

NCPS: Pupil premium strategy statement 2025-2026

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	473
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	28 th December 2025
Date on which it will be reviewed	1 st December 2026
Statement authorised by	S Murphy
Pupil premium lead	C Hyland
Governor / Trustee lead	K Bracken

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£418,140
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year <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>	£418,140

Part A: Pupil premium strategy plan

Statement of intent

Our intention 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, EHCPs, young carers and children with SEMH needs. The activities we have outlined in this statement are also intended to support all children's 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 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. The principles underpinning our strategy will ensure that we:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, whether that be academic, social or emotional need
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- maintain a sharp focus on mental health and wellbeing through a whole school programme of support
- prioritise family engagement to underpin our work in supporting children to make effective progress
- focus on curriculum enrichment and the raising of aspirations for children and families
- focus on the development of Prime areas of development and literacy in EYFS to raise outcomes at the end of the reception year so ready for the challenges of Year 1 and beyond

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils continues to be lower than for non-disadvantaged pupils.</p> <p>A higher number of disadvantaged pupils have been ‘persistently absent’ compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ academic progress and outcomes.</p>
2 3	<p>Observation and qualitative data shows a disregard for education and that parental engagement is lower amongst disadvantaged families. This adversely affects outcomes for disadvantaged children as parents are less likely to read at home, attend school workshops and training and have high expectations for our children.</p> <p>The limited life experiences of our children, particularly those who are disadvantaged, significantly impacts outcomes as children have few experiences of the wider world to draw upon to support creativity and academic learning.</p>
4	<p>Our assessments (including Thrive and Pass assessments), observations and discussions with pupils and families have identified social and emotional issues for many pupils, a rise in anxiety and emotional regulation issues. These challenges particularly affect disadvantaged pupils and their attainment and relationships. Behavioural data continues to show that disadvantaged children make up a significant proportion of children engaging in higher level poor behavior choices.</p>
5	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. As children progress through school these language and vocabulary gaps impact writing outcomes and as children continue to focus on the technical aspects of writing and have greater difficulty adding flair and imagination to enrich their written work.</p>
5	<p>Children enter EYFS significantly below in Word Reading and Comprehension. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts the numbers of children who achieve a good level of development at the end of reception and their subsequent development as readers. Outcomes are low for boys at the end of Reception, and the gender gap has increased.</p>
6	<p>The increasing proportion of pupils with complex SEND needs in mainstream, who are also pupil premium, poses significant challenges to attainment and progress throughout the school.</p>

7	Attainment in writing is low across EYFS, KS1 and KS2 and has been so for a number of years.
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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
<p>1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Inclusive attendance strategy Training for inclusion team: Inclusive Attendance module Internal CPD for all staff on attendance SLA – Knowsley School entry routines High quality teaching Parental engagement strategy Impact-Ed survey and completion report</p>
<p>2. Improved communication and family engagement.</p> <p>3. To develop a robust programme of enrichment opportunities for all children so they have experiences to draw upon to support creativity and learning.</p>	<p>Parent communication flow chart Virtual newsletters Coffee mornings Parent ambassadors Parent/carer workshops Parental engagement termly timetable EAL forum to gauge needs of group</p> <p>Into university support Careers strategy coordinated by a lead teacher After school club offer Opal Forest school Breakfast club Part funded residentials Fully funded educational trips Themed days Sporting competitions Aspiration assemblies Zones of regulation High school transition programme</p>
<p>4. To improve children’s ability to identify their own SEMH needs and devise and implement strategies to manage them effectively, reducing the incidence of disadvantaged children engaging in</p>	<p>Sustained high levels of wellbeing and resilience from 2025/6 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations</p>

<p>higher level poor behaviour choices.</p>	<p>a significant reduction in incidents on Abor and fewer children booked into reflection room New MIS which allows us to track behaviour data more precisely Impact-Ed survey results Number of referrals for inclusion support measured OPAL strategies / play charter Attendance strategy: morning greeting and check-in Happiness Champions School dogs Therapeutic approach: 4 learning mentors, ELSA support, dog therapy, play therapy Zones of regulation introduced</p>
<p>5. Improved communication skills for pupils</p>	<p>Wellcom assessment on entry in EYFS Wellcom assessment for all children in EYFS and KS1 SALTA to deliver Talkboost to identified groups Targeted Chatty Therapy for identified children</p>
<p>6. Improved outcomes at the end of EYFS, with more children achieving GLD and gaps between girls/boys and pupil premium/non-pupil premium closing, to ensure greater success in the PSC at the end of Year 1.</p>	<p>Highly effective teaching of early literacy across nursery and reception Well sequenced, progressive literacy curriculum that effectively builds knowledge skills and understanding Precise assessment of language skills on entry to EYFS and timely and effective intervention to close gaps Access to early excellence training to support practitioners development Closer strategic oversight of teaching and learning in EYFS from DHT Use of SIP (DBE services) to support EYFS from Spring 2 term Designated EYFS SENCO support to ensure early identification and quality, effective support is in place and continually monitored Trial new regulation and relationships policy to build intrinsic motivation for learning</p>

