

# Liverpool College Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1656
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	31st December 2024
Date on which it will be reviewed	31 <sup>st</sup> December 2025
Statement authorised by	A Haynes
Pupil premium lead	P Cartwright
Governor / Trustee lead	M Mason

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£321,383
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£321,383

# Part A: Pupil premium strategy plan

## Statement of intent

This Pupil Premium Strategy Plan aims to prioritise the efforts of the CLT, SLT, Middle Leaders, teaching staff, Governors as well as other relevant stakeholders such as parents/carers, with the key objective of improving outcomes for our learners with a wide range of barriers to learning which arise as a result of their deprivation status.

It also forms an important part of our College Inclusion agenda.

The College anticipates that an increasing percentage of its pupils will qualify for the pupil premium in the future and is determined to develop a proactive and comprehensive strategy to ensure that the gap in progress and attainment between Pupil Premium pupils and their non-Pupil Premium peers diminishes.

The strategy is to develop and implement practices which will measurably promote the life chances of our most disadvantaged pupils by diminishing any differences in the three key priority areas outlined below.

For every curricular or programme decision we will ask ourselves:

1. Will this initiative, activity or event enrich the lives of our pupils? Does it enrich the LCA+ curriculum of our pupils?
2. Will it increase their human flourishing and improve life chances?

We will then apply our Pupil Premium filter: will this work for our PP pupils? If not, can it be adapted, for example through the use of PP funding, to make it work for them?

**Priority 1: Full engagement in the LCA+ curriculum including in the arts, sports and leadership education**

**Priority 2: Academic progress and attainment**

**Priority 3: Resilience, behaviour, aspiration, careers and next steps**

## Challenges

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

Challenge number	Detail of challenge
1	Progress in writing in KS1 is lower for PP pupils than non, at KS2 in both English and Maths it is lower for PP pupils than non PP pupils
2	Progress in some subjects is lower for PP pupils than non
3	Attainment in some subjects is lower for PP pupils than non
4	Exclusion and sanction statistics for PP pupils are higher than for non-PP pupils
5	Attendance is lower for PP pupils compared to non-PP pupils
6	PP pupils often have fewer opportunities to access experiences that promote resilience, confidence and positive self-esteem
7	Lower future aspirations of PP pupils compared with non-PP pupils

## 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
Progress 8 measure for PP pupils equals that of non-PP pupils.	No in school gap
KS1 and 2 pupil progress for PP pupils equals that of non-PP pupils.	No in school gap
Progress for PP pupils improves in all subjects.	No in school gap
Attainment 8 and attainment at KS1 and 2 for PP pupils matches that of non-PP pupils.	No in school gap
Lower percentage of PP pupils who are PA	PA figures are lower and % attendance figures increase for PP pupils
PP pupils' participation in the LC+ curriculum and enrichment opportunities increase.	Increased numbers of PP pupils engaged in enrichment activities and the LC+ curriculum
Exclusion figures and sanction statistics are reduced for PP pupils and match those of non-PP pupils	Exclusion figures and repeat sanction statistics are reduced for PP pupils

## 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: £73,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to provide mentors for vulnerable pupils to support their learning and improve resilience (Inclusion Mentors). In Primary, to provide more Seedlings support (an extra half day a week) to help pupils mental wellbeing</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 2, 3, 5, 6</p>
<p>To part provide funds for Steps to Read, Read to Write, Maths Mastery</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612211/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.org.uk/what-we-do/our-guidance/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 2, 3</p>
<p>Purchase of standardised diagnostic assessments</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>GL Assessments which give vital insights into how best support pupils.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £127,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support (LSAs) in Primary	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions.	1, 2, 3 1, 2, 3
Provision of numeracy support in the secondary phase	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a> To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	1, 2, 3
Provision of literacy support in the secondary phase	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="http://oup.com.cn">word-gap.pdf (oup.com.cn)</a>	1, 2, 3
Intervention strategies	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	1, 2, 3, 7
Continued Tuition Programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

	<p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Whole school reading approach using Freshstart</p>	<p>Developing LSAs to run reading red and amber reading interventions. Improve reading ages of all pupils to improve progress in all subjects.  <a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p> <p>Introduction of class readers. CPD on reading with prosody and developing reading in the the curriculum.</p>	1,2,3

