

Smithdown Primary School's Pupil Premium Grant 2025 – 26

Statement of Context and Intent

Smithdown Primary is an oversubscribed, two form entry community primary school in the heart of the city of Liverpool. The school serves a diverse, vibrant and eclectic community. The school's pupil population represents a wide range of cultural, linguistic and socio-economic backgrounds, reflecting the rich diversity of the local area. Most of the children speak English as an additional language and the school places a strong emphasis on inclusion, community cohesion and cultural celebration.

The school's urban context brings both opportunities and challenges – including varying levels of deprivation – but also fosters a strong sense of resilience, creativity and community pride among pupils and families. Staff work closely with parents, local organisations and support services to ensure that every child is able to achieve and thrive academically, socially and emotionally.

Smithdown Primary's ethos centres on kindness and respect, ensuring that all children feel valued and supported in a welcoming, multi-cultural environment.

"Pupils, and their parents and carers, are proud to be part of this exceptional school. Pupils come from a diverse range of backgrounds. They embrace each other's differences. Staff help all pupils to flourish and grow into polite, articulate and well-rounded individuals."

"All pupils, including those with special educational needs and/or disabilities (SEND), achieve extremely well. Staff have exceptionally high expectations of pupils. Pupils feel empowered to tackle new challenges with great confidence."

Outstanding Ofsted, September 2021

Pupil Premium Grant:	£317,285.00 (October census)	
Number of pupils entitled to PPG funding	54%	
% of pupils entitled to PPG funding	October 2025 – <i>Due to high levels of mobility within the school community, pupil premium entitlement may vary across the year.</i>	
Entitlement by Year Group	October 2025	
Nursery EYPP	18 (30%)	
Reception	22 (37%)	
Year 1	28 (47%)	
Year 2	28 (47%)	
Year 3	34 (56%)	
Year 4	30 (48%)	
Year 5	40 (67%)	
Year 6	40 (66%)	

Mobility:

Due to the high levels of mobility within the school exact percentages will fluctuate across the year and therefore explaining any differences in percentages from external data. The proportion of pupils joining or leaving the school other than at the beginning of the school year is significantly above average. There are also a significant number of pupils who join the school for a short stay period or return to home countries on a regular basis.

Research:

The Sutton Trust and Education Endowment Foundation and the EEF Toolkit play a key role in our spending plans for Pupil Premium. Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit. The school follows the Implementation process of Plan, Do, Review and believes quality first teaching helps every child.

Smithdown Primary continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following...

- 1. Teaching – a focus on professional development ensuring the opportunity for highly skilled teachers to support and develop early career teachers***
- 2. Targeted academic support – close links between intervention support and classroom teaching***
- 3. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school.**

Barriers to Learning:

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development. We have categorised this into 5 key areas which remain a focus of a 3-year plan:

- **Low baselines of attainment on entry to school**
- **Limited experiences of life outside immediate environment**
- **Attendance and Punctuality**
- **Language Acquisition**
- **Self-Belief and Confidence.**

Pupil Premium Allocation:

Proposed Spending Plan 2025-2026				
Cost:	Aim/Proposal:	Nature of support:	Success Criteria:	Impact:
£16,500 <i>Contribution of salary costs approx. 50%.</i>	Family Liaison Officer: Works with individuals and small groups of pupils to develop social and emotional skills and gain confidence. Help overcome social and emotional barriers <ul style="list-style-type: none"> - Parental relationship development - EHATS - Safeguarding 	Wider Strategies – Social ,emotional and family support	Pupils feel safe and begin to trust adults in the school. Emotional and Mental health issues are addressed. Confidence in building relationships gained. Readiness for learning improved. Opportunities for vulnerable children to share their worries and concerns. Family involvement. Improved	
£16,500 <i>Contribution of salary costs approx. 50%.</i>	Effective and efficient support for families experiencing social and emotional difficulties.	Wider Strategies – Social ,emotional and family support	Effective early identification of family needs. Signposting and guidance for next steps. Access to external support facilitated as necessary.	
£36,000 <i>Contribution of salary costs 50%</i>	Deployment of KS2 teacher (20%) to support the teaching of Whole Class Year 6 Reading, writing and maths	Teaching and the Curriculum – low entry point of learners, EAL and family context barrier to pupil progress	Improved standards in progress and attainment across the curriculum in Year 2 and 6. Targeted support will enable learners to meet age expected standards. Improved pupil access to curriculum	

<p>£25,000 <i>Contribution of salary costs approx. 50%.</i></p>	<p>Development of Language Hub – Inclusion manager and EAL Lead support children through language intervention, acquisition and family context - ESOL</p>	<p>Wider Strategies – Social ,emotional and family support Teaching and the curriculum</p>	<p>Develop family links and child’s context on arriving in UK. Improved pupil confidence when encountering new learning. Independence enhanced when working in whole class setting. Accelerated progress of targeted pupils. Children to access elements of the curriculum. Develop parent, school relationship</p>	
<p>£15500 75% contribution of salary and resource cost</p>	<p>Outdoor sensory area To boost concentration, health and wellbeing. Make outdoor learning more fun. Help all pupils unlock their potential and collaborate with others.</p>	<p>Curriculum Learning and SMSC & Pupil Well being. Family Support – children do not have opportunities for outdoor learning and how they can progress in areas of the curriculum Safe and holistic outdoor spaces</p>	<p>Links are developed across all curriculum areas. The benefits of contact with nature can be particularly valuable for children with additional needs. Staff see spending quality time outdoors can help reduce pain, focus attention, reduce anxiety and compulsive behaviour. Children find the garden a place of peace and happiness for their emotionally wellbeing. Improved standards in STEM</p>	
<p>£20000</p>	<p>Planned broad curriculum which allows for enriched learning opportunities outside and inside of the classroom</p>	<p>Teaching and the curriculum – vibrant, inclusive and responsive to meet the needs of the children</p>	<p>Enriched cultural and academic learning experiences of pupils across all year groups. Engaged and motivated pupils with a widening understanding of the curriculum and beyond. Children have real world experiences, creativity and community connections. Children</p>	

