

Livingstone Road Infant School

Pupil Premium strategy statement

This statement details our school's use of Pupil Premium funding for the 2024 to 2025 academic year, 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 Road Infant School
Number of pupils in school	165
Proportion (%) of Pupil Premium eligible pupils	29.6% (49 children)
Academic year/years that our current Pupil Premium strategy plan covers	1 st year of a 3 year plan 2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Addis
Pupil Premium lead	Claire Robjohns
Governor lead	Rhys Hatchard

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£83,373
Total budget for this academic year	£83,373



Part A: Pupil Premium strategy plan

Statement of intent

At Livingstone Road our aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is a primary challenge our pupils face. We do see a variance in outcomes for disadvantaged pupils across the federation when compared to their peers, particularly in terms of:

- Attendance
- Academic attainment
- Social and cultural opportunities
- Preparation to be successful at end of Key Stage One

At the heart of our approach is quality first teaching and learning focussed on areas that disadvantaged pupils require the most targeted support based on assessment of need. We use this approach to ensure our pupils also have access to a broad and balanced curriculum that widens vocabulary, develops practical and social skills, and also increases the cultural capital of our children in and beyond our community.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our federation where funding is spent on whole-school approaches. Connected with the intended outcomes detailed below, it is our intention that every child's outcomes will be improved.

We 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.

We aim to help our children to develop skills and become life-long learners through a series of enrichment opportunities.

Our strategy will be driven by the needs and strengths of each child within our care to ensure they can: 'learn, laugh, dream, grow' across our Federation.



Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance:</p> <p>Data from 23/24 indicated that pupils in receipt of pupil premium are more likely to be persistently absent (PA) from school. Attendance is broadly in line with the national average and Persistent Absence is above national. This has a direct impact on pupil progress. Our data shows that persistent absence among Pupil Premium children was 34.8% last academic year compared to 21.9% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>The rate of PA in EYFS needs to be reduced by starting early work on importance of attendance with parents as children join school.</p> <p>Raising the importance of education as a gateway to future opportunities. By ensuring children attend regularly and achieve at least expected standard, they are likely to enjoy school and want to continue further. By raising this importance and broadening opportunities, children will see school as unmissable.</p> <p>To increase the percentage of pupils attending we will fund wraparound care, including holiday clubs – This addresses the struggles with transition into school that some of our pupils' experience. 10 PP children took up funded Breakfast club places in the last academic year, 6 PP children took up funded After School Club places.</p>
2	<p>Phonics:</p> <p>Evidence demonstrates an attainment gap between disadvantaged pupils and others, particularly in Early reading/phonics</p> <p>June 2024 Year 1 Phonics screening result: 46% of PP children passed compared to 51% non-PP</p> <p>Our baseline for EYFS shows a gap of 30% between our PP children and non-PP children in the key area of Communication and Language but no gap in Literacy (50% on track compared to 49% non-PP)</p>
3	<p>Behaviour:</p> <p>Data Indicates that behaviour incidents are higher with disadvantaged children. Settling, struggles with engagement and classroom disruption account for a large proportion of reasons for incidents.</p> <p>Teacher referrals for support remain relatively high. 31 pupils (15 of whom are disadvantaged) currently receiving small group interventions.</p>
4	<p>Oracy</p> <p>Reception Baseline assessments indicate Communication and Language development is below the expected level of entry to Reception. This is evident from Reception through to KS2 and in general, is more prevalent among our pupils in receipt of pupil premium.</p> <p>Low starting points and subsequent outcomes in EYFS – Our children make consistent on track progress from their starting points but now need to make accelerated progress to close the gap</p> <p>50% of children do not hit the expected marker for starting school in Communication and Language.</p>

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. Our existing plan is for the next 2 years, to be reviewed each academic year.