	<p>Attendance strategy to focus on PA, children at risk of PA and developing good attendance habits</p> <p>Re-designed outdoor area to support the development of gross / fine motor skills and help to underpin developments in boys writing skills</p> <p>Focus on writing for context as research tells us boys are motivated to write when they have a purpose</p> <p>Communication support (Wellcom/Talkboost/Chatty Therapy)</p>
<p>7. Improved outcomes for disadvantaged children with SEND across school.</p>	<p>Full time mainstream SENCO without class responsibility to support teachers and struggling learners</p> <p>Fortnightly SEND Spotlights to support staff in identifying and supporting learners</p> <p>Targeted and effective support through a robust graduated response</p> <p>Provision Mapping online portal to support staff to deliver effective provision</p> <p>A series of high quality, evidence backed interventions are in place in all phases</p> <p>Revised cohort overviews that detail SEND needs, interventions and adaptive teaching strategies in every class</p> <p>Adaptive teaching strategies in place in every class</p> <p>SEND non-negotiables devised for every classroom</p> <p>Development of breakout spaces to support SEMH and P&S needs across school</p> <p>Additional TAs employed and effectively deployed to support pupils with SEND needs</p> <p>Learning support teacher employed for 3 hours per week</p> <p>Occupational therapist employed for 1 day per week</p> <p>Educational Psychologist employed for 72 hours of support per year</p>

	<p>Chatty therapy bought in to support the communication and interaction needs of 16 children on a rolling programme (SALT – 1 day per half term and SALTA – 2 days per week)</p> <p>Therapeutic approach: 4 learning mentors, ELSA support, dog therapy, play therapy, fitness therapy</p>
<p>8. Improved writing outcomes at the end of KS1 and KS2 based on 2023-24 outcome data.</p>	<p>Implementation and embedding of new, research-based writing scheme, ‘Ready Steady Write.’</p> <p>RSW training for all staff</p> <p>Support from SIL with English specialist (training and CPD at all levels in school)</p> <p>Up to date CPD for teaching staff on improving writing outcomes (NWLP – gaps in writing)</p> <p>All staff moderating writing correctly and accurately assessing</p> <p>Staff have accurate and precise knowledge of the writing curriculum objectives for their pre, current and post year group</p> <p>Coaching outcomes for staff will show clear positive development in knowledge and skills</p> <p>Pupil progress meeting used to forensically reflect on practice and to identify and plug gaps</p> <p>Use Do It Nows to plug gaps in grammar</p> <p>Use handwriting Do It Nows to embed taught skills into independent writing</p> <p>Ensure use of Clickr8 where relevant as a writing scaffold</p> <p>Ensure the use of widget where necessary as a writing scaffold</p> <p>Use of AI (Artificial Intelligence) to ensure texts are accessible for identified pupils and to provide purpose for writing</p> <p>English lead to explore writing interventions</p>

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: £299,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arbor system to evaluate observations / CPD	https://arbor-education.com https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5, 7
TA in every classroom to support learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5, 6
Full time mainstream SENCO without class responsibility to support teachers and struggling learners	More strategic support for SEND provision across school.	5,, 6
EYFS SENCO	More strategic support for SEND provision across school.	3, 5, 6
EYFS Early Excellence CPD	Mentoring and coaching approach	5
DHT EYFS support x 1 afternoon per week	Mentoring and coaching approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5
Provision Mapping Tool	Strategic coordination of effective and smart plans and provisions to support needs of the children.	5, 6
Evidence 4 Learning / B-Squared assessment systems for children with SEND	Support the assessment of progress and the up levelling of provision for children with SEND.	5, 6
CPD		
Additional Teacher to work across EYFS/ KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	6
Attendance strategy	Supports a trauma-informed approach to relationships to boost attendance.	1
Clickr8	Scaffold to support writing outcomes for children.	7
Walkthru Textbooks (coaching)	Supports the instructional coaching ethos and useful tool to up-level classroom practice.	7

Ready Steady Write CPD and implementation across school	https://www.literacycounts.co.uk/ready-steady-literacy-school-success-case-studies-testimonials	7, 8
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [insert amount]

