



Northcote Primary School



Pupil Premium Strategy Statement 2023-2024

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	2023-2024: 427
Proportion (%) of pupil premium eligible pupils	2023-2024- 50%
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
Statement authorised by	R.Morgan
Pupil premium lead	L.Hearnshaw
Governor / Trustee lead	Mr. G. Ashley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-2024: £300,282
Recovery premium funding allocation this academic year	2023-2024: £28,923
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	2023-2024: £0

Total budget for this academic year	2023-2024: £329,205
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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.

2024-2025 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).
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. Analysis of attainment data from 2023-2024 has shown that there has been a closing of the attainment gap between boys and girls.
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: £ 107,523

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>£5,000</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> <p>2024-2025 Update: CPD will continue this year focusing on developing:</p> <ul style="list-style-type: none"> ➤ teacher knowledge of reading development and creating a reading for pleasure culture ➤ reasoning and problem solving in mathematics ➤ Embedding a consistent approach to teaching writing across school ➤ Formative assessment practice to support learning and good progress for all. 	1-6
<p>Assessment and Tracking Purchase of nationally benchmarked standardised diagnostic assessments (NFER) £1,000 Subscription to 'OTrack' £1,500 for robust tracking of all quantitative data</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>OTrack 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> <p>2023-2024: NFER tests were used successfully to benchmark progress and identify gaps in learning. Otrack provided information to track the progress and attainment of groups, in particular pupil premium children.</p> <p>2024-2025 Update: This year children will be tested termly using these assessments. OTrack will continue to be used as a tracking system.</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>£600</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>2023-2024: Additional sound cards and reading books were purchased to ensure children were reading books that matched their phonetic ability.</p> <p>2024-2025 Update: School is well resourced to deliver our phonics programme including 'Daily Keep Up' sessions for bottom 20% of readers and those who are at risk of falling behind.</p> <p>There will be a greater emphasis on support for staff this year through co-coaching and modelled lessons.</p>	
<p>Employment of teachers to cover Subject Leadership release time for subject leaders in order to further develop our school curriculum.</p> <p>£6,000</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> <p>2023-2024: Each subject leader had the equivalent of 3-4 full days to develop their curriculum plans. This has led to a better sequenced and more coherent curriculum across the school.</p> <p>2024-2025 Update: Subject leaders now have a clear intent for their subject area. Release time this year will focus on subject leaders monitoring and evaluating the impact of their curriculum area.</p>	1-6

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

Budgeted cost: £196,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of NTP funding to help fund targeted intervention for Pupil Premium Children</p> <p>£28,923</p> <p>Phonics interventions for Year 3 children who did not pass Year 1 phonics screening check</p> <p>£1,500</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> <p>2023-2024 impact</p> <ul style="list-style-type: none"> ➤ School used its full allocation of NTP funding to support 43 children across our Year 6 cohort through either 1:1 or small group tutoring. ➤ 12 children who did not pass Phonics Screening Check at the end of Year 1 received 'Rapid Catchup' intervention last year academic year. All of these children made progress and eight will continue to access programme in Year 4. 	1-4

	<p>2024-2025 Update:</p> <ul style="list-style-type: none"> ➤ 5 children in our Year 3 cohort will access 'Rapid Catchup' interventions this academic year. There will also be children from the rest of the juniors who access this provision. ➤ NTP funding will be used for children in our cohorts with the largest difference between pupil premium and non-pupil premium children. 	
<p>Reading plus – fund the online intervention that allows all KS2 pupils to access a targeted reading intervention to give personalised support. £9,000</p>	<p>EEF: Individualised Instruction</p> <p>Research shows that individualised instruction has an impact of 4+ months.</p> <p>2023-2024- It was evaluated that this intervention was not benefiting our pupil premium children due to a lack of engagement outside of school.</p> <p>2024-2025: This funding will be used for purchase of rich text to support our foundation subjects and support book clubs for target groups.</p>	2,4
<p>Whole school approach to communication and language and oracy.</p> <p>Train key staff in use of Wellcomm across the whole school from nursery to Year 6 £1,000</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>2023-2023: Wellcomm was well established in EYFS. All children who engaged in the program made excellent progress.</p> <p>2024-2025: We will extend this programme into Key Stage 1. Staff will be trained and resources purchased.</p>	1-4
<p>Two additional learning support assistants to support early years (pupils coming into school significantly behind where we think they should be). £47,000</p>	<p>2024-2025 update: This is a continued requirement given the needs of the incoming cohort.</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</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,</p>	3

quality of education for our pupils with SEND. £20,000 contribution towards the projected £50,000 cost to cover both internal construction and the development of outdoor space.	flexible grouping, and the targeted use of technology. EEF: Special Education Needs in Mainstream Schools 2024-2025 update: School continues to enhance this provision with appropriate resources and skilled staff.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 196,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allowing breakfast club cost to be kept to a minimum, meaning that children can access and are set up for the school day £4,000	Research shows impact of 2mths in ks1 and improved behaviour across school for all pupils EEF: Magic Breakfast 2024-2025 update: Continued subsidiary for breakfast club to continue, this will be promoted to Pupil Premium children who have low attendance.	4-6
Improve health and fitness levels of all children. Financial support to provide low cost school meals - £ 8360 Daily fruit for KS2 - £12,600. School PE kits for reception and spares throughout school. £500	Childhood obesity levels are at an all-time high. Poor awareness of healthy living. Children are receiving daily portion of fruit. Good habits for PE start in reception and are built on as children move through the school. 2024-2025 update: Continued support for children and families. Resources to support the promotion of healthy eating and exercise to be purchased.	1-6
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. £7016.00	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. 2024-2025 update: Continued support for children and families through this service. Work will be particularly focused on removing barriers to good attendance.	5,6

