

# Pupil premium strategy statement – Liverpool College 2025-2026

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1693
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	31st December 2025
Date on which it will be reviewed	31st December 2026
Statement authorised by	A Haynes
Pupil premium lead	L O'Meara Day
Governor / Trustee lead	E Parr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£471,626
Pupil premium funding carried forward from previous years	£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>	£471,626

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium Strategy sets out the College's commitment to ensuring that socio-economic disadvantage does not limit the achievement, opportunity, or life chances of any learner.

It forms a key part of our Inclusion agenda and directs the work of the College Leadership Team (CLT), Senior Leadership Team (SLT), Middle Leaders, teaching staff, Governors, and wider stakeholders including parents and carers.

The College anticipates a rising proportion of pupils who will be eligible for the Pupil Premium. We are therefore committed to a proactive and comprehensive approach that ensures gaps in progress, attainment and access between Pupil Premium pupils and their non-Pupil Premium peers diminish over time.

All decisions, whether curricular, pastoral or financial, will be guided by evidence-informed practice and focused on equity. For every curricular or programme decision we will ask ourselves:

1. Does this enrich our pupils' lives and enhance their experience of the LCA+ curriculum?
2. Will it support their human flourishing and improve their long-term life chances?
3. Does it work for our Pupil Premium pupils? If not, how can it be adapted to ensure it does?

Our strategy aims to remove barriers to learning and improve outcomes for disadvantaged pupils across three priority areas:

Priority 1: Engagement in the LCA+ Curriculum

- Ensuring full participation in the wider curriculum, including arts, sports, enrichment and leadership opportunities, so that Pupil Premium pupils benefit from a broad, ambitious offer.

Priority 2: Academic Progress and Attainment

- Ensuring consistently high-quality teaching, targeted academic support and a well-sequenced curriculum that enables Pupil Premium pupils to make strong progress and achieve ambitious outcomes.

Priority 3: Behaviour, Resilience, Aspiration and Careers and next steps

- Developing pupils' social and emotional skills, supporting strong attendance and behaviour, and ensuring high-quality careers and next-steps guidance to prepare pupils for successful futures.

Through this strategy, the College affirms its determination that disadvantage will never be a barrier to success, and that every pupil will be supported to thrive, achieve and flourish.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment in some subjects is lower for pupil premium pupils than non-pupil premium
2	Progress in reading and writing in KS1 is lower for pupil premium pupils than non-pupil premium, at KS2 progress for PP pupils in RWM is lower than non-pupil premium pupils
3	Attendance is lower for pupil premium pupils compared to non- pupil premium pupils
4	Pupil premium pupils often have fewer opportunities to develop resilience, confidence and self-esteem, limiting aspiration
5	Exclusion and sanction statistics for pupil premium pupils are higher than for non- pupil premium 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
Attainment 8 and attainment at KS1 and 2 for pupil premium pupils matches that of non- pupil premium pupils.	No in school gap
KS1 and 2 pupil progress for pupil premium pupils equals that of non- pupil premium pupils.	No in school gap
Lower percentage of pupil premium pupils who are PA	PA figures are lower and % attendance figures increase for pupil premium pupils
Pupil premium pupils' participation in the LC+ curriculum and enrichment opportunities increase.	Increased numbers of pupil premium pupils engaged in enrichment activities and the LC+ curriculum
Exclusion figures and sanction statistics are reduced for pupil premium pupils and match those of non- pupil premium pupils	Exclusion figures and repeat sanction statistics are reduced for pupil premium pupils

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 72,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide mentors for vulnerable pupils to support their learning and improve resilience	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): <a href="#">Social and emotional learning</a>	1,2,3,4,5
To part provide funds for Talk for Writing, Mastery in Mathematics and Read, Write Inc.	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: <a href="#">Maths guidance KS 1 and 2.pdf</a> ( <a href="#">publishing.service.gov.uk</a> ) The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1,2

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

Budgeted cost: £ 207,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of learning support for across Pre-Prep and Prep School	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:	1,2,3,4,5

