



Pupil Premium strategy statement 2025-26

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	Livingstone Primary School
Number of pupils in school	222 (202 without Nursery)
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	October 2024
	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rebecca Willard
Pupil premium lead	Rebecca Willard
Governor / Trustee lead	Amy Summers

Funding overview

Detail	Amount (financial year 2024-25)	Amount (financial year 2025-26)	Amount (financial year 2026-27)
Pupil premium funding allocation this academic year	£54,660	£67,360	
Pupil premium funding carried forward from previous years	£0	£0	
Total budget for this academic year	£54,660	£67,360	

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 on pupils' progress, attainment and wellbeing and the EEF guidance on the most effective use of funding for pupil premium.

References

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Context of the school

Livingstone has 211 pupils on roll with a PAN of 30 and one class for each year. The school has no religious denomination and its pupils are predominantly white British. Currently, 5.71% of pupils are EAL. There are 6 languages spoken in school not including English (French, Italian, Mandarin, Bengali, Spanish, Urdu and Shona).

The school serves a mixed catchment area. 37% of pupils reside in the top 20% most deprived LSOAs on the Index of Multiple Deprivation. 7% of children are in IDACI deprivation band 1 (most deprived) and a further 30% in IDACI band 2. There are 24.1% in receipt of Pupil Premium with variations between cohorts (R 25%, Y1 18%, Y2 27%, Y3 36%, Y4 14%, Y5 19%, Y6 33%). We also have six CLA children on role. 18.5% of pupils are on the SEN register. Attainment on entry fluctuates year on year.

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 and out of school learning.

Common barriers to learning for disadvantaged children that are evident within our community are: less support at home with children not coming to school school-ready, weak language and communication skills, lack of confidence and resilience, 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.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils arrive in Nursery and Reception without the skills to ensure they are 'school-ready'. Attainment on entry in Nursery has been gradually decreasing in the prime areas. For example, in 2023 on entry the percentage of children working at an age-related standard was 64%, in 2024 it was 50% and in 2025 it was an average of 47% across three ELGs. Similarly in Reception on entry in Literacy we have gone from 60% ARE in 2023 and 2024 to 56% in 2025. In 2024, 83% of Reception came from our school nursery. In 2025 this is 79%. In 2025 we are seeing the downward trend in attainment on entry. This is affected by a small cohort (24 children) as well as some children who are EAL (4 children) some children with significant needs for whom we are applying for EHCPs or will do so in the future.
2	Home environment does not always support children coming to school ready to learn and regular school attendance and punctuality. Children's speech and language as they come into school is increasingly low and below age related expectations for many. In the N2 cohort, on entry, 10/17 children scored Red or Amber on the Wellcomm screener meaning that 59% were below age related expectations in language development on entry into Nursery. On entry into Reception, we screened all those coming from our Nursery who were not yet green at the end of the Nursery year along with all new arrivals. Of these, 5 /12 scored Red or Amber. This means that 22% were below age related expectations in language development on entry to Reception in September. It is also worth noting that WellComm screens for language understanding and comprehension rather than accurate speech sounds. We have an additional number of children who have some difficulty with speech sounds in both Nursery and Reception. We know that lower levels of speech and language impact on access to the curriculum as well as children being able to express themselves orally and in writing. We have worked hard to improve all children's attendance, but attendance from disadvantaged children is still lower than non disadvantaged. So in the summer term 2024-25, the attendance of children who qualified for FSM was 94.3% compared to those who did not qualify for FSM at 96.4%. This shows there is still work to do. We want this gap to close.
3	Limited opportunities for children to access enrichment opportunities Some of our children have limited opportunities to access enrichment activities outside of school so we ensure that we offer wide ranging co and extra-curricular clubs and that these are funded to remove barriers. We also believe in supplementing the curriculum through sports competitions, careers events, Young Shakespeare, providing brass instrument tuition which fits into the culture of the local area and access to educational visit to expand the experiences of many of our children.
4	Further develop teaching and learning and the curriculum content that is taught in school to ensure the curriculum allows all children to make the best possible progress. Although last year in KS2 SATs disadvantaged pupils achieved very well, better than non-disadvantaged nationally in reading and maths, there is still work to do in Writing. Over 3 years, especially in years where there have been progress measures, progress of disadvantaged pupils in writing is below national. Writing progress has also been below national for non-disadvantaged. We also want to focus on continuing to develop the wider curriculum as we believe the strongest possible curriculum across all subjects will support learning and progress of all pupils, not only the disadvantaged.