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive and inclusive teaching practices and policy	https://asset.nasen.org.uk/adaptive_teaching_in_an_inclusive_classroom.pdf	6
Chatty Therapy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4, 6
Learning Support Teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	6
Educational Psychologist Support	https://psycnet.apa.org/record/2015-18563-014	6
IDL	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	6
Teaching with the Lightning Squad	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	6
Rapid Reader	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	6
Wellcom ass and subsequent Talkboost support - SALTA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4, 6
Fine motor programme to support writing skills across school for identified children (Write Rules)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5, 7
Ready Steady Write adaptations and support	https://www.literacycounts.co.uk/ready-steady-literacy-school-success-case-studies-testimonials	7, 8
Clickr8	Scaffold to support writing outcomes for children.	7, 8
Shine Therapy OT support (sensory work)	Specialised SEND support for sensory needs	

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

Budgeted cost: £196,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
4 Learning Mentors in place to support whole school needs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3, 6
2 x ELSA in place	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 6
Therapy Dog support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 6
Attendance Strategy & CPD	Impact Ed national research and report to underpin targeted research strategies – see Impact-ed booklet of resources.	1, 3, 6
Forest School	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2, 3, 6
Zones of regulation	https://zonesofregulation.com/research-and-evidence/	2, 3, 6
Shine Therapy OT support	Specialised SEND support for sensory needs	3, 6
OPAL	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2, 3, 6
Parent workshops	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2
Into University	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2
Breakfast Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2
After School Clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2
Careers Strategy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2

Arbor behaviour tracking / parent communication / assessment tracking	https://educationendowmentfoundation.org.uk/education-evidence/teac https://arbor-education.com	1, 2
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Total budgeted cost: £ 570,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Review 2024/5
<p>1) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Inclusive attendance strategy implemented, and all staff trained • SLA – Knowsley purchased, and all statutory guidance followed • School entry routines updated, and reviews showed this was working well and children like it • High quality teaching evidenced through walk-thrus • Parental engagement strategy implemented but could be improved for next academic year • Impact-Ed survey and completion report demonstrated all felt a sense of belonging and connection to school • End of year data showed that PA rates were reduced for all subgroups excluding SEND and PP <p>Next Steps:</p> <ul style="list-style-type: none"> - Sharp focus on disadvantaged families and attendance rates
<p>2) Improved communication and family engagement.</p> <p>3) To develop a robust programme of enrichment opportunities for all children so they have experiences to draw upon to support creativity and learning.</p>	<ul style="list-style-type: none"> • Parent communication flow chart sent out to all stakeholders • Coffee mornings held across school and feedback positive • Parent ambassadors were created and worked on a project but then participation dipped so this is an area to explore further • Parent/carer workshops held in phonics/maths • Parental engagement termly timetable sent out to all stakeholders and attendance for some activities was improved • EAL forum to gauge needs of groups set up and two events held, first one

	<p>was very successful, second one had 5 families attend. This work will continue and will involve Knowsley EAL service.</p> <ul style="list-style-type: none"> • Into university sessions very successful for those year groups involved and this will continue • Careers strategy coordinated by a lead teacher and hugely impactful in terms of aspirations and ambitions for our pupils, • After school club offer not expanded so this is an area of development for the future. • Opal continues but action plan needs to be updated / clear actions for outdoors need to be implemented. Lead appointed (H Smith) from amongst staff to drive these changes, • Forest school continues to work across school successfully. • Breakfast club expanded to support Nursery 30-hour provision. • Aspiration assemblies continue to be held • Zones of regulation introduced at morning entry. Will now be expanded and more training planned for. • High school transition programme in full effect for Year 6 and DSP pupils. <p>Next Steps:</p> <ul style="list-style-type: none"> - Sharp focus on parent ambassadors / PTA development - Opal development - After school clubs to be developed
<p>4) To improve children’s ability to identify their own SEMH needs and devise and implement strategies to manage them effectively, reducing the incidence of disadvantaged children engaging in higher level poor behaviour choices.</p>	<ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • Use of Arbor has allowed us to track behaviour more precisely and autumn term data shows 30% fewer L3 incidents than this time last year and indicates staff are improved at

	<p>following the levels of behaviour specified in the policy.</p> <ul style="list-style-type: none"> • Impact-Ed survey results indicated high levels of mental wellbeing, belonging and connection amongst pupils towards school • Number of referrals for inclusion support measured and were 17% less than the previous year, indicating wither staff are completing fewer referrals or fewer were needed. This will be investigated further moving forwards. • OPAL strategies / play charter have resulted in improved lunchtime behaviours • Attendance strategy: morning greeting and check-in is very positive and contributes to the sense of connection pupils experience • School dogs continue to be a well-received mechanism for supporting pupil wellbeing on a more spontaneous footing • Therapeutic approach: 4 learning mentors, ELSA support, dog therapy, play therapy are all measured on Provision Mapping and indicate high levels of improvement for all pupils. <p>Nest Steps:</p> <ul style="list-style-type: none"> - Use CtC funding to work with Sycamore Send to audit our existing behaviour provision, develop a comprehensive programme of whole staff training on de-escalation and behaviour support/management in order to target those (predominantly KS2 children) who are consistently displaying challenging behaviours and not responding to our emotional regulation policy
<p>5) Improved communication skills for pupils</p>	<ul style="list-style-type: none"> • Wellcom assessment om entry in EYFS to indicate need and support is targeted to those pupils. 80% of

