



Northcote Primary School



Pupil Premium Strategy Statement

2023-2026

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	2025-2026: 436
Proportion (%) of pupil premium eligible pupils	2025-2026: 51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024 November 2025
Statement authorised by	G. Anders
Pupil premium lead	L.Hearnshaw
Governor / Trustee lead	H. Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,120
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£287,120

Part A: Pupil premium strategy plan

Statement of intent

Northcote Primary school is a two-form entry primary school in the heart of Walton, north Liverpool. The school provides a secure, inclusive environment where the school values of 'Caring, Learning, Growing' underpin daily school life for all children, allowing them to develop positive personal qualities, social awareness and understanding.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We are also very mindful of those families and pupils who are not in receipt of FSM are also functioning in challenging situations, therefore this funding will also be used to support these families.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

In line with the EEF Pupil Premium Guide (April '22) Northcote Primary School continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following:

Quality First Teaching - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development and training.

Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Overcoming barriers to learning is vital to our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Through our recovery premium spending, our strategy is also integral to wider school plans for education recovery, following the COVID-19 pandemic.

Challenges

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

2025-2026 Update: We believe as a school, these are mostly still the challenges we are facing. We will continue with the targets set and any update we have we will be in this colour.

Challenge number	Detail of challenge
1	School readiness (low academic baselines on entry into Nursery and Reception, not at expected stage of development socially and emotionally).
2	Delayed language and vocabulary skills (speaking & reading skills). School has had an increase in the number of children who have English as an additional language over the last academic year. This has meant that staff have needed additional training and resources to support these children integrating into Northcote.
3	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, ASD & social emotional and mental health.
4	Effect of the national COVID-19 pandemic has caused gaps to widen; the attainment gap between girls and boys, particularly in reading and writing. Attainment data from end of KS2 for 2024-2025 had no significant gap between boys and girls from reading and writing. Across other year groups there is still a slight gap of girls performing better in reading and writing, however this is not significant.
5	Attendance and number of Persistent Absentees.
6	Vulnerable families and pupils with socio-economic or social, emotional or mental health difficulties.

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
1. Pupils with low attendance/ lateness levels are supported and challenged.	<ul style="list-style-type: none">• Whole school attendance percentages to reach pre-Covid levels<ul style="list-style-type: none">• Reduce persistent absenteeism across the school• Improvement in punctuality for targeted families

2.Create an inclusive setting with a specific focus on improving the quality of education for our pupils with SEND.	<ul style="list-style-type: none"> • Development of specialist SEND provision (Physical environment) across the school • Staff professional development training focused on the needs of the children in school • Operation of specialist interventions with a specific focus on identifying needs and removing barriers to learning.
3.To achieve higher rates of progress across KS1 & 2 for pupils (incl. those eligible for PP therefore narrowing existing gaps) across all aspects of the curriculum. To raise attainment and accelerate pupil progress, particularly for boys in reading, writing and maths.	<ul style="list-style-type: none"> • Improvement in attainment within core subjects across the school. • As a focus group, boys will show an increase in progress and attainment, particularly in reading and writing. • In KS2 there will be an increase in children who are eligible for PP achieving GDS in reading.
4.Early identification process ensures cumulative closing of academic gaps across the school.	<ul style="list-style-type: none"> • Early Identification of specific academic needs. • Timed and progressive interventions in place to ensure accurate measurement of progress. • Gaps identified in Reception Baseline Assessment closed as children progress through school.
5.Effective deployment of Learning Support Assistants to ensure maximum impact on progress and attainment of all pupils.	<ul style="list-style-type: none"> • Progress and attainment of key groups is improved. • Staff have a better understanding of effective deployment of LSAs.
6.Develop pupils' social, emotional and mental health so they fully access all aspects of school life. Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs.	<ul style="list-style-type: none"> • Improved pupil well-being through whole school culture, mentoring, PHSE, social & emotional interventions/support and parent partnership etc. • Pupils demonstrate improved attitudes to, and behaviour for learning. • Ensure that pupils are provided with breadth and balance within the curriculum. • Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well-being.

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: **£23,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Research and arrange quality CPD for staff, responding to needs identified through skills audits. To enhance quality first teaching and levels of support.</p> <p>2025-2026: The CPD model this year is linked to reviewed teaching and learning policy focusing on evidence based best practice and research informed pedagogy. There will be 6 cycles throughout the year which will focus on developing teaching knowledge, modelling of strategies and peer observations.</p> <p>Funding will also be used to release leaders at all levels to attend offsite training which will develop there professional expertise linked to curriculum and assessment.</p> <p>= 4x phase leads x 2 d/p/t = £9,960</p>	<p>EEF research states that evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>EBE Great Teaching Toolkit Evidence Review</p>	1-6
<p>Assessment and Tracking Purchase of nationally benchmarked standardised diagnostic assessments (NFER) Subscription to 'OTrack' for robust tracking of all quantitative data</p> <p>2025-2026 Update: To further support accurate assessment and support pupils with meeting end of key stage outcomes, school will be using regular diagnostic assessments through the platform 'Learning by Questions'. This will enable teachers to better plan and deliver targeted interventions for individuals and groups of PP children. £1,020</p> <p>We also upgraded our assessment system from Otrack to Sonar which allows better analysis of pupil groups and will allow for a more in depth view of progress and targets for pupil premium children. £1,500</p>	<p>NFER tests enable clear tracking of all pupils across the curriculum. This enables us to diagnose and address pupils who are falling behind on a summative basis. This information is then used within Pupil Progress meetings with teachers to investigate performance and set targets.</p> <p>OTtrack allows for us to track the progress and attainment of key groups, including pupil premium children, identifying which groups need intervention in order to close any gaps in learning.</p>	1-6