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. The curriculum continues to be developed across school. Writing attainment and progress improves for all, including for disadvantaged.
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 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 spend additional time in Nursery to support their learning and development.
Children are calm and ready to focus on learning so that they can make good progress.	Children who need emotional and mental health support are supported appropriately and enabled to return to learning quickly so that they make good progress in learning.
Attendance and punctuality improves so that children are able to make better progress and settle into a strong routine.	Attendance and punctuality improves. PA decreases.
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 **this academic year** to address the challenges listed above.

High Quality Teaching (for example, CPD, recruitment and retention)

The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. We will focus on developing teaching practice over a sustained period. EEF recommends that 50% of pupil premium funding is used to support this. This will include:

- Developing the teaching of writing in the EYFS and KS1 through reference to the recommendations in The Writing Framework.
- Rewriting our English planning across KS2 through shorter writing opportunities based on good quality novels.
- Securing effective professional development across the school
- Developing the curriculum further to ensure it engages and inspires enabling children to become enthusiastic learners.
- Increased support in the Early Years to support all children to get off to the best possible start and to ensure they are school ready.
- Release for the SENDCo to engage with the Whole MAT SEND programme through Stamford Park MAT which will help develop provision for all children on the SEND register.

Budgeted cost: £33,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development and training for EYFS staff	HT to attend the EY2P briefings for HTs to ensure most recent developments and resources are passed on to the Nursery and Reception teachers. Nursery and Reception teachers to attend the briefings to further develop planning	1,4

	and provision and ensure they are aware of current developments and requirements, including how to implement the Writing Framework. EEF Effective Professional Development, 2021 EEF Preparing for Literacy, 2018	
Run a series of Stay and Play sessions covering areas of EYFS development.	Nursery and Reception teachers to run a series of Stay and Play sessions to cover issues such as developing independence, fine and gross motor skills, early maths, phonics and reading etc. EEF Working with Parents to Support Children's Learning 2018 EEF Teaching and Learning Toolkit – Parental Engagement (+4 months)	1,2
Implement the Think Equal scheme into Nursery	Staff to attend training and implement the 'Think Equal' scheme into Nursery to support personal, Social and Emotional Development. EEF Teaching and Learning Toolkit – Social and Emotional Learning (+3 months) EEF Preparing for Literacy, 2018 EEF Improving Social and Emotional Learning in Primary Schools, 2019	1,4
Increased TA support in the EYFS	Increase adult to child ratios in EYFS as this will help to ensure that all children are able to access the most appropriate learning opportunities and all children are able to make the best possible progress. EEF Deployment of Teaching Assistants, 2025	1,2,4
Remodel the KS1 English curriculum	Remodel KS1 English curriculum to focus on oracy and fundamental skills to ensure children develop fluency in these skills in line with the writing framework. EEF Improving Literacy in KS1, 2020	3,4
Remodel KS2 English curriculum	Redevelop the KS2 English curriculum through purchasing copies of novels to use as a stimulus for writing and replanning it around shorter writing opportunities. This will engage children more, promote a love of reading and make children more able to show what they are capable of in their writing. EEF Improving Literacy in KS2, 2021	4
Resources to support the development of maths mastery teaching and fluency skills	Purchase the resources needed to ensure that we embed a maths mastery approach across school – including White Rose Maths and the workbooks for the White Rose Scheme and classroom secrets subscription alongside TT rockstars to speed up recall and fluency. EEF Improving Mathematics in the Early Years and KS1, 2020 EEF Improving Mathematics in KS2 and 3, 2017	4
Training for Y6 moderation	Train Y6 teachers in the requirements for writing moderation to ensure they are able to assess writing confidently at the end of KS2 EEF Improving Literacy in KS2, 2021	4
Training for staff to teach musical composition	Tameside Music Service to deliver whole staff training on teaching composition in music. EEF Effective Professional Development, 2021	4
Attendance at networks	Cover to allow teachers to attend networks to develop teaching and learning in their subjects – PSHE, PE, RE EEF Effective Professional Development, 2021	3,4
Development and training for SENDCo through the Whole MAT SEND programme	SENDCo and SLT more widely to participate in the Whole Education MAT SEND programme through Stamford Park Trust to allow us to evaluate and reflect upon our SEND provision; plan for appropriate improvements and to work in collaboration with other schools in the trust to support and challenge each other. EEF Effective Professional Development, 2021 EEF Special Educational Needs in Mainstream Schools, 2020	4
Regular subject leader time to support curriculum development	Allow regular release time to support subject leaders to develop the curriculum further. Time will be spent refining the learning sequence for children in some subjects and in others monitoring teaching and learning across the school to raise standards. EEF Effective Professional Development, 2021	4
Assessment and tracking resources, Data analysis pack from the LA	Subscribe to Insight software to enable assessments for all children from Y1-6 across the curriculum. This will also support gaps analysis and support this to inform teaching. Pira and Puma tests for the ends of Years 3,4,5 to ensure weaknesses identified and support planned. LA data pack will enable prompt	4

