



# Pupil premium strategy statement

This statement details our planned 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	Litherland High School
Number of pupils in school	762 (funded on 730)
Proportion (%) of pupil premium eligible pupils	52% (funded on 47.4%)
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Claire Hallwood
Pupil premium lead	Claire Hallwood
Governor / Trustee lead	Simon Porter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£371,413
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£371,413



## Part A: Pupil premium strategy plan

### Statement of intent

Our vision at Litherland High School for our pupil premium students is to provide the highest quality of education that over time will reduce social inequality, address social injustice and promote social mobility, removing barriers to learning whether they be economic, social or medical, through a relentless focus on improving the quality of teaching and learning. We aim to implement a curriculum that meets the needs of all pupils regardless of their circumstances, addressing the multiple vulnerabilities of students through the strongest pastoral care. Our ultimate aim is to maximise the progress and attainment of all pupils and in particular our disadvantaged cohort, reducing the gaps that have emerged from primary education, in order to ensure they have aspirations for strong progression routes accessing positive destinations whether this is education, employment or training. We recognise the significant impact of students experiencing multiple vulnerabilities and the barriers to engagement that these present and remain committed to approaching our support in a multi-faceted way, understanding the bespoke needs of each student so that we can improve their long term outcomes.

### Challenges

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

Challenge number	Detail of challenge
1	The pupil premium cohort typically have significantly lower levels of literacy upon entry, impacting on their ability to read fluently and comprehend text; this limits their ability to engage in learning across the curriculum and consequently reduces their progress, which exacerbates the attainment gap.
2	CAT4 tests, along with KS2 SATs, indicate that the academic ability and prior attainment of disadvantaged pupils is lower than their non-disadvantaged peers. There is therefore an early attainment gap and clear knowledge deficits upon entry to secondary school which need to be addressed.
3	Significant economic barriers to learning in the majority of pupil premium students limits their experience of and access to a range of cultural capital opportunities and reduces their ability to engage with and understand certain aspects of the curriculum.
4	Social, emotional and mental health issues amongst the PP cohort are significantly more prevalent than in the non-PP cohort, as a result of the impact of multiple vulnerabilities and adverse childhood experiences. This impacts on their attendance, engagement in lessons and their relationships with peers and teachers.

5	The attendance of pupil premium students is typically lower than non-pupil premium students, with persistent absence concerns greater. This has an impact of their progress and attainment, with knowledge gaps deepening or emerging as a result, and non-attendance presents safeguarding risks.
6.	Behaviour concerns are more typical in the disadvantaged cohort, and they are more likely to receive sanctions for low-level disruption, internal isolations and suspensions form more serious issues. Longer term, they are more likely to be placed in Alternative Provision which despite best efforts leads to lower academic attainment and long-term NEET.

## 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
Increase the attainment of disadvantaged pupils in KS4, particularly in the Basics at both 4 and 5+, with an increased focus on maths and in particular those that are achieving English at grade 4+.	Basics at 4+ and 5+ increases in the PP cohort The attainment gap between PP and non-PP students reduces. Attainment 8 score increases, with the gap between A8 for pp and non-PP students reducing. % attainment at 4 and 5+ in all subjects increases. Increased numbers of students securing a positive L3 post-16 destination.
Improve the progress of disadvantaged students in all year groups and subjects.	More students are on track to meet or exceed FFT targets in all subjects, in all year groups P8 score increases for PP students in comparison to 2024 in core subjects and overall. P8 gaps reduce between PP and non-PP students.
Reduce the gaps in knowledge for PP students in order to improve attainment and progress in all students, and particularly the disadvantaged cohort.	Students assessed as working below age related expectations in either KS2 SATs or internal assessments make notable improvements in knowledge, to improve overall attainment, evaluated through: <ul style="list-style-type: none"> <li>• Internal summative assessments</li> <li>• External GCSE (or equivalent) assessment.</li> </ul>
Improve the standards of literacy, including reading and use of disciplinary vocabulary, across all year groups.	Reading assessments show that all students are improving both their reading age and standardised attainment score.  Students with the lowest levels of literacy, for whom a range of graduated interventions are in place, make rapid improvement towards reading at their chronological age.



