forward to it being built on next year. 86% of children in Year 1 were at the expected standard at the end of the year and children in Year 1 and Year 2 made enhanced progress in maths over the year.
Development of the teaching of Phonics and Spelling	2,5,6	All staff trained in phonics for a consistent approach to learning. Again, phonics screening scores were above national. In the Phonics Screening Check in 2022, there was no significant gap between FSM eligible children (83.3%) and non FSM eligible (81.8%). Both of these groups were above non-FSM nationally.
TLR for PP lead	2,5	
Training for English and Maths leads	2,3	English and maths continue to develop and leaders are informed of key developments.
Training for EYFS leads and for SLT on the new EYFS Framework	1,2,3,6	Leaders well versed to explain the changes in the EYFS framework and to be able to explain the reason why our EYFS department operates as it does.
Top up nursery sessions for those children eligible for EYPP	1,6	Children exposed to greater language support and learning enhanced where they are in Nursery for longer periods of time.

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

Budgeted cost: £39,154

Activity	Challenge number(s) addressed	Impact
Early Language development and speech therapy	1,2	Support for children with SALT starts much more promptly and target work is delivered by a qualified practitioner.

Individual and small group tutoring	2,3,5	Difficult to measure individual impact apart from other support in class but in Year 6 children achieved 81% above LA and national. Internal measures show that progress in maths in the year was above that which was expected. At KS2, children eligible for FSM were lower than those eligible for FSM in reading and writing but higher in maths. This is only a small cohort of 4 children, one of whom was disapplied and has an EHCP, another is dyslexic so did not attain EXS in reading and writing but did in maths.
Intervention	2,3,5	Difficult to measure individual impact apart from other support in class but gaps started to be filled and focused on Y6 and Y5 last year.
PP children who have 1:1 support due to EHCP	5	Children's needs were met and children had the appropriate support.
Educational Psychology support	2,5	Children's needs were met and children had the appropriate support.
Year 6 Booster support and tutoring	2,3	Difficult to measure individual impact apart from other support in class but in Year 6 children achieved 81% above LA and national. Internal measures show that progress in maths in the year was above that which was expected.

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

Budgeted cost: £19,042

Activity	Challenge number(s) addressed	Impact
Seesaw subscription	2,3,7	Access to online support and homework which makes it easier to set and complete
Learning Mentor	1,4,6,7	Attendance is monitored and followed up on. Children have support for mental health – this made a significant difference to many of our children including some in Year 6 last year. Once they are calmer and feel safe, they are more ready to learn.
Milk for FSM children	6,7	Children have access to a balanced diet
Attendance Officer	7	Attendance monitored and meetings held to try to improve matters.
Trips and Enrichment	8	Children able to access wider opportunities eg Piano, Residential etc.

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
None	