	analysis of data including advantaged and disadvantaged to support identification of strengths and weaknesses to move forwards. EEF Preparing for Literacy, 2018 EEF Improving Literacy in KS1, 2020 EEF Improving Literacy in KS2, 2021 EEF Improving Mathematics in the Early Years and KS1, 2020 EEF Improving Mathematics in KS2 and 3, 2017	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Under this category, we will focus on providing the small group tutoring and interventions using our in-house intervention teacher and other specialist providers. The EEF recommends that 25% of pupil premium is used to support this.

Budgeted cost: £16,840

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, particularly in the Early Years. We therefore recruited an experienced Speech and Language Teacher to provide intensive support. EEF Preparing for Literacy, 2018 EEF Improving Literacy in KS1, 2020 EEF Teaching and Learning Toolkit – Oral Language Interventions (+6 months)	1,2
Small group interventions	Use of intervention teacher to meet needs of individuals to catch up and support learning. Support focused on closing the gap in core subjects. EEF Teaching and Learning Toolkit – Small Group Tuition (+4 months) EEF Improving Literacy in KS2, 2021 EEF Improving Mathematics in KS2 and 3, 2017 EEF Special Educational Needs in Mainstream Schools, 2020	1,2,4
Train new EYFS staff in the use of WellComm	WellComm is a strong tool in the EYFS and is supporting Speech and Language development as well as supporting us to make referrals when needed. Train new staff in the EYFS in the use of WellComm. EEF Preparing for Literacy, 2018 EEF Teaching and Learning Toolkit – Oral Language Interventions (+6 months)	1,2,4

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

Under this category we will focus on mental health support and work to improve attendance. We will also use funding to improve the opportunities that children have access to such as subsidising the residential trip to Robinwood, providing opportunities for children to develop their interests and paying for educational visits for those children entitled to PP to ensure all children have those wider opportunities. The EEF recommends that 25% of pupil premium is used to support this.

Budgeted cost: £16,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. EEF Teaching and Learning Toolkit – Extending School Time (+3 months)	1,2

Overtime to allow home visits for Nursery children to be undertaken	Allow time for nursery teacher to undertake home visit to settle children and so that they are as ready as possible for the transition to nursery. EEF Working with Parents to Support Children's Learning 2018	1,2
Learning Mentor	Some of the cost of salary of a learning mentor to support families, attendance and mental health EEF Teaching and Learning Toolkit – Social and Emotional Learning (+3 months) EEF Working with Parents to Support Children's Learning 2018 EEF Improving Behaviour in Schools, 2019 DFE Working Together to Improve school Attendance, 2024	1,2
Educational Psychology support	Children are well supported and needs met due to expert advice. This will support wellbeing and behaviour as well as improved attendance and progress as children will have the correct provision to meet their needs. EEF Special Educational Needs in Mainstream Schools, 2020	1,4
Attendance Officer	Support attendance and punctuality of children through following up lates and non-attendance, holding panel meetings. DFE Working Together to Improve school Attendance, 2024	2
Support for the curriculum to be enhanced through access to Young Shakespeare and Mayan Cookery sessions	Young Shakespeare performance that feeds into English work across the term. Opportunities to cook a full meal in a kitchen to complete DT unit. EEF Teaching and Learning Tool Kit – Arts Participation (+3 months)	3,4
Subsidise some of the cost of Robinwood to allow PP children to attend.	Subsidising the cost of the residential visit allows more children to access this experience. EEF Teaching and Learning Tool Kit – Physical Activity (+2 months)	3
Subsidise the cost of educational visits to enable PP children to attend	Subsidising the cost of enrichment activities allows all children to access these opportunities. EEF Teaching and Learning Tool Kit – Arts Participation (+3 months)	3