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

Budgeted cost: £119,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide a comprehensive LC+ Activities Programme and enrichment opportunities within the Duke of Edinburgh Award Scheme, Combined Cadet Force and sporting activities (e.g. KS2 weekly dance workshops in the Autumn term) to promote engagement in learning and leadership opportunities designed to build resilience</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.</p>	6, 7
<p>To employ the support of the EWO to improve the attendance of Pupil Premium pupils</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: • The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p>	5
<p>Ring-fenced fund to respond to PP pupils' individual needs, particularly in access to</p>	<p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice</p>	1, 2, 3, 4, 5, 6, 7

cultural activities, IT infrastructure and other barriers to learning	directly, to others that support schools more broadly, for example by tracking pupil data. Supporting resources: • The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.	
Resilience schemes and Forest School training across the whole school	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4, 6, 7
Enhanced Careers advice for PP pupils in Y10 and 11	Raising aspirations for all is an important element of our Pupil Premium plan.	7
Issue of new starter equipment packs to all PP pupils	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, particularly around equipment provision.	1, 2, 3, 4
Provision of musical instruments and assistance with musical tuition for PP pupils	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified particularly around equipment provision. We do not want disadvantage to be a barrier for our music scholars.	6, 7
Boarding provision – to enable selected pupils to access defined day boarding programmes and associated provisions	Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources: • The EEF Toolkit has a strand	5, 6, 7

	on extending school time, summer schools, and homework.	
Mental Health services – counselling and other defined support	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	6

**Total budgeted cost: £321,383**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At GCSE level (Key Stage 4) in 2024, the Progress 8 score (a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other schools nationally) for our disadvantaged pupils was  $-0.89$ . For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 37.3. These were the figures published by the key stage 4 performance data from the DfE.

The Progress 8 scores for disadvantaged pupils reflect a significant underperformance compared to their peers, indicating that these students are not making the expected academic progress. This result suggests that various challenges, including socio-economic factors, limited access to resources, and potential gaps in support, may be hindering their educational outcomes. Despite efforts to close the attainment gap, the disparity in progress remains a concern, requiring targeted interventions to address the specific barriers faced by disadvantaged students. This has highlighted the need for a deeper evaluation of how pupil premium resources are being utilised and to review current strategies to ensure we are sufficiently addressing the specific needs of our disadvantaged students. We have a thorough action plan and have collected data from all different areas of school life so that we are targeting our disadvantaged pupils.

At Key Stage Two our 14 Pupil Premium children underperformed when compared to their peers, indicating there were various challenges impacting on their progress. A number of the cohort faced challenging external factors and the interventions and support in place was less impactful than we had hoped. Better outcomes for our Pupil Premium children are a target this year.

At Key Stage One in reading and maths there is a smaller gap compared to their non PP peers but in writing the data reveals a larger gap. This suggests that our phonics targeted interventions and maths interventions are beginning to really impact on the pupils' progress. In writing, our target is to narrow the gap considerably.

Liverpool College is committed to closing the gap for our disadvantaged children over their time at the all-through school. We are committed to continuing with this hard work as each cohort of children pass through the school, both disadvantaged and non-disadvantaged.

## Impact of Spending 2024: Pupil Premium Funds

### Key Stage 4

	DfE Performance Tables  2024  Disadvantaged at Liverpool College	Liverpool LA  Non Disadvantaged  2024	National Non Disadvantaged  2024
<b>Number of PP Pupils KS4</b>	<b>25</b>	<b>3353</b>	<b>462766</b>
% standard pass (9-4) English and Maths	<b>48</b>	<b>69</b>	<b>73</b>
EBacc APS	<b>3.98</b>	<b>4.22</b>	<b>4.46</b>
Attainment 8	<b>37.3</b>	<b>48</b>	<b>50</b>
Progress 8	<b>-0.89</b>	<b>-0.15</b>	<b>0.16</b>

### Key Stage 2

	Liverpool College Pupil Premium 2024	Liverpool College  Non PP pupils 2024
<b>Number of PP pupils KS2</b>	<b>14</b>	<b>71</b>
% reaching expected standard in Reading	<b>57</b>	<b>79</b>

% reaching expected standard in Writing	<b>64</b>	<b>87</b>
% reaching expected standard in Maths	<b>57</b>	<b>89</b>
% reaching expected standard in RWM	<b>50</b>	<b>70</b>

**Key Stage I**

	<b>Liverpool College Pupil Premium 2024</b>	<b>Liverpool College Non PP Pupils 2024</b>
<b>Number of PP Pupils KSI</b>	<b>12</b>	<b>72</b>
% reaching expected standard in Reading	<b>75</b>	<b>82</b>
% reaching expected standard in Writing	<b>33</b>	<b>70</b>
% reaching expected standard in Maths	<b>75</b>	<b>79</b>
% reaching expected standard in RWM	<b>50</b>	<b>68</b>