

Livingstone Road Junior School

Pupil Premium strategy statement

This statement details our school's use of Pupil Premium funding for the 2025 to 2026 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 Junior School
Number of pupils in school	206
Proportion (%) of Pupil Premium eligible pupils	40% (89 Pupils)
Academic year/years that our current Pupil Premium strategy plan covers	2025-2026 2 nd year of the 3 year plan 2024 -2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£135,185
Total budget for this academic year	£135,185

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 Two

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	Attendance: Attendance remains a challenge for disadvantaged pupils, with a gap between PP and non-PP pupils. • PP pupils' attendance in 23-24 was 89.0% compared to 92.7% for non-PP pupils (a gap of 3.7%). In 24-25, PP Attendance has increased by 3.9%, to 92.9% and non-PP attendance has increased to 95.2%, so the gap between PP attendance and non-PP attendance has closed by 1.6% and was a gap of 2.3% in 24-25. • Persistent absence for PP pupils was 32.3%, significantly higher than the 21.4% for non-PP pupils in 23-24. This has drastically reduced by 8.3% and was 24% in 24-25, although significantly higher than the 12.6% for non-PP pupils. Year 4 and Y6 identified as low attendance year groups due to children on PTTT or accessing AP to meet their needs while waiting for specialist provision. 'Notice to Improve' to be put in place for Jan 26 with 3 families after systems in place not having significant impact.
2	Attainment in Reading + Writing The gap between disadvantaged pupils and their peers has closed completely in maths. At the end of Year 6 in 2024, only 48% of PP pupils achieved Age-Related Expectations (ARE) in Writing, and this increased by 10% to 58% in 2025. In 2024, 65% of PP pupils achieved ARE in Reading and this remained at 65% in 2025 but the gap between PP and non-PP pupils closed to only 3%.
3	Social-Emotional and Behavioural Issues: Data indicates that PP pupils are more likely to be involved in behavioural incidents. SEMH (Social, Emotional, and Mental Health) needs remain a barrier to effective learning. 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. In 2023-24, 47% of behaviour incidents recorded were by PP children and this was reduced to 33.9% of behaviour incidents recorded for PP pupils in 2024-25. In 2023-24, 31 children received support for their mental health or pastoral needs, and half of these (15) were PP pupils. In 2024-25, through increased staff capacity and earlier identification, 112 children (49 of whom are disadvantaged) received extra pastoral support. This highlights we are identifying the needs of our disadvantaged children in order to reduce and remove the barriers to their learning due to their Social, Emotional and Mental Health needs.
4	Low engagement in extracurricular and enrichment activities:

	Participation in trips has been improved by applying for grants to enable trips to be free for all and PTFA subsidising costs where possible for PP. This remains a focus to ensure PP pupils access cultural capital and opportunities for personal growth. Data indicates that PP pupils are less likely to attend extra-curricular clubs. Those offered by school staff are free for all pupils and if oversubscribed, priority is given to PP pupils. Those clubs provided by outside providers are charged can be subsidised by school for PP pupils, but uptake remains low, with only 2 pupils taking up a funded place.
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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
Reduce Persistence Absence for disadvantaged pupils to the national average for Persistent Absence in Primary Schools	- PA for disadvantaged pupils reduced to the national average of PA levels over the course of the 3-year strategy - Attendance Worker to show evidence of improvement for key children/families – These children have been identified through previous year's data and Autumn 1 attendance data
Improve outcomes for disadvantaged pupils in core areas, particularly in reading and writing, by enhancing teaching practices and curriculum delivery.	- Data to show a narrowing of the gap between disadvantaged pupils in Key Stage 2 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
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	- 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 - MHST 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
Strengthen extra-curricular offer and support access to all clubs and trips by ensuring there are no barriers to attendance	- Ensure no financial barriers are in place by offering full funding for PP pupils - Identify any potential barriers to attendance that is unique to each activity eg clothing, equipment, separation from family etc and put individual plan in place for support.