Part B: Review of outcomes in the first academic year (2024-25)

Outcomes for disadvantaged pupils 2024-25

Challenge	Detail of challenge, impact and outcomes for disadvantaged pupils.
1	Some pupils arrive in Nursery and Reception without the skills to ensure they are 'school-ready'. We have our own in-house speech and language therapist who works with children we identify as struggling with communication skills. This has made an impact as it means that children get support before the referrals to Tameside Speech and Language can be processed and they also have a regular slot each week which is more than would be offered if referrals are accepted. In Nursery in Communication and Language the percentage of children at ARE increased from 50% at the baseline to 60%. Then at the end of Reception, 69% achieved the ELG in speaking and 66% in Listening and Understanding. However, the disadvantaged pupils met the ELG with 100% achieving the ELG in Speaking and 75% in Listening and Understanding. Specialist support of an educational psychologist has helped us to identify need and identify those approaches which are needed to support children to make progress in their learning and with their social and emotional needs. This advice has enabled us to meet needs more successfully. For our children who receive EYPP, we use this to pay for top up sessions so that these children spend more time in the Nursery environment. This supports their increased progress as they are able to access more of the nursery provision and curriculum. For example, in the prime areas, the Nursery cohort went from at baseline the percentage assessed to be at an age-appropriate standard: 50% Communication and Language, 55% at Physical Development and 50% in Personal, Social and Emotional Development. By the end of the year, these had increased to: 60% in Communication and Language, 75% in Physical Development and 70% in Personal, Social and Emotional Development.

	To support a strong start in Nursery and so that staff can put support in place straight away, we aim to improve school readiness through home visits made by a Nursery Teacher. This enables us to build relationships with parents and support them to enable school readiness through toilet training, independence in personal care and language development.
2	Home environment does not always support children coming to school ready to learn and regular school attendance and punctuality. A section of our PP funding is used to partially fund our learning mentor. This role supports attendance, emotional and mental health and safeguarding. Part of the role is to work with the attendance officer to support improved attendance. Our attendance data has improved significantly over this year, despite being hit by a wave of Chicken Pox in the Autumn term. Our overall attendance was 95.8% for the year placing us nationally in decile 3 which is the top 20-30% of schools. For pupils with FSM, our overall attendance was 94.3% placing us at decile 2 which is the top 10 – 20% of schools nationally. For persistent absence, we had a rate of 4.4% placing us at decile 2, the top 10-20% of schools nationally. Another significant role of the learning mentor is to improve our provision for emotional and mental health support. As such, she works with individuals but also spends a significant period of time working with our mental health practitioner from the Mental Health Support in Schools Team. Together they have done a significant amount of work with groups, individuals and whole classes. Delivering whole class inputs such as 5 ways to wellbeing, coping with SATs nerves, high school transition has meant all children have accessed support. Others who need more intensive support have had groups or individual work on anxiety, anger and referrals made to CAMHS where needed. The impact of these sessions has been strong as children are in a more stable place from which to focus on learning and are able to be ready to learn.
3	Limited opportunities for children to access enrichment opportunities This year we have used some of the PP funding to enhance the curriculum, from watching a Young Shakespeare production in order to support access to Cultural Capital and participating in a DT lesson in a full school kitchen in order to cook a whole meal. These aspects of the enhanced curriculum provide experiences and opportunities children would not normally receive. In order to support children to access enrichment opportunities, we fund educational visits for children who receive PP. This means all children can attend and allows them to access learning off site, minimising barriers. We also fund some of the cost of the Robinwood Residential through Pupil Premium, with some of it also coming from Sports Premium. This allows all children to have access to a residential experience that they would not otherwise get, developing resilience and independence alongside trying out new activities and sports. To support equal access to music, we also pay through PP funding for children to have music lessons on an individual basis. Again, we intend for this to remove any barriers being faced by children.
4	Further develop the curriculum to support children to remember essential knowledge and skills supporting all children to make links in their learning and make good progress. Improve progress through developing teaching and learning across the curriculum. Staff training and curriculum development continues to have a strong focus in school. The ECT has been successfully supported to pass her ECT 2nd year and she is now remaining on staff as an experienced teacher. She will take on responsibility for a subject moving forward and will take on the lead for the School Council and Pupil Voice. Thus the school has developed and supported a new member of teaching staff to develop into an experienced teacher. The Monster Phonics scheme is now embedded across KS1 and EYFS and the impact of this is shown in an increase in our phonics scores pass rate from 79% to 87% beating the LA average and the national data. We will continue to ensure that new staff and staff moving age groups will continue to undertake the training for the scheme ensuring fidelity. The scheme has been used successfully to support additional need in LKS2 with strong progress in reading in some children with EHCPs thus showing that it has the reach intended. Next year, we need to ensure that the intervention programme is used with more frequency for those children who do not pass the Phonics screening in Y1.