<p>Purchase of further resources to support school's adopted Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Little Wandle Revised Letters and Sounds)</p> <p>2025-2026 Update: New staff to be fully trained on LW delivery and assessment procedures. Phonics Lead to receive release time for in depth data analysis to identify clear next steps. £830 (2xd/y est) New resources such as sound cards and decodable books will be purchased when necessary. £350</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF: Phonics</p>	1,2,3,4,6
<p>Employment of teachers to cover Subject Leadership release time for subject leaders in order to further develop our school curriculum.</p> <p>2025-2026 Update: Subject leaders will spend time planning and organising curriculum enrichments to ensure that all pupils, but particularly pupil premium children have access to a wide range of experiences, increasing their cultural capital.</p> <p>Subject leaders will also be released to attend relevant training and network events which will further add to their knowledge and ability to support the wider staff in curriculum delivery. 9 subject leaders x 1 day a term = 27 days £370 p/d = <u>£9,990</u></p>	<p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>EEF: Effective Professional Development</p>	1-6

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

Budgeted cost: **£248,697**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Small group & individual teaching for pupils who need to catch-up. A significant proportion of the pupils who receive small group teaching will be disadvantaged, including those who are high attainers.</p> <p>2025-2026 Update: Four members of staff were promoted from their role as a learning support assistant to Higher Level Teaching Assistants. The HLTA structure introduced this year will allow for regular small group work tailored to pupils individual needs.</p> <p>£56,128</p> <p>School has appointed 4 additional full time Learning support assistants (2 in EYFS to secure strong foundations for learning and 2 who support classes with a higher percentage of PP children in Key Stage 2)</p> <p>£120,224</p>	<p>Providing one to one or small group tuition has proven to have a significant impact on learning.</p> <p>EEF: One to One tuition</p>	1-4
<p>Due to an increase in numbers of EAL children attending school staff require specialist support and training.</p> <p>2025-2026 Update: School continue to receive support from EMTAS to support families and provide staff training. £3,600</p> <p>To support EAL learners and provide accurate assessment, school have purchased a subscription to Flash Academy for children in Key Stage Two. £1,820</p>	<p>Improving teacher subject knowledge on how to best support and provide appropriate challenge for EAL pupils, alongside effective and holistic pupil assessment is identified as effective EAL pedagogy.</p> <p>https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/effective-teaching-of-eal-learners/</p>	
<p>Additional daily phonics sessions targeted at disadvantaged pupils who require further phonics support, as identified through ongoing assessment.</p> <p>7x TA2 £13,055</p> <p>2025-2026 Update: Additional HLTA in EYFS and KS1 provides additional capacity for further 1:1 and group support. (as above)</p>	<p>EEF: Individualised Instruction</p> <p>Research shows that individualised instruction has an impact of 4+ months.</p>	2,4

<p>Whole school approach to communication and language and oracy.</p> <p>2025-2026 Update: Greater number of staff to be trained in using Wellcomm screening and intervention program to support early identification of language difficulties and appropriate intervention.</p> <p>School will evaluate our approach to Oracy using the speaking and listening frameworks. A leader for Oracy will be identified and appropriate training allocated.</p> <p>5 days of release time £770</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF: Oral Language Interventions</p>	<p>1-4</p>
<p>Contribution towards the creation of a dedicated space to provide SEN provision, staffed by specialist staff members, in order to create an inclusive setting with a specific focus on improving the quality of education for our pupils with SEND.</p> <p>2025-2026 Update: This model has now evolved alongside our staffing structure to allow for four dedicated learning spaces (one in each key stage) which are organised and led by the phase HLTA and overseen by our school SENDCo.</p> <p>£53,100</p> <p>New resources have been purchased to support creating inclusive spaces and staff will received specialised training across the year on appropriate interventions and teaching strategies.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>EEF: Special Education Needs in Mainstream Schools</p>	<p>3</p>

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

Budgeted cost: **£349,535**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop staff knowledge and skill set when identifying how different behaviours can present and managing challenging behaviour through delivery of Team Teach training and the use of the Zone of Regulation in classrooms.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1-6
Allowing breakfast club cost to be kept to a minimum, meaning that children can access and are more ready for learning during the school day.	Research shows impact of 2mths in ks1 and improved behaviour across school for all pupils EEF: Magic Breakfast	4-6
<p>Improve health and fitness levels of all children.</p> <p>Financial support to provide low cost school meals</p> <p>Daily fruit for KS2 and milk for KS1</p> <p>School PE kits for reception and spares throughout school.</p>	<p>Childhood obesity levels are at an all-time high. Poor awareness of healthy living.</p> <p>Children are receiving daily portion of fruit.</p> <p>Good habits for PE start in reception and are built on as children move through the school.</p>	1-6