<p>Attendance of pupil premium students improves, with attendance gaps diminishing between disadvantaged and non-disadvantaged pupils, and attendance rates, including PA, moving closer to National.</p>	<p>Attendance of PP students improves from the corresponding dates/terms in previous academic years, and over time.</p> <p>Attendance gap between PP and non-PP students reduces.</p> <p>Persistent Absence reduces from 2024/25, and improves over the academic year.</p> <p>Reduction of NEET figures</p>
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## 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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of teaching through a clear focus on:</p> <ul style="list-style-type: none"> <li>Evidence informed approaches, aligned with cognitive science and how pupils learn: <b>Enrolment on the EEF/SSAT part-funded ‘Embedding Formative Assessment’ course for all staff.</b></li> <li>Allocation of all CPD time/INSET to supporting teachers around the 4-part lesson approach, underpinned by Rosenshine’s Principles: Connect/Focus/Practice/Check: <b>Disaggregation of 3 INSET days and allocation of Directed Time to weekly CPD to support self-referred/targeted CPD, as well as facilitate the time for EEF Teacher Learning Communities</b></li> <li>Disciplinary literacy, including the use of academic vocabulary and disciplinary reading.</li> </ul> <p>QFT supported through:</p> <ul style="list-style-type: none"> <li>Allocated CPD time for quality instruction and support for teachers</li> <li>Time for departments to work collaboratively on subject specific pedagogy: <b>allocation of fortnightly departmental meetings to focus on curriculum and pedagogy,</b></li> </ul>	<p>‘The difference between a very effective teacher<sup>2</sup> and a poorly performing teacher<sup>3</sup> is large. For example during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher...</p> <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning’ The Sutton Trust .</p> <p>‘Good literacy is, of course, key to academic success across the curriculum. Indeed, a recent EEF evidence review found that the strongest factor affecting pupils’ science attainment is how well they understand written texts... literacy in secondary school should not simply be seen as a basket of general skills. Instead, it must be grounded in the specifics of each subject’ EEF Blog (Sir Kevin Collins)</p> <p>‘Metacognition is one of the most effective ways to help students improve their learning. It helps students to be aware of what they are thinking about and to choose effective learning strategies.’ (ResearchGate)</p>	<p>1, 2, 3</p>

<p><b>focusing on targeted areas for development</b></p> <ul style="list-style-type: none"> <li>Implementation of instructional coaching approach; use of EEF Implementation Guidance to plan, deliver, embed the approach for sustained improvement: <b>Appointment/Refinement of the Lead Practitioner role to have a wider impact on the quality of teaching through lead coaching role – including protected non-contact time for coaching and the additional TLR</b></li> <li>Middle and senior leaders attend MAT and other collaborative meetings to co-construct revised approaches to improving the quality of education .<b>Release time for core subject leaders half termly and to engage in specific collaborative work, plus additional time for ad-hoc areas such as Music, and senior leader meetings</b> QA approaches to focus on, monitor &amp; evaluate the CPD and school approach: 'Connect, focus, practice, check'.</li> </ul> <p>Additional leadership responsibilities in core subjects to support higher quality curriculum, teaching and learning, and CPD of the departments. <b>Lead Practitioners in English and Maths, additional TLRs for key stage responsibilities.</b></p>	<p>'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)' EEF</p> <p>'...professional development makes a significant difference to student attainment... the effect size of professional development was 0.09 with a 95 per cent confidence interval of 0.06 to 0.13... the effect of professional development appears to be equivalent to having a teacher in the classroom with over a decade's experience.' (Education Policy Institute and Ambition Institute)</p>	
<p>Reduced class sizes in core subjects at KS3 and KS4 to facilitate more targeted support for SEND/PP/ vulnerable students, and to facilitate more sharply focused teaching for middle and higher attainers. <b>English &amp; Maths at KS3 and 4 have an additional class to</b></p>	<p>'...reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours' EEF</p>	<p>1, 2</p>