	<p>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. <a href="#">Deployment of Teaching Assistants   EEF</a></p>	
Provide literacy support in the primary phase	<p>The EEF guidance reports states that the importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Literacy matters in countless aspects of daily life, throughout the life course, and it significantly influences the opportunities that children and adults have available to them.</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a>  <a href="#">Improving Literacy in Key Stage 2   EEF</a></p>	2
Provide numeracy support in the secondary phase	<p>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:</p> <p><a href="#">Teaching mathematics at Key Stage 3 - GOV.UK</a></p> <p>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="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	1,4
Provide literacy support in the secondary phase	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools   EEF</a></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <a href="#">Reading comprehension strategies   EEF</a></p>	1,4
Intervention Strategies	<p>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:</p> <p>The EEF's <a href="#">Selecting interventions</a> tool offers evidence-informed guidance to select an apt programme.</p> <p>The EEF has dedicated web pages on effective approaches to support literacy and numeracy.</p>	1,2,3,4,5

Participation in National Tutoring 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="#">One to one tuition   EEF</a> And in small groups: <a href="#">Small group tuition   EEF</a>	1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £190,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a comprehensive Activities Programme and enrichment opportunities to promote engagement in the LC+ curriculum	<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. Opportunities include LFC, Sports Leaders Level and She inspires. Duke of Edinburgh Award Scheme, Combined Cadet Force and Sporting activities (e.g. Sports for life and Active Soccer in the Prep School)</p> <p>The EEF Toolkit has a strand on <a href="#">Arts participation   EEF</a></p>	3,4,5
To employ the support of an EWO and the Schools Family Support Service, use of Edclass as well as other relevant external agencies and services to improve attendance of Pupil Premium pupils	<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.</p> <p>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. <a href="#">Parental engagement   EEF</a></p> <p>NFER research shows that absence rates are strongly linked with pupil outcomes for Disadvantaged students, with lower absence rates associated with improved attainment and progress scores. <a href="#">Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</a></p> <p>Education arranged by schools for pupils to off-site provision to provide support, improve behaviour, attendance and at times, risk of exclusion.</p>	3,5

	<a href="https://publishing.service.gov.uk">Investigative research into alternative education (publishing.service.gov.uk)</a>	
Ring-fenced fund to respond to PP individual needs, particularly in access to cultural activities, IT infrastructure and other barriers to learning	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. Homework and digital technology have been independently evaluated by the EEF and shown to be effective in helping students progress. <a href="#">Digital technology   EEF</a> <a href="#">Homework   EEF</a>	1,2
Resilience schemes and Forrest school training	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   EEF</a>	4
Careers advice and development for pupils in Year 10 and 11. Enhanced opportunities for Year 10 with the involvement of the Aspire project	Raising aspirations for all is an important element of our Pupil Premium plan. Including Engagement in a coordinated programme of guidance, tailored academic support, and intellectual preparation designed to equip students to submit competitive applications to Oxford, Cambridge, and other highly selective universities <a href="#">Aspiration interventions   EEF</a>	1,3,4
Issue of new starter equipment packs to all new Deprivation listed 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. <a href="#">EdTech interventions for disadvantaged pupils   EEF</a>	1,2,3
Provision of musical instruments and assistance with musical tuition for relevant 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. <a href="#">Removing barriers to musical participation in schools:   Birmingham City University</a>	3,4

on the pupil premium list		
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. The EEF Toolkit has a strand on <a href="#">Extending school time   EEF</a> , <a href="#">Summer schools   EEF</a> , and <a href="#">Homework   EEF</a>	1,3,4,5
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. The EEF guidance report on <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> , <a href="#">Improving Behaviour in Schools   EEF</a> , <a href="#">Review mental health and wellbeing - NFER</a>	1,3,5

**Total budgeted cost: £471,626**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed outcomes for our 32 Pupil Premium pupils taking their GCSEs in 2025 in terms of Attainment 8, percentage of pupils achieving a Grade 5 or above in English and Mathematics and EBacc APS (*It is not possible to calculate Progress 8 for academic years 2024 to 2025 and 2025 to 2026, as there is no Key Stage 2 prior attainment data available to use to calculate Progress 8*) These figures reflect the performance data published by the DfE.