			receive a curriculum that is challenging and personally enriching.	
£5000	Mark Burns Plus 1 CPD	Teachers understand what they are teaching and why. Coaching model with designated tasks	Children have a clearer understanding of what they are being taught and why. Developing knowledge and understanding within curriculum and positive outcomes	
£7500 <i>Contribution of salary costs,</i>	Interpreters support parents, staff and pupils in understanding the importance of school attendance, curriculum and school practise. Parents understand communication between school and home. Parents are able to support their children's learning at home.	Wider Strategies (Social, Emotional and Family Support)- Parents and children do not always understand expectations of school life and key aspects of the curriculum. Parents find it challenging to help their children with the curriculum	Attendance figures continue to remain in line or above with national. PA does not become an issue in the school. Parents understand ethos and culture of school. Children able to access school curriculum and make progress from starting point with language acquisition. Parents able to support children in their work	
£15500 <i>Contribution to resources and training 75%</i> <i>Staff CPD</i>	WellComm – speech, language and communication, whole school initiative supported by MAST Nursery staff trained in Maketon	Teaching and the curriculum - Starting/entry points are barriers especially to those with no pre school experience or who are new to the country	Children will have the ability to talk more fluently with confidence. They will express their ideas in a clear and mature way. CLL progress and attainment will continue to improve.	

			Teachers will be up skilled in the delivery of oracy and see the benefits across curriculum areas	
£18500 <i>Contribution to visit/visitor costs approx. 77%</i> £12000	Cultural Capital - Educational visits and visitors to school To enhance children's life experiences Year 6 residential to Crosby Hall June 2026 Year 5 London June 2026	Wider Strategies (Social, Emotional and Family Support) Teaching and the curriculum	Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing due to ignited experiences Improved standards at the end of both Key Stages. All pupils to receive an enriched curriculum with hands-on learning experiences	
£13,900 <i>Contribution to specialist teacher cost 75%</i>	Music teacher Runs weekly lessons across the school to enhance and enrich learning experiences. - Up skilling (CPD) of KS2 lead learning ukulele	Curriculum Learning - Lack of school experience, outside opportunities means that starting points are lower and need to be practically enhanced.	Learners develop confidence in skill application. Further opportunities to talk enhanced activities. Skill transference across the curriculum. Greater impact on accelerated progression in core subjects.	
£15,000	Attendance Initiatives To achieve consistent attendance of 96%+ and reduce PA. Subsidy of breakfast club	Social, emotional and family Support. SMSC & Pupil Well being - Lack of understanding due to parental prior school experiences and cultural differences causes attendance issues leading to possible PA	Reduce persistent absenteeism across the school. Keep attendance over 96%. Improvement in punctuality for targeted families. Strong relationship with EWO service. Breakfast club full to draw children and families in. Parents fully understand the importance of their child's education	

£6000 <i>Contribution cost 75%</i>	Effective breakfast provision in place supporting a healthy lifestyle.	Wider Strategies (Social, Emotional and Family Support)	Healthy and nutritious breakfast available every day. Opportunities to develop relationships, fitness and academic support during morning club time.	
£4000 75% CPD training cost	Lego Therapy Works with vulnerable individuals and small groups of pupils to develop social and emotional skills and gain confidence.	Wider Strategies (Social, Emotional and Family Support)- Lack of first-hand experience delays language development and medical need causes challenges when trying to communicate with others	Specific targeted children with social communication difficulties will gain a sustainable and positive approach to interacting with others. Verbal and non-verbal. Improvements in focus, negotiation skills and collaborative problem-solving .	
£5000 50% contribution	Uniform Costs To support pupil and family well being	Wider Strategies (Social, Emotional and Family Support)	To promote the importance of self-belief and self-esteem throughout school community and raise aspirations for all children. Children will feel valued and equal. Parents feel supported that the school can help them with these matters	
£10,500 50% Contribution	Food, clothing and utility line To support pupil and family well being	Wider Strategies (Social, Emotional and Family Support)	Children are fed, watered and clothed. Parents will access this fund and feel valued and supported that they can live. It will keep the children safe and healthy. Parents will feel supported in the knowledge that the school can support their families	
£30,000 75% contribution	3 Play Therapists To support identified vulnerable children	Wider Strategies (Social, Emotional and Family Support)- a lack of home support or life experiences such as trauma	Opportunities for vulnerable pupils to share their worries and concerns and taught strategies to cope with complex needs on a daily basis.	

		causes emotional needs some find hard to process. Deprivation and medical need have an effect on Self-esteem and confidence	Improved family involvement to develop home/school relationships Children discover for themselves sustainable ways to develop resilience and life skills	
£8500	Music therapist To support identified children	Wider Strategies (Social, Emotional and Family Support)	Opportunity for group and individual bespoke music therapy. Staff will see a release of negative emotions, improve mood, and coping better with stress and anxiety. Children will be able to explain and explore their emotions and develop healthy coping skills	

Please note that any additional spending will come from alternative budget lines

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