<p><b>facilitate a smaller class size, Science have an additional class at KS4.</b></p>		
<p>Increased focus on reading, both as part of the cross curricular literacy strategy but also through a wider approach to developing reading.</p> <p>Shared reading developed and embedded in school. <b>Form time has been extended to 30 mins per day to facilitate the teaching on PHSE and allows for 2 sessions per week of Shared Reading – each year group has a carefully selected set of texts which are read to students in silence, with the opportunity to reflect and discuss the book and the vocabulary and themes.</b></p> <p>Wider access to the school library and associated resources in social and curriculum time.</p> <p><b>We have a full-time school librarian who oversees access to the library during lesson times and social times. Additional reading hubs are developed across the school including in English and Science, operating as spaces where students can choose to read in a quiet environment.</b></p>	<p>‘Research finds that time spent reading impacts positively on a variety of skills and subject outcomes including writing ability, research skills, maths ability, vocabulary breath, spelling and content specific knowledge’ Krashen, 2004; Sullivan and Brown, 2013</p> <p>Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market’</p> <p>(The relationship between reading age, education and life outcomes)</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target students with identified gaps in knowledge which is negatively impacting on attainment and progress. <b>Subject</b></p>	<p>‘make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures’ EEF</p>	<p>1, 2</p>

<p><b>Leaders for Maths &amp; English provide additional targeted tuition through morning sessions, evening sessions via Teams and weekend sessions in person.</b></p> <p>Robust internal and external assessment to identify extent and nature of gaps. Use of SISRA/FFT Aspire to interrogate data.</p> <p>Identify appropriate intervention through:</p> <ul style="list-style-type: none"> <li>• After school study support</li> <li>• Access to 1:1 or small group tutoring</li> <li>• Targeted intervention during school holidays for PP students</li> </ul>	<p>'Any consideration of curriculum should be inextricably bound to understanding quality diagnostic learning assessments.' EEF blog Assessing learning in the new academic year – how school leaders can best support pupils to regain lost learning</p> <p>'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' +4 months EEF</p>	
<p>Targeted intervention and support for students with low level of literacy, providing access to a bespoke tiered intervention system including Lexonik</p> <p><b>Investment in staffing – HLTA/TA plus TLRs for reading leadership NGRT and other diagnostic tests.</b></p>	<p>'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' +4 months EEF</p> <p>'consistently show positive impact on learning' +5 months EEF</p> <p>'Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches'. +6 months EEF</p> <p>'There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention'. (Education Endowment Foundation)</p> <p>'Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career</p>	<p>2, 3</p>

	<p>and their ability to make a successful transition into adulthood and the labour market...</p> <p>...Research has linked poor reading ability to an increased likelihood of unemployment, homelessness, divorce, health problems and incarceration, and a reduced likelihood of employment, home ownership, life satisfaction and community and political engagement' The relationship between reading age, education and life outcomes</p>	
<p>Investment in supporting students to apply effective study skills, so that they are more efficient and effective in their approach to revision. <b>Internal programme developed by T&amp;L Lead and Lead Practitioner – release time to allow for planning and delivery..</b></p>	<p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning</p> <p>Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes (<b>EEF</b>)</p> <p>To learn, students must transfer information from working memory (where it is consciously processed) to long-term memory (where it can be stored and later retrieved).</p> <p>Self-determined motivation (a consequence of values or pure interest) leads to better longterm outcomes than controlled motivation (a consequence of reward/punishment or perceptions of self-worth) (<b>Deans for Impact: Science of Learning</b>)</p>	
<p>Investment in support for students with EBSNA, who are not attending school and other forms of support have been tried without success. <b>Recruitment of 0.5 teacher to provide 1:1/small group tuition in our designated SEND base 'The Hive', focusing on Maths and English to facilitate a) attendance and b) access to attainment</b></p>	<p>Emotionally Based School Avoidance (EBSA) has been conceptualised as “a pattern of absence where reluctance, or refusal, to attend or stay in educational settings is rooted in anxiety or fear. This may be the result of an interplay between personal, family, school or wider environmental issues. It is not a diagnosis, but a special educational need.</p> <p>The plan should be realistic and achievable, with the aim of reintegrating the child or young person into school in the long term but initial steps may not involve being on the school site if the child or young person has not been in</p>	<p>2, 4, 5</p>

in core subjects as a minimum,	school for a while. The steps need to be small and achievable	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 172,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased provision of, and monitoring/closely targeted support for access to, wider curriculum provision in order to support aspiration, develop greater opportunities for cultural capital and encourage higher levels of engagement and participation in education.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Drama</li> <li>• Music</li> <li>• Art</li> <li>• Trips and Visits</li> <li>• Visiting Speakers</li> <li>• Student leadership opportunities.</li> </ul> <p><b>Additional TLR awarded for leadership of wider curriculum, enrichment and student leadership to promote increased opportunity and participation.</b></p> <p><b>Allocation of funding to support reduced cost of participation – trips</b></p>	<p>‘the impact of arts participation on academic learning appears to be positive’ ‘The overall impact of sports participation on academic achievement tends to be positive’ 2+ months EEF</p> <p>‘Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress.’ EEF</p>	<p>3, 4, 5</p>