Intended outcome	Success criteria
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Reduce Persistence Absence for disadvantaged pupils to the national average for Persistent Absence in Primary Schools	<ul style="list-style-type: none"> • PA for disadvantaged pupils reduced to the national average of PA levels over the course of the 3-year strategy. • Attendance Worker groups to show evidence of improvement for key children/families – These children have been identified through previous year’s data and Autumn 1 attendance data
Children in receipt of pupil premium will, as a result of targeted phonics teaching, interventions and vocabulary teaching be able to decode and read well, reading at least in line with age related expectations.	<ul style="list-style-type: none"> • All Pupil Premium children to leave year 2 with reading fluency by the end of the proposed 3-year strategy – This will be evidenced by Year 2 SATs scores • Early Years lead and Early Reading lead to implement school wide strategies to raise Communication & Language from 50% to National average. • Increase % of PP children meeting phonics threshold at end of KS1
Raise attainment and progress of disadvantaged pupils in reading by the end of Key Stage One	<ul style="list-style-type: none"> • Data to show a narrowing of the gap between disadvantaged pupils in EYFS and KS1 to national levels in reading • Interventions to be monitored and evidence of impact collected to support and show rapid catch up • Book monitoring to show progress towards targets • Where appropriate, IEP targets to be achieved
Improved oral language skills among children in receipt of pupil premium.	<ul style="list-style-type: none"> • Identified pupils in EYFS will make accelerated progress in their speech and language, bringing their skills in line with their peers therefore achieving their ELG in: <ul style="list-style-type: none"> • Speaking • Listening, attention and understanding
Strengthen pastoral support offer and enable skills and cultural opportunities to build interests and knowledge beyond the core curriculum To support children experiencing greater mental health issues	<ul style="list-style-type: none"> • To nurture a proactive pastoral offer which enables key children to successfully access learning and evidence in order to show a decrease in behavioural incidents and exclusions • ELSA support in place and pupil interviews evidence children using strategies to support resilience • Increase attendance to a variety of extra-curricular activities e.g. Forest Schools, bikeability, sporting activities, swimming

Activity in this academic year

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

Teaching

Budgeted cost: £28,512



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years team and SLT to identify specific areas of need upon entry, using a range of approaches to accelerate progress in line with national expectations in Communication and Language.</p> <p>Literacy at baseline is only 9%. Foundation Lead to ensure planning takes this into account, with activities designed to support development of this area.</p>	<p>Developing children’s Communication and Language skills is key to unlocking their potential for learning in a school environment. Utilising strategies to build communication opportunities into all aspects of the school day is essential to bring children with low entry points in line with their peers and the national average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>4</p>



<p>Teaching and Learning Coaches will engage with school research to develop consistent quality first teaching through CPD</p> <p>Using our teaching and learning mentors to provide mentoring, strategic approaches to teaching and feedback to teachers.</p> <p>We are focussing on the use of active listening this year to improve engagement of all children. Monitoring of this by T&L coaches to support any staff not proficient in this area.</p>	<p>There is strong evidence that teachers’ pedagogical and content knowledge with-in specific subjects has a significant impact on pupil outcomes</p> <p>We are focussing on 7 guiding principles this year to improve engagement of all children. We are also aiming to improve the participation in reading at home and the T&L of fluency and stamina.</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	<p>3</p>
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<p>Utilising the Early Reading Lead to secure subject knowledge and delivery of phonics and early reading intervention across the school</p> <p>Early Reading Lead to have a reduced teaching commitment in order to support teaching of phonics through coaching and modelling. Engagement with Ramsbury English Hub, Ruth Miskins Training and HET strategic Leads to monitor phonics and ensure rapid progress for all pupils.</p>	<p>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Research and development of the schools approaches to ‘catch-up’ and curriculum design. These approaches will be particularly focussed on the low-attaining and disadvantaged pupils.</p> <p>Moving forwards, making a difference: A planning guide for schools 2022–23</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1668101708</p> <p>Early Reading Lead to have a reduced teaching commitment in order to support teaching of phonics through coaching and modelling. Engagement with Ramsbury English Hub, Ruth Miskins Training and HET strategic Leads to monitor phonics and ensure rapid progress for all pupils.</p>	<p>2,3 &4</p>
<p>To ensure our children have access to high quality reading resources, supporting their learning and continued reading development, including home reading.</p>	<p>Supporting taught phonics in school with high quality resources, including those as part of the schools bought systematic synthetic phonics scheme. There is strong evidence that following a secure SSP and broadening that to include home reading aids in the faster development of reading accuracy and stamina.</p> <p>Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p>	<p>2, 3 & 4</p>



<p>Investment in high quality texts and revitalising the school library to enhance all pupils love of reading.</p> <p>Reading to be prominent across the school through class reading logs, reading cup, class % of reads and author/poet visits and interaction.</p>		
<p>Using test and gap analysis tools such as MARK and SHINE to establish clear progress markers and identify areas of need for further development.</p>	<p>Targeted deployment, which specific TAs have been trained to deliver to small groups or individual children</p> <p>TA intervention which has been regularly timetabled and is being monitored by DHT</p> <p>Data from assessments (Pira/Puma) identifies educational gaps to be addressed.</p> <p>Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk</p>	2
<p>Support the mental health and well-being of pupils our school to support their overall development.</p> <p>Pastoral team introducing MH Ambassadors in Year 5 – training provided by MHST.</p>	<p>Mental health support and SEL programs are effective in improving both the academic and personal outcomes of students. Schools that invest in these areas are likely to see benefits not only in students' emotional well-being but also in their academic success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=%20Social%20and%20Emotional%20Learning</p>	