<p>Family support to support families at home and children in school who we identify as needing emotional, financial, housing support. Working to remove barriers between home and school.</p>	<p>Family support service provide an important link between home and school. They are a vital part of Early Help Support and provide that support in a non-threatening way to ensure that barriers to children attending school and achieving their potential are removed.</p>	<p>5,6</p>
<p>School acquires a additional support from a range of services and staff are trained to deliver a range of programs to support children's Social and Emotional Learning</p> <p>Play Therapy £11,000</p> <p>Talking and Drawing Therapy</p> <p>Everton in the Community 1:1 Mentoring</p> <p>Bereavement Support</p> <p>Targeted small group sessions and extracurricular groups with focus on yoga, mindfulness, outdoor therapies</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>5,6</p>

<p>2025-2026 Update: A School therapy dog is being trained alongside designated members of staff. £3,750</p> <p>A member of staff is receiving special Forest School Training to enhance our offer. £900 + £1,205 cover = £2,105</p>		
<p>Transport for residential est £2,000 and enrichment visits will be subsidised by the school.</p> <p>This makes sure that this activity is accessible for all pupils. The team building, life experiences and social skills that are encouraged and nurtured during these activities massively benefit the wellbeing of our children.</p>	<p>We believe that these residential add value to the children at our school. For many children they are their first trip outside of Liverpool. Experience from running these trips show how important they are as life experiences. Completing these residential fit in with our whole school motto; Caring, Learning and growing. This blog gives evidence of how children benefit from residential trips in primary school.</p> <p>Learning Away: Comparative Research Project</p>	5,6
<p>Enhanced curriculum through enrichment activities through a wide range of learning experiences.</p> <p>2025-2026 Update: School provides a wide</p>	<p>We aim to provide as many wider opportunities for children as possible throughout their time at school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5,6

<p>range of curriculum enhancement through specialist teachers for music, Spanish, Sports. This year we have added UK Military school to our offer to provide opportunities for children to develop their leadership and collaboration skills.</p> <p>School has also taken on two sports apprentices to create further opportunities to target pupil premium children in sport engagement and linking literacy and mathematics to physical activity which is shown to have a greater impact on outcomes than sport alone.</p> <p>£19,140</p>		
<p>Learning Mentor appointed to engage with families, supporting social, emotional wellbeing and monitoring and support and promote attendance</p> <p>2025-2026 Update: As well as continuing to support children across school with social and emotional wellbeing,</p>	<p>This blog outlines the importance of strong pastoral care within a school setting. If barriers to attending school and learning well are removed children have no reason why they cannot achieve their full potential.</p> <p>BERA: Pastoral Care</p>	

<p>Learning Mentor will be receiving training and resources to start running a Nurture program for families focusing on positive parenting and support strategies for home.</p>		
<p>Attendance Support Officer (t.t. only) to support drive to raise standards of attendance through school. This will support safeguarding £37,988</p> <p>2025-2026 Update: whole school attendance % and persistent absence % have seen positive decrease evidencing impact. Leaders will continue to evaluate strategy and ensure team approach to improving attendance and punctuality.</p>	<p>Poor attendance at school is linked to lower academic attainment across all stages. Through having a designated attendance officer this will allow us to better communicate with parents to support and challenge appropriately.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>1-6</p>

Total budgeted cost

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

End of EYFS

	Pupil Premium	Non Pupil Premium	Difference
Achieved GLD	68%	65%	PP + 3%
	10/15	28/43	

End of Key Stage 2 Results

	At and Above ARE % Summer 2025	Pupil Premium	Non Pupil Premium	Difference
Reading	55% 33/60	50% 19/38	64% 14/22	Non PP + 14%
GPS	70% 39/60	63% 12/38	69% 15/22	Non PP + 6%
Mathematics	65% 39/60	58% 22/38	78% 17/22	Non PP +20%
Writing (Teacher Assessment)	67% 33/60	63% 12/19	78% 21/27	Non PP +15%
RWM Combined	45% 27/60			

Phonics Screening Check Results

Year 1	Pupil Premium	Non Pupil Premium	Difference
Passed the PSC	62%	71%	Non PP +9%

Teacher Assessment Years 1-5

	Pupil Premium Working At Expected+ ARE	Non Pupil Premium Working At Expected+ ARE	Difference
Reading	54%	72%	+18% Non PP
Writing	47%	64%	+17% Non PP
Maths	55%	75%	+20% Non PP

Attendance Figures

	2023-2024	2024-2025
Pupil Premium	90.8%	91.1%
Non Pupil Premium	93.4%	94.5%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Spelling Shed	EdShed
TTRockstars	Maths Circle Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.