The Super Hero Spelling scheme has been implemented with success this year as all KS2 staff have demonstrated **buy in** to an approach that follows on from the phonics scheme in KS1. This has been **adopted** in all KS2 class and spelling is now taught with a more consistent approach with staff using the scheme with **fidelity**. The scheme is feasible for staff as the planning and resources are accessible and **acceptable**. A 100% pass rate in GPS SAT at the end of Y6 show that it is starting to have an impact.

To support our maths mastery approach, we have adopted the use of the White Rose workbooks from Y1-Y6. All staff have responded positively to this showing that there is **buy in** and that the approach is **adopted**. The scheme is used with **fidelity**, however, we believe in the skill of teachers to match work to the needs of their class. For this reason, we have stressed that whilst there should be fidelity to the scheme, teachers also need to use their professional knowledge to plan work that best suits their classes next steps in learning. Thus we also have a separate maths book for all children in which other work is completed if further reinforcement or extension is needed. The scheme has the **reach** intended as it is used from Y1-6. Staff appreciate the positive contribution this has made to support not only children's progress but also to their workload, thus it's use is **acceptable** and **feasible**.

A focus of school development this year has been to upskill subject leaders to lead their subject because of the impact that this will have on the strength of the curriculum and thus the curriculum offer that is available to all children. A stronger curriculum offer supports enhanced teaching and learning for all. Subject leaders have attended networks for RE provided by the LA and for Science the Ogden trust. SLT staff have attended networks provided by EY2P. Subject leaders have been keen to attend, showing there is **buy in** and this has enabled them to reflect on the curriculum on offer and adapt this to make it better. We have also provided regular time for subject leaders to focus on their subject development which has allowed the curriculum to be refined, monitoring to take place and assessment end points to be written. These end points are ready for use in the next academic year and will help us assess all children and whether they are learning the essential knowledge and skills to make strong academic progress.

A range of assessment tools have been used this year to monitor pupil progress. All subjects from Y1-6 are tracked on our Educater software. We also make use of end of year assessments in Y3-5. Both these tools are used to assess where children are working at age-appropriate levels and where they are not allowing further support to be provided to those who need it. This helps children to catch up as needs are identified early and support provided. Regular scrutiny of a School Improvement Partner helps to hold school leadership to account and scrutinise current school improvement initiatives. For example, the maths lead, the phonics lead, the computing lead and the PSHE lead have all presented to the SIP and to Governors about the current areas for development of their subject and the success of new schemes such as Monster Phonics, PSHE audit and White Rose Maths.

A big focus of our professional development this year has been the EYFS. Staff here have completed Storytime Maths training and Communication Champions training. The Storytime Maths has been adopted as an **approach** to maths teaching in Nursery and it will continue to have an impact next year as the scheme is **embedded**. The use of 'Stay and Play' sessions throughout the year was well received by parents and carers and this provided **buy in** from home as well as school staff. This approach was also adopted successfully over other issues such as reading and phonics in Reception. For maths we saw an improvement from 55% of children in Nursery being at age related expectations on entry to 70% by the end of the year.

