

Pupil premium strategy statement – Nevill Road Junior School

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	334 337 345 351
Proportion (%) of pupil premium eligible pupils	16% 19% 21% 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024 July 2024 July 2025
Statement authorised by	Judi Cliff
Pupil premium lead	Judi Cliff
Governor / Trustee lead	Nick Kokkinis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,250 £82,780
Recovery premium funding allocation this academic year	£9,234 £3,847. £0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£0 £0 £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>	£78,484 £86,627

Part A: Pupil premium strategy plan

Statement of intent

Nevill Road Juniors is a vibrant school where individuality is respected and celebrated. Our happy and caring environment shows that learning and children are at the heart of everything we do.

Our school is an inclusive and nurturing environment where all aim high, achieve well and develop self-confidence. Resilience and a love of learning, including positive values and beliefs, cooperation and team work, a sense of community and caring attitudes towards others underpin all our work in school.

We provide an exciting, challenging and inspirational setting where children become independent, creative thinkers who are reflective, always striving to extend their learning.

We have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. We have used a variety of strategies to identify the needs of the children to ensure that the funding is used in the most impactful way possible upon children's learning and progress. Our assessments, both formative and summative have allowed us to identify the core challenges some pupils are facing. We also know that we want to develop further enrichment opportunities for the most disadvantaged due to the increased need for social and emotional support for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our overall attendance in July 2022 was 94%, Pupil Premium Attendance 93%, Non-Pupil Premium Attendance 95%. 24 children were identified as attending school for 90% or less, 9 of which were Pupil Premium pupils. Our overall attendance in July 2023 was 94%, Pupil Premium Attendance 93%, Non-Pupil Premium Attendance 95%. 11% were identified as attending school for 90% or less, 4% of which were Pupil Premium pupils. Our overall attendance in July 2024 was 96%, Pupil Premium Attendance 93%, Non-Pupil Premium Attendance 96%. 13% were identified as attending school for 90% or less, 23% of which were Pupil Premium pupils. Our overall attendance in July 2025 was 96%, Pupil Premium Attendance 97%, Non-Pupil Premium Attendance 96%. 6% were identified as attending school for 90% or less, 3% of which were Pupil Premium pupils.
2	Our data has shown that additional support is needed in writing and maths.
3	Enrichment opportunities have been limited due to the pandemic.

4	Social, emotional and behavioural needs.
5	

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
Children make progress because they are attending school.	Data shows increase in attendance / fewer persistent absences. Data shows that progress has improved.
Children make progress because they are accessing quality first teaching and bespoke interventions when needed.	Data shows that progress has improved and the gap between PP and non PP is minimised.
Children are able to access opportunities that enrich their learning and personal development.	Evidence shows that children receive additional opportunities e.g. clubs, visits / visitors
Children build positive relationships with others and feel listened to.	Evidence shows that children receive additional support through whole school wellbeing approaches as well as bespoke interventions. E.g. learning mentor support.

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: £ 22,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition training for all staff.	EEF research materials EEF tiered model 1 high quality teaching - Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	2 INSET Oct X2 members of staff attending training X2 staff meetings. Lesson looks show that these strategies

		are being used effectively across the school. In place
Making best use of teaching assistants training for all staff.	EEF research materials EEF tiered model 2 targeted academic support - Teaching assistant deployment and interventions	2 Support staff / teacher training completed Lesson looks show excellent examples of support staff enabling children to become independent learners. Ongoing led by SENco
Maths mastery training delivered by DHT	EEF tiered model 1 high quality teaching - Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.	2 Ongoing Several members of staff including ECTs have observed the DHT teach and have been supported with their planning. Ongoing led by DHT
Phonic training – all staff	EEF tiered model 1 high quality teaching - Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.	2 Completed A phonics intervention is delivered to those children in Y3 who have not passed the Y1 phonics test.
My Happy Mind resources and training.	EEF tiered model 3 wider strategies - Supporting pupils' social, emotional and behavioural needs	4 In place
Buy back from external agencies.	EEF tiered model 2 targeted academic support - Activity and resources to meet the specific needs of disadvantaged pupils with SEND	2 In place
Learning Mentor training.	EEF tiered model 3 wider strategies Supporting attendance	1 Completed
NPQ training opportunities.	EEF tiered model 1 high quality teaching - Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	2 In place HT has completed NPQEL

Speech and Language training Elklan, Elsa, purchase of language link.	EEF tiered model 2 targeted academic support - Activity and resources to meet the specific needs of disadvantaged pupils with SEND	2 Completed 2 TAs have been trained this year in Elklan and 1 ELSA.
Purchasing iPads to enable children to access interventions and the curriculum.	EEF tiered model 1 high quality teaching - Technology and other resources focussed on supporting high quality teaching and learning	2 Completed
One Education training.	EEF tiered model 1 high quality teaching - Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	2 Completed

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

Budgeted cost: £ 30,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led 1:1 tutoring	EEF tiered model 2 targeted academic support - One to one and small group tuition	2 Delivered by EG for 6 weeks – 7 children NA
Targeted Provision 1:1 tutoring.	EEF tiered model 2 targeted academic support - One to