KS4 outcomes indicate a positive impact of Pupil Premium provision. The attainment gap between disadvantaged and non-disadvantaged pupils at Liverpool college has narrowed significantly from 20.93 in 2023-2024 to 11.07 last academic year. Disadvantaged pupils achieved an Attainment 8 score of 45.5. The attainment of our disadvantaged pupils is above the Liverpool Local Authority (42) and broadly in line with National (45.9).

In English and Maths, 56.3% of disadvantaged pupils at Liverpool College achieved Grade 5+, outperforming both Liverpool LA and National. These outcomes demonstrate that the College's targeted academic support, high-quality teaching, and inclusive approaches are driving a reduction in the attainment gap. Work to continue to narrow the gap is ongoing.

At Key Stage Two our 19 disadvantaged children underperformed when compared to non-disadvantaged pupils, indicating there were various challenges impacting on their progress. In Reading, Writing and Maths (RWM), our disadvantaged pupils outperformed disadvantaged pupils nationally, with 53% attaining the expected standard compared to 47% nationally. Figures for national non disadvantaged pupils attaining the expected standard in RWM stands at 69%, a figure that represents a gap of -17.

At Key Stage One in reading and maths there is a narrower gap compared to their non disadvantaged peers. However, in writing the gap is significantly larger (-54%), highlighting this as a key area for improvement.

Last academic year disadvantaged attendance was 91.3%, 4.3% below non-disadvantaged peers. Persistent absence rates for disadvantaged pupils was 18.2%. Although this is higher in comparison to our non-disadvantaged cohort (6.6%), it remains slightly below the total PA rates for all schools in England which was 18.7%. Despite these challenges, Liverpool Colleges' overall attendance of vulnerable pupils (FSM and SEN combined) places the College in the top 10% of schools in England and second within the Local Authority. Improving disadvantaged attendance remains a priority, as securing better attendance is essential to sustaining the positive gains already seen in attainment and whole college engagement.

These figures for disadvantaged children across all Key Stages demonstrate that Liverpool College is closing the gap for our disadvantaged children over their time in our all-through setting. We are committed to continuing with this hard work as each cohort of children pass through the school, both disadvantaged and non-disadvantaged.

## Appendix (Data)

### KS4

DfE Performance Tables (2025)							
Measure	Liverpool Collage (150)	Liverpool Collage Non-dis (118)	Liverpool Collage Dis (32)	Liverpool LA non- dis (3153)	Liverpool LA (all)	National (all)	National Non- Dis (449566)
Attainment 8	55	56.57	45.5*	49	42	45.9	50.3
Grade 5 or above in English & maths GCSEs	65%	66.9%	56.3%	49.7%	38%	45.2%	52.8%
EBacc APS	5.12	5.25	4.14	4.31	3.63	4.08	4.49

\*Attainment 8 2023-2024 37.3 (Gap of 20.93)

### KS2

	Liverpool College Pupil Premium 2024/25	Liverpool College Non Pupil Premium 2024/25	National Pupil Premium 2024/25	National Non Pupil Premium 2024/25
<b>Number of PP Pupils KS2</b>	19	66		
% reaching expected standard in reading	79%	95%	63%	81%
% reaching expected standard in writing	42%	82%	59%	78%
% reaching expected standard in maths	61%	82%	61%	80%
% reaching expected standard in RWM	53%	74%	47%	69%

## **KS1**

	Liverpool College Pupil Premium 2025	Liverpool College Non Pupil Premium 2025
<b>Number of PP Pupils KS1</b>	18	65
% reaching expected standard in reading	56%	83%
% reaching expected standard in writing	28%	82%
% reaching expected standard in maths	61%	82%
% reaching expected standard in RWM	28%	74%

## **Whole College Attendance 2024-2025**

Cohort	Attendance	Persistent Absence	Severely Absent
All	94.7%	9.9%	1.7%
Non- Dis ad	95.6%	6.6%	1%
Dis-Ad	91.3%	18.2%	4.8%