Nursery and Reception staff have also engaged with the Communications Champion programme this year. They have attended several days of training to **adopt** and **embed** a across school approach to communication. This has lead to a consistency of approach in terms of labels, a more solid personal knowledge around communication difficulties which has helped liaison with parents and carers and supported referrals for more specialised support. In Nursery in Communication and Language the percentage of children at ARE increased from 50% at the baseline to 60%.

At KS2, we achieved 100% of children at expected or above in Maths and GPS with 97% in Reading. These results were significantly above the LA and national. For disadvantaged children in Y6 the percentage meeting the expected standard or above was significantly above the non-disadvantaged children across the LA and in line with the non-disadvantaged children in reading. Whilst there are no progress scores for Y6 this year, we are confident that many children in the cohort exceeded the standardised scores that we would have expected them to achieve. Some of this impact has come from using PP funding to fund small group interventions and tutoring with a skilled intervention teacher. She concentrates on Y6 for the first two terms of the year and we amend the groups and

subjects she is focusing on to fill gaps where we see children have gaps in their understanding. She then focuses on Year 5 in the summer term.

Part B: Review of outcomes in the second academic year (2025-2026)

Outcomes for disadvantaged pupils 2025-26

Challenge	Detail of challenge, impact and outcomes for disadvantaged pupils.
1	Some pupils arrive in Nursery and Reception without the skills to ensure they are 'school-ready'. We have our own in-house speech and language therapist who works with children we identify as struggling with communication skills. This has made an impact as it means that children get support before the referrals to Tameside Speech and Language can be processed and they also have a regular slot each week which is more than would be offered if referrals are accepted. In Nursery, in Communication and Language, the percentage of children at ARE increased from 35% in Listening, Attention and understanding and 47% in Speaking on entry to 82% in LAU at the end of the year and 71% in speaking. This shows significant progress from starting points. At the end of Reception, 78.3% achieved the ELG in LAU and 91.3% in Speaking. Speech and Language development was also supported by the consistent use of Wellcomm and a screen to green approach to support children to progress through their next steps in learning. All EYFS teachers and most TAs have been trained in this approach. Specialist support of an educational psychologist has helped us to identify need and identify those approaches which are needed to support children to make progress in their learning and with their social and emotional needs. This advice has enabled us to meet needs more successfully. In order to meet the needs of the children in the EYFS we have increased staffing levels in Nursery and Reception. This has meant that there has been more opportunities to engage with children's play and move them on to the next steps in learning through continuous provision and child initiated activities. It has also meant that children with additional needs have been supported and their needs met. For our children who receive EYPP, we use this to pay for top up sessions so that these children spend more time in the Nursery environment. This supports their increased progress as they are able to access more of the nursery provision and curriculum. For example, in the prime areas, the Nursery cohort went from 24% in Communication and Language (both areas combined) to 71%. In Physical Development this was 29% (both areas combined) to 71%. In Personal, Social and Emotional Development this was 24% (for all three areas combined) to 76%. To support a strong start in Nursery and so that staff can put support in place straight away, we aim to improve school readiness through home visits made by a Nursery Teacher. This enables us to build relationships with parents and support them to enable school readiness through toilet training, independence in personal care and language development. We have continued to work closely with families by hosting half termly stay and play sessions on various themes for parents in Nursery and Reception. These have ranged across themes such as independence, speech and language, reading and phonics and early maths. These have helped parents understand the expectations at appropriate ages and learn how to support their child's progress.
2	Home environment does not always support children coming to school ready to learn and regular school attendance and punctuality. A section of our PP funding is used to partially fund our learning mentor. This role supports attendance, emotional and mental health and safeguarding. Part of the role is to work with the attendance officer to support improved attendance. Our attendance data has continued to improve. Our overall attendance was 96.6% for the year, placing us nationally in Decile 1 which is the top 10% of schools nationally. For pupils with FSM, our overall attendance was 94.6% which is an increase on last year and placing us at decile 2 which is the top 10 – 20% of schools nationally.

