



## Northcote Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Northcote Primary School
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	196/439 = 45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (with annual evaluation and update)
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	R. Morgan (Head teacher)
Pupil premium lead	C. Foden
Governor	Anita Abdous

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,237
Recovery premium funding allocation this academic year	£16,211.60
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	£314,448.60

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objective is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The provision that we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The key principles of 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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We recognise that our GLD shows a rising trend (pre Covid) however, at this time our EYFS outcomes show that pupils transitioning to Year 1 are not securing the outcomes that we aspire to see. In order to address barriers to learning at the earliest possible time we are

investing money from pupil premium to secure those stronger outcomes. We see that children enter Nursery and Reception with very poor speech and language, to address this as a school we are working with the Speech and Language Therapist to secure early identification and intervention. As part of our holistic support for children and families we continue to commission; Family Support Worker services, enhanced Education Welfare Services and professional counselling services. As part of our promotion of healthy eating and to ensure that all children across school benefit from fruit each day we purchase fruit for every child each day. We fund Education Visits and Residential visits for both Year 5 and Year 6 pupils each year. We have created a visitors'/ conference room to accommodate multi-agency meetings focussed on the wellbeing of children in the school. This room will also serve as a training room for parents and staff.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery, reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Internal assessments indicate that reading and maths attainment among disadvantaged pupils is below or significantly below that of non-disadvantaged pupils (in highlighted years). Gaps between PP and non PP pupil attainment:</p> <p>Reading: Year 1 – 24%, Year 2 – 32%, Year 3 – 29%, Year 4 – 44% (year 5 and 6 show a smaller gap, however overall attainment is still low)</p> <p>Maths – Year 3 – 23%, Year 4 – 38%, Year 6 – 24% (year 1, 2 and 5 show a small gap, however overall attainment is still low)</p>

4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Children are requiring additional support with social and emotional needs, requiring specialist support or small group interventions.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 7%.</li> <li>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul>

## 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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and LSAs deliver high quality teaching and learning to class with appropriate support and extension. Ensuring that gaps in knowledge are addressed. CPD to ensure that this is achieved consistently.</p> <p>£21,000</p>	<p>Research from DfE shows how there has been a significant drop on attainment across pupils in all year groups due to the impact of Covid-19 and school closures. Studies highlighted how pupils from disadvantaged backgrounds suffered higher levels of learning loss compared to their peers.</p> <p>The best available evidence from EEF indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>1, 2, 3, 4</p>
<p>MITA training for LSAs and teachers to ensure effective deployment for maximum impact.</p>	<p>Making the best use of teaching assistants research EEF.</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. (Little Wandle Revised Letters and Sounds)</p> <p>£20,000</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

Online learning – investment in our online learning platform to ensure that children can access high quality learning to complement their learning in school. (£4000)	Recognised by EEF as an effective way to build parental engagement and set meaningful homework to support learning. This is also in place as part of our contingency plan for remote learning.	1, 2, 3, 4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £132,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:3 tuition (NTP) in year 6 with english and maths (£13,000)	1:1 tuition is recognised by EEF as a high impact intervention. We have recognised that our children work better in smaller groups (1:3) as they are able to share ideas.	3
Year 2 English and maths support from well-established teacher in school (autumn term 1). Year 6 support autumn and spring term. (£14,000)	Teachers to focus on key groups in the year that need additional support. This is to ensure challenge and to revisit lost learning. Teachers will use effective teaching approaches to achieve this. Adapting long and medium term planning. The following document has been used.  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="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611213/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	1, 2, 3
BR@P intervention delivered by LSA, year 5 and 4 (£36,000)	Research into an effective intervention to support progress in reading: <a href="https://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading">https://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading</a>	1, 2, 3

After school reading support delivered by LSAs (years 2, 3, 4, 5, 6) (£3000)	Reading support: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>	1, 2, 3
Resourcing of new reading scheme with fully decodable books for home reading. (£20,000)	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>	1, 2, 3
Reading plus – fund the online intervention that allows all KS2 pupils to access a targeted reading intervention to give personalised support. (£10,000)	Individualised instruction evidenced by EEF as an effective way of improving pupil attainment.	3
Additional needs LSAs X2 based in EYFS and KS1 to support with phonics and early reading interventions as well as supporting the emotional wellbeing of pupils. (£36,000)	Additional adults to work in EYFS to support with EYFS 2021 framework that gives a greater focus to adults modelling and encouraging speaking and listening. Also working with children to support new SSP and the additional reading support that children need.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £124,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support worker to engage with families, supporting social, emotional wellbeing and monitoring and support and promote attendance. (£26,000)	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.  <a href="https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners">https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners</a>	4, 5