<p>Brighter horizons counselling service for children to receive emotional support.</p> <p>£15,200</p>	<p>Brighter horizons counselling service for children to receive emotional support.</p> <p>2024-2025 update: School will be supported by play therapists and the Mental Health Service Support Team and bereavement support.</p>	<p>5,6</p>
<p>50% subsidy of year 5 and 6 residential. This makes sure that this activity is accessible for all pupils. We attach an attendance incentive to the funding. The team building, life experiences and social skills that are encouraged and nurtured during these residential massively benefit the wellbeing of our children.</p> <p>Residential –</p> <p>£10,000</p> <p>50% funding of all Extracurricular visits allows all children to access high quality curriculum enhancements, building the cultural capital of our children.</p> <p>£10,000</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> <p>2024-2025 update: We have removed the attendance incentive as this proved problematic and damaged parental relationships. School will subsidise 25% for all children regardless of attendance and there will be additional funding support for our most vulnerable families.</p>	<p>5,6</p>
<p>Learning Mentor appointed to engage with families, supporting social, emotional wellbeing and monitoring and support attendance</p> <p>£44,192</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>2024-2025 update: Learning mentor will create a bespoke programme of support for targeted children linked to emotional literacy and self esteem.</p>	
<p>Attendance Support Officer (t.t. only) to support drive to raise standards of attendance through</p>	<p>2024-2025 update: This role is now fulfilled in school.</p>	

<p>school. This will support safeguarding</p> <p>£35,000</p>		
<p>Purchase of a minibus 'lite' to enable pupils to access the rich cultural heritage of their locality and their City.</p> <p>(Art Galleries, museums, areas of scientific and natural interest (National Trust, Nature England etc) and to undertake fieldwork linked to specific topics (Science, History, Geography).</p> <p>£45,000</p>	<p>2024-2025 update: The use of this minibus will enable more children to visit places across the city and as a school we will engage in a more sporting events and competitions.</p>	
<p>Contingency fund for acute issues.</p> <p>£5,000</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>	1-6

Total budgeted cost: £ 308,391

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 2023 to 2024 academic year.

End of Key Stage 2 Results

	At and Above ARE % (% GD) Summer 2024	Pupil premium	Non pupil premium	Difference
Reading	65% (19% GD) 30/46	58% (5% GD) 11/19	70% (29% GD) 19/27	Non PP + 12%
GPS	70% (22% GD) 32/46	63% (16% GD) 12/19	74% (27% GD) 20/27	Non PP +11%
Mathematics	74% (19% GD) 34/46	58% (11% GD) 11/19	85% (25% GD) 23/27	Non PP +27%
Writing (Teacher Assessment)	72% (23% GD) 33/46	63% (11% GD) 12/19	78% (33% GD) 21/27	Non PP +15%
RWM Combined	57% 26/46	47% 9/19	63% 17/27	Non PP +16%

Years 1-5 Teacher Assessment Data

Reading

Year Group	At and Above ARE % (% GD) Summer 2024	Pupil premium	Non pupil premium	Difference
1	62% EXP (11% GD) 34/55	56% (11% GD) 15/27	68% (11% GD) 19/28	<u>Non PP</u> +12%
2	51% (0% GD) 29/57	39% (0% GD) 9/23	59% (0% GD) 20/34	<u>Non PP</u> +20%
3	59% (9% GD) 33/56	47% (6% GD) 16/34	77% (14% GD) 17/22	<u>Non PP</u> +30%
4	62% (23% GD) 37/60	57% (14% GD) 20/35	68% (36% GD) 17/25	<u>Non PP</u> +11%
5	57% (19% GD) 33/58	56% (9% GD) 19/34	58% (33% GD) 14/24	<u>Non PP</u> +28%

Writing

Year group	At and Above ARE % (% GD) Summer 2024	Pupil premium	Non pupil premium	Difference
1	53% (0% GD) 29/55	52% (0% GD) 14/27	54% (0% GD) 15/28	<u>Non PP</u> +2%
2	49% (4% GD) 28/57	39% (0% GD) 9/23	56% (6% GD) 19/34	<u>Non PP</u> +17%
3	45% (7% GD) 25/56	32% (6% GD) 11/34	64% (9% GD) 14/22	<u>Non PP</u> +32%
4	65% (12% GD) 39/60	57% (9% GD) 20/35	76% (16% GD) 19/25	<u>Non PP</u> +19%
5	53% (12% GD) 31/58	47% (9% GD) 16/34	63% (17% GD) 15/24	<u>Non PP</u> +16%

Maths

Year group	At and Above ARE % (% GD) Summer 2024	Pupil premium	Non pupil premium	Difference
1	67% (2% GD) • 37/55	56% (4% GD) 15/27	79% (0% GD) 22/28	<u>Non PP</u> +23%
2	46% (7% GD) 30/57	43% (9% GD) 20/23	59% (6% GD) 30/34	<u>Non PP</u> +16%
3	67% (9% GD) 39/56	56% (6% GD) 19/34	91% (14% GD) 20/22	<u>Non PP</u> +35%
4	60% (22% GD) 36/60	58% (14% GD) 19/35	68% (32% GD) 17/25	<u>Non PP</u> +10%
5	50% (21% GD) 29/58	44% (12% GD) 14/34	58% (33% GD) 14/24	<u>Non PP</u> +14%

Year 1 Phonics Screening Check

Passed the Phonics Screening Check	Pupil Premium
67%	64%
35/52	16/25

Year 2 Phonics Resit

Passed resit of Phonics Screening Check	Pupil Premium
37.5%	0%
(3/8)	(0/5)

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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.