	For persistent absence, we had a rate of 5.8% placing us at decile 2, the top 10-20% of schools nationally. Another significant role of the learning mentor is to improve our provision for emotional and mental health support. As such, she works with individuals but also spends a significant period of time working with our mental health practitioner from the Mental Health Support in Schools Team. Together they have done a significant amount of work with groups, individuals and whole classes. Delivering whole class inputs such as 5 ways to wellbeing, coping with SATs nerves, high school transition has meant all children have accessed support. Others who need more intensive support have had groups or individual work on anxiety, anger and referrals made to CAMHS where needed. The impact of these sessions has been strong as children are in a more stable place from which to focus on learning and are able to be ready to learn.
3	Limited opportunities for children to access enrichment opportunities In order to support children to access enrichment opportunities, we fund educational visits for children who receive PP. This means all children can attend and allows them to access learning off site, minimising barriers. We also fund some of the cost of the Robinwood Residential through Pupil Premium, with some of it also coming from Sports Premium. This allows all children to have access to a residential experience that they would not otherwise get, developing resilience and independence alongside trying out new activities and sports. To support equal access to music, we also pay through PP funding for children to have music lessons on an individual basis. Again, we intend for this to remove any barriers being faced by children.
4	Further develop the curriculum to support children to remember essential knowledge and skills supporting all children to make links in their learning and make good progress. Improve progress through developing teaching and learning across the curriculum. Staff training and curriculum development continues to have a strong focus in school. A focus this year has been on rewriting the English curriculum. We have redesigned the KS1 curriculum with a focus on Stronger Foundations. This has given children a basis in forming letters and numbers correctly and developing pencil control and fine motor skills. The KS2 curriculum has also been rewritten using novels to provide shorter writing opportunities in lessons. This has supported children to write better quality pieces of writing because they are engaged with the text and interested in the subject matter and the text provides a higher standard of written language for children to learn from. At the end of 2025, 66% of pupils in KS2 (Y3-6) were writing at the expected standard. By the end of 2026, 74% of KS2 pupils were doing so. To support our maths mastery approach, we have adopted the use of the White Rose workbooks from Y1-Y6. All staff have responded positively to this showing that there is buy in and that the approach is adopted. The scheme is used with fidelity, however, we believe in the skill of teachers to match work to the needs of their class. For this reason, we have stressed that whilst there should be fidelity to the scheme, teachers also need to use their professional knowledge to plan work that best suits their classes next steps in learning. Thus we also have a separate maths book for all children in which other work is completed if further reinforcement or extension is needed. The scheme has the reach intended as it is used from Y1-6. Staff appreciate the positive contribution this has made to support not only children's progress but also to their workload, thus it's use is acceptable and feasible. Subject leaders have attended networks for RE provided by the LA and for Science the Ogden trust. SLT staff have attended networks provided by EY2P. Subject leaders have been keen to attend, showing there is buy in and this has enabled them to reflect on the curriculum on offer and adapt this to make it better. We have also provided regular time for subject leaders to focus on their subject development which has allowed the curriculum to be refined and monitoring to take place. A big focus of our professional development this year has been the EYFS. Staff here have completed Wellcomm training, Think Equal training for Nursery and attended EYFS networks. SLT have also attended EYFS briefing sessions to ensure they are up to date with current developments and the best practice. At the end of Reception, we achieved a GLD above national with 73.9% compared to 72.3%. For disadvantaged pupils achieved a GLD broadly in line with this group nationally, however, this is a difficult comparison due to it being only 4 children.

In the Y1 phonics screening check, we scored above national with a pass rate of 88.9% compared to 81.8%. For disadvantaged pupils, the pass rate for Livingstone was 66.7% broadly in line with this group nationally at 68.4%. Again, with only 6 pupils, this was a small number to compare data for.

In KS2, we achieved 93% of children at expected or above in Maths and Reading and 80% for GPS. These results were significantly above the LA and national. For disadvantaged children in Y6 the percentage meeting the expected standard or above was significantly above the non-disadvantaged children nationally for Reading and Maths and inline for GPS. Progress scores for Reading and Maths are very positive at +3.23 for reading and +3.08 for maths putting us in the top 20% of schools nationally. Whilst Writing progress overall was lower than we would have liked it to be, the percentage of children at Expected has increased showing that our changes to the writing curriculum are moving in the right direction. Disadvantaged progress is even higher with +7.19 for reading, +1.63 for writing and +4.02 for maths. This compares to national progress for this group in all subjects being below 0.