<p><b>such as Madrid, London, Iceland etc</b></p>		
<p>Embedding a systematic use of the LHS Matrix to target students with ACEs requiring SEMH support, linking to a bespoke tiered intervention system which includes (but is not limited to):</p> <ul style="list-style-type: none"> <li>• <b>Year group lead: safeguarding &amp; attendance (non-teaching)</b></li> <li>• <b>Year group lead: Behaviour &amp; Standards</b> (teaching) with increased non-contact time to work with students and engage with parents and other agencies</li> <li>• <b>Bespoke careers support</b> (Career Connect contract)</li> <li>• External organisations including (for example) <b>Everton in the Community, Sefton Elevate</b></li> <li>• A multi-agency approach where required</li> <li>• <b>High quality, closely targeted use of, Alternative Provision:</b> Pinefields (SEMH), Waterside Academy, Everton Free School, Engage and Change, STAR SLA.</li> </ul>	<p>'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' +4 months EEF</p> <p>'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues' +3 months EEF</p>	<p>3, 4, 5, 6</p>
<p>Additional investment in a range of strategic approaches to improve behaviour &amp; attendance, including (but not limited to):</p>	<p>'reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning' +3 month impact EEF</p>	<p>5</p>

<ul style="list-style-type: none"> <li>• Education Welfare Officer</li> <li>• Full time attendance administrator</li> <li>• Assistant Behaviour Lead</li> <li>• Reflection for Learning Manager</li> <li>• School Counsellor (aimed at preventing permanent exclusion)</li> <li>• Access to NLP practitioner</li> <li>• Access to ADHD Coach</li> </ul> <p>Removal of economic barriers to learning which may be adversely impacting on attendance, including uniform, transport and access to food.</p> <p>Extended opening hours (before and after school) to support students and families in challenging economic circumstances in light of the current economic climate, breakfast provision for all and associated staffing.</p>	<p>‘Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement...Liaise with other agencies working with pupils and their families to support attendance’ DfE Improving School Attendance</p> <p>‘There is a general belief that school uniform leads to improvements in pupils’ behaviour.’ EEF</p> <p>‘To benefit from instruction, students must attend school regularly. Studies show that school attendance is a strong predictor of course performance and the strongest predictor of high school dropout’ Rodgers et al</p> <p>‘Setting standards for student performance without the supports to attain them actually places students at greater risk for school dropout’.</p>	
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**Total budgeted cost: £372,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Success criteria
Increase the attainment of disadvantaged pupils in KS4, particularly in the Basics at both 4 and 5+, with an increased focus on maths and in particular those that are achieving English at grade 4+.	28% 5+, increased from 11% 47% 4+. Increased from 34% Attainment gap reduced from 13% 4+ to 10%, although widened at 5+ due to the huge overall increase on the 5% attainment as a cohort. APS increase from 3.1 to 3.7, gap in this measure narrows from 0.6 to 0.4.
Improve the progress of disadvantaged students.	Although P8 was not calculated this year, SISRA data suggests it would have been around 0.26 which is a significant improvement on 2024 (-0.68), with 0.56 for PP students improved from -0.82.
Reduce the gaps in knowledge for PP students in order to improve attainment and progress in all students, and particularly the disadvantaged cohort.	Students assessed as working below age related expectations in either KS2 SATs or internal assessments make notable improvements in knowledge, to improve overall attainment: Students who entered KS3 in the 'lower' banding on SAS in SATS <ul style="list-style-type: none"> <li>• 15.4% of those PP students achieve 5+ Basic compared to 9.7 non-PP</li> <li>• 23.1% of those PP students achieved 4+ Basics compared to 25.8 non PP</li> </ul>
Attendance of pupil premium students improves, with attendance gaps diminishing between disadvantaged and non-disadvantaged pupils, and attendance rates, including PA, moving closer to National.	Attendance remains a priority, with a decline in attendance form both PP and non-PP cohorts and an increase in PA. We know that girls attendance is worse than boys, and that those students with multiple vulnerabilities are worse attenders.