Mindfulness
Mondays in
place in Y5/6
and to be
introduced in
Y3 /4

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Targeted academic support

Budgeted cost: £22861

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics – Additional phonics sessions targeted at disadvantaged pupils who require further support in order to make expected progress</p> <p>Early Reading Lead reduced teaching commitment in order to support teaching of phonics through coaching, data analysis and monitoring of pupil progress.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Additional targeted maths sessions focussed on disadvantaged pupils who require further support in number.</p>	<p>Quality first interventions to be deployed with small groups to enable children to catch up in specific, identified areas. The use of the maths intervention: 1st Class @ Number is taken from trust wide guidance due to its proven effectiveness at addressing gaps in mathematical learning. Monitoring of children within lessons linked to the objectives focussed on in sessions shows improved retention of taught maths areas.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Additional RWI phonics sessions targeted at those disadvantaged children who have yet to meet the expected standard at each assessment point</p>	<p>Small group or 1:1 teaching which is explicit and systematic is proven to support the revision of key sounds, ensuring children embed early reading skills. Regularly timetabled intervention undertaken by training individuals within the school will allow us to ensure high impact.</p> <p>(see above link)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Deploying Professional services to write programmes of support for our disadvantaged pupils that tailor to their individual needs, allowing for greater success in class.</p>	<p>The use of tailored professional services allows for schools to identify what works for each child on a case-by-case basis, thus creating a learning environment with the most likelihood of success.</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists</p>	2 & 4



Wider strategies

Budgeted cost: £32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers addressing the importance of good attendance with children and parents using informal approaches. SLT to support staff in developing and nurturing positive relationships and environments.	<p>Evidence supports higher attendance with stronger understanding of taught concepts and more sustained progress.</p> <p>Direct, personalised engagement with parents has a positive impact on PA children returning to school.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1667305959</p>	1
The implementation of weekly attendance meetings to review key children/families, ensuring they are known to all required.	<p>The evidence to support the need for strong attendance is stated previously in this document. Beyond this, the need for all involved parties to be completely up to speed and familiar with the key children is essential to the eventual attendance improvement of these children.</p> <p>Identifying trends and reasons for absence will allow class teachers and leaders to tailor approaches to the individual child.</p>	1
Continue to embed attendance policy with parents by sharing digitally and physically, including regular reminders.	<p>Full transparency of the process will ensure parents are aware of the steps being taken by school to monitor attendance. Robust and consistent implementation of the process from school will ensure all relevant parties are aware of current attendance levels and the processes being taken to improve them.</p>	1
A full trained Pastoral Team leading the approaches the school takes to absence, behaviour and nurture. This will be passed from the top down to aid all staff.	<p>Within our school context, disadvantage persistent absence remains above National levels. Our own evidence shows success in the personal approach our pastoral team takes to attendance issues and concerns with all our families, but particularly the disadvantaged ones.</p> <p>Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners - https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners</p>	1 & 3
Use of ELSA and Play Therapists to aid children with SEMH needs.	<p>Evidence supports the use of behavioural interventions to enable children to successfully regulate and to ensure that their attainment gap doesn't widen. The use of a recognised specialist programme allows us to target specific children with behavioural needs.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3
To increase our offering of wraparound care provision, providing disadvantaged children with further opportunities within school.	<p>Evidence within school shows that this impacts positively on attendance, supports families and children to ensure key needs are met. This gives them the best possibility to be successful throughout the school day.</p>	1 & 3
To ensure a wide ranging offer of extra-curricular activities through our curriculum planning	<p>Evidence shows that providing such opportunities in school may enable disadvantaged pupils to participate in activities they would otherwise not be</p>	3



<p>and through a newly introduced Enrichment Time within the school timetable. This will enable children to discover new passions and aspirations.</p>	<p>able to access. This in turn can support pupils to develop non-cognitive skills such as resilience and self-confidence.</p> <p>Wider curriculum learning also supports the development of cultural capital and may increase pupils' stimulation and engagement in learning, with evidence particularly strong on arts participation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Pupil Premium budget used to offer school/PE uniform to children</p>	<p>Despite limited research in this area, for our setting and context, it raises expectation and everyone feeling part of the school community. We have seen a positive impact on behaviour in since the inception of this approach.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

Total budgeted cost: £83373