	<p>children targeted move into at least the next higher assessment band</p> <ul style="list-style-type: none"> • Wellcom assessment for all children in EYFS and KS1 and outcomes here are equally positive • SALTA to deliver Talkboost to identified groups in the afternoon. • Targeted Chatty Therapy for identified children indicate very positive results and 16 places are used at capacity at all times.
<p>6) Improved outcomes at the end of EYFS, with more children achieving GLD and gaps between girls/boys and pupil premium/non-pupil premium closing, to ensure greater success in the PSC at the end of Year 1.</p>	<ul style="list-style-type: none"> • Precise assessment of language skills on entry to EYFS and timely and effective intervention to close gaps was evident. • Overall outcomes improved for GLD at the end of FS2, but the gender gap remains significant and must be targeted in this academic year. • Access to early excellence training to support practitioners development of provision and environment worked well. • Closer strategic oversight of teaching and learning in EYFS from DHT:I has worked well to drive overall improvements in outcomes. • Designated EYFS SENCO support to ensure early identification and quality, effective support is in place and continually monitored to ensure needs are met. • Clear transition information passed to year 1 to enable support to be ongoing. • End of stage non-negotiable skills in place and working well to guide staff to ensure children have the essential skills needed to move to the next phase of their education. • Implementation of 30-hours in Nursery has had a significant impact on attendance levels and will drive data improvements at

	<p>the end of the receptor year 2026.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Embed Ready Steady Write to focus on improving gender outcomes in EYFS literacy - Ensure a robust overall strategic view across Nursery and Reception for EYFS lead - Add EYFS to termly monitoring schedule to ensure close monitoring takes place and speedy changes can be made as needed
<p>7) Improved outcomes for disadvantaged children with SEND across school.</p>	<ul style="list-style-type: none"> • Full time mainstream SENCO without class responsibility to support teachers and struggling learners who monitors termly across classes to ensure all needs are met, • Fortnightly SEND Spotlights to support staff in identifying and supporting learners have not been happening and we need to re-embed this process ASAP. • Targeted and effective support through a robust graduated response is in evidence • Provision Mapping online portal to support staff to deliver effective provision is efficient and ensures timely support and ease of monitoring • A series of high quality, evidence backed interventions are in place in all phases and are reviewed half termly by the SENCO • Revised cohort overviews that detail SEND needs, interventions and adaptive teaching strategies in every class allow a coherent and detailed view of need across the school • Adaptive teaching strategies in place in every class and are monitored by the SENCO

	<ul style="list-style-type: none"> • SEND non-negotiables devised for every classroom and must be displayed / adhered to • Development of breakout spaces to support SEMH and P&S needs across school: high quality sensory support is in place across EYFS, KS1 and KS2 • Additional TAs employed and effectively deployed to support pupils with SEND needs • Learning support teacher employed for 3 hours per week • Occupational therapist employed for 1 day per week • Educational Psychologist employed for 72 hours of support per year • Chatty therapy bought in to support the communication and interaction needs of 16 children on a rolling programme (SALT – 1 day per half term and SALTA – 2 days per week) <p>Next Steps:</p> <ul style="list-style-type: none"> - Fortnightly SEND Spotlights to be completed by mainstream SENCO - SENCO to ensure caseloads and triages decisions are kept up to date fortnightly - SEND in a nutshell document to be sent to all staff / stakeholders half termly
<p>8) Improved writing outcomes at the end of KS1 and KS2 based on 2023-24 outcome data.</p>	<ul style="list-style-type: none"> • Clear improvements in the teaching of writing have taken place, particularly in moderation and assessment. <p>Next Steps:</p> <p>Writing continues to be an area of significant focus for our school and pupils, and the following will be the focus:</p> <ul style="list-style-type: none"> - Implementation of Ready Steady Write across school as a research-based writing scheme to ensure our children are well prepared

	<ul style="list-style-type: none"> - EYFS non-negotiable end stage skills for FS1/FS2 are in place and being adhered to - Comprehensive staff CPD planned to ensure staff re prepared to teach RSW across all year groups in school - Appointment of AHT for teaching and learning (to commence Easter 2026) will support the pedagogical development of teachers across school and ensure our coaching cycle is translated into direct actions that impact practice and result in improved outcomes for pupils

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