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: £39,968.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Coaches will engage with school research to develop consistent quality first teaching through CPD Using our teaching and learning mentors to provide mentoring, strategic approaches to teaching and feedback to teachers. 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 are	There is strong evidence that teachers' pedagogical and content knowledge with-in specific subjects has a significant impact on pupil outcomes: 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. What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	2 & 4
To ensure our children have access to high quality reading resources, supporting their learning and continued reading development, including home reading. Investment in high quality texts and revitalising the school library to enhance all pupils love of reading. Reading to be prominent across the school through class reading logs, reading cup, class % of reads and author/poet visits and interaction. Implementing targeted phonics interventions to close the gap for Ks2. Targeted phonics in year 3. 4 and fresh start in year 5. 6	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. Focus on improving reading stamina and fluency, and using systematic phonics programs to ensure consistency in literacy delivery Learning to Read: "The Simple View of Reading" National Center on Improving Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
Using test and gap analysis tools such as Boost to establish clear progress markers and	Targeted deployment, which specific TAs have been trained to deliver to small groups or individual children	2

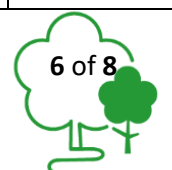


identify areas of need for further development.	TA intervention which has been regularly timetabled and is being monitored by AHT Data from assessments (Pura and Puma test) identifies educational gaps to be addressed. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support

Budgeted cost: £43,216.50

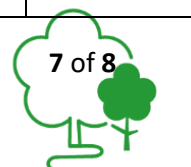
Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics – Additional phonics sessions targeted at disadvantaged pupils in yr 3 who require further support in order to make expected progress Teacher apprentice to provide Year 3 phonic boosters to identified pupils in Autumn term.	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. Phonics EEF (educationendowmentfoundation.org.uk)	2
Additional targeted maths sessions focussed on disadvantaged pupils who require further support in number	Quality first interventions to be deployed with small groups to enable children to catch up in specific, identified areas. The use the maths intervention: 1st Class @ Number and number sense 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. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2
Deploying Professional services to write programmes of support for our disadvantaged pupils that tailor to their individual needs, allowing for greater success in class.	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. The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists	2 & 4



Wider strategies

Budgeted cost: £52000

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. Enhance the profile of Attendance through launch of Monopoly reward game and continued Attendance heroes in assembly.	Continue to implement robust attendance monitoring and early interventions, including home visits and attendance meetings Evidence supports higher attendance with stronger understanding of taught concepts and more sustained progress. Direct, personalised engagement with parents has a positive impact on PA children returning to school. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1667305959	1
The implementation of weekly attendance meetings to review key children/families, ensuring they are known to all required.	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. Identifying trends and reasons for absence will allow class teachers and leaders to tailor approaches to the individual child.	1
Continue to embed attendance policy with parents by sharing digitally and physically, including regular reminders.	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.	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.	Within our school context, disadvantage persistent absence remains above National levels. Percentage attendance of the PP children this last academic year Junior 89.0%. 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. 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	1 & 3
Use of Play Therapists to aid children with SEMH needs.	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.	3



	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
To increase our offering of wraparound care provision, providing disadvantaged children with further opportunities within school.	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.	1 & 3
To ensure a wide-ranging offer of extra-curricular activities through our curriculum planning and through a newly introduced Enrichment Time within the school timetable. This will enable children to discover new passions and aspirations. Access to the mobile swimming pool in Autumn term for all Y3 pupils and targeted Year 5 and 6 pupils to ensure they meet the expected standard of swimming and increase their confidence.	Increase access to extracurricular activities, such as sports, Forest School, and after-school clubs. This includes offering funded places to PP pupils Evidence shows that providing such opportunities in school may enable disadvantaged pupils to participate in activities they would otherwise not be able to access. This in turn can support pupils to develop non-cognitive skills such as resilience and self-confidence. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation/	3
To remove Financial social, cultural capital barriers.	EF research suggests that reducing social, financial, and cultural capital barriers can significantly improve engagement and achievement for disadvantaged pupils, particularly those eligible for Pupil Premium (PP) funding. Addressing these barriers is critical because they often lead to lower attendance and academic challenges, which are major contributors to the persistent attainment gap.	1,3, 4

Total budgeted cost: £135,185