<p>EWO services to support families with attendance. <b>(£12,000)</b></p>	<p>Our whole school attendance and attendance of our PP children requires improvement. By deploying Liverpool's EWO service we aim to support our families to improve attendance.</p>	<p>1, 2, 3, 4, 5</p>
<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. <b>(£7000)</b></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>4, 5</p>
<p>Brighter horizons counselling service for children to receive emotional support. <b>(£8000)</b></p>	<p>We have identified pupil's mental wellbeing as an area where support is needed. This counselling service provides support for our pupils that we identify as needing help. <a href="https://kidshealth.org/en/parents/finding-therapist.html">https://kidshealth.org/en/parents/finding-therapist.html</a></p>	<p>4, 5</p>
<p>50% subsidy of year 5 and 6 residentials. This makes sure that this activity is accessible for all pupils. We attach a attendance incentive to the funding. The team building, life experiences and social skills that are encouraged and nurtured during these residentials massively befit the wellbeing of our children. Residentials - <b>£12,000</b> 50% funding of all Extracurricular visits allows all children to access high quality curriculum enhancements, building the cultural capital of our children.</p>	<p>We believe that these residentials 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 residentials fit in with our whole school moto; Caring, Learning and growing. This blog gives evidence of how children benefit from residential trips in primary school. <a href="https://learningaway.org.uk/case-studies/benefits-younger-children-residentials-bulwells-wollaton-hall-2/">https://learningaway.org.uk/case-studies/benefits-younger-children-residentials-bulwells-wollaton-hall-2/</a></p>	<p>4,5</p>

£12,000		
<p>Allowing breakfast club cost to be kept to a minimum, meaning that children can access and are set up for the school day £6000</p>	<p>55 children who attend breakfast club (approx. 50%) are PP. Breakfast clubs can help pupils concentrate and pay attention in class. Parents rely on breakfast clubs to be able to work. Breakfast clubs help pupils' social development, children sit together to eat their healthy breakfast. Breakfast clubs can help children make healthier choices.</p>	1-5
<p>Improve health and fitness levels of all children. Daily free fruit - £7000 School PE kits for reception and spares throughout school. £2000</p>	<p>Childhood obesity levels are at an all-time high. Poor awareness of healthy living. Lockdown has added to this issue, staff could notice a visible change in the children's fitness levels when they returned to school after periods of lockdown. Children are receiving daily portion of fruit. Good habits for PE start in reception and are built on as children move through the school.</p>	4, 5
<p>Purchasing a new school mini bus, provide opportunities for children to participate in sporting, music and art enrichment activities. - £32,000</p>	<p>This will allow more children to be involved in enrichment activities. EEF note value of physical activities and arts participation. This allows enriches our wider curriculum offer. <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>	4, 5

**Total budgeted cost: £301,000**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Internal school data:

\*highlighted in red is the last published data set for each year group.

#### The percentage of children who are working at age related expectations or above in reading

Year group	Whole cohort (% at GD)	Pupil premium	Non pupil premium
1	55% (14% GD) <b>47%</b>	48% (9% GD)	64% (20% GD)
2	55% (5% GD) <b>71%</b>	41% (0% GD)	68% (1% GD)
3	73% (20% GD) <b>67%</b>	47% (16% GD)	88% (22% GD)
4	62% (22% GD) <b>81%</b>	51% (22% GD)	78% (22% GD)
5	82% (16% GD) <b>70%</b>	81% (16% GD)	84% (16% GD)
6	61% (18% GD) <b>68%</b>	64% (21% GD)	58% (16% GD)

**The percentage of children who are working at age related expectations or above in writing**

Year group	Whole cohort (% at GD)	Pupil premium	Non pupil premium
1	47% (5% GD) <b>48%</b>	37% (3% GD)	60% (8% GD)
2	51% (2% GD) <b>69%</b>	37% (0% GD)	64% (4% GD)
3	54% (8% GD) <b>60%</b>	32% (0% GD)	68% (13% GD)
4	52% (5% GD) <b>70%</b>	46% (3% GD)	61% (9% GD)
5	75% (16% GD) <b>66%</b>	74% (16% GD)	76% (16% GD)
6	61% (28% GD) <b>54%</b>	57% (25% GD)	65% (31% GD)

**The percentage of children who are working at age related expectations or above in maths**

Year group	Whole cohort (% working at GD)	Pupil premium	Non pupil premium
1	62% (9% GD) <b>65%</b>	58% (3% GD)	68% (16% GD)
2	74% (7% GD) <b>74%</b>	62% (0% GD)	86% (14% GD)
3	70% (8% GD) <b>73%</b>	53% (5% GD)	81% (10% GD)
4	73% (18% GD) <b>89%</b>	70% (14% GD)	78% (26% GD)

5	82% (23% GD) <b>83%</b>	81% (19% GD)	84% (28% GD)
6	65% (11% GD) <b>72%</b>	68% (7% GD)	62% (15% GD)

**The percentage of children who are working at age related expectations or above in RWM comb. (65% in RWM as floor target)**

Year group	Whole cohort (% exceeding)	Pupil premium	Non pupil premium
1	41% (2% GD)	30% (0%)	56% (4% GD)
2	48% (2% GD)	31% (0% GD)	64% (4% GD)
3	52% (2% GD)	32% (0% GD)	65% (3% GD)
4	48% (5% GD)	41% (3% GD)	61% (9% GD)
5	70% (11% GD)	71% (10% GD)	68% (12% GD)
6	50% (9% GD)	54% (7% GD)	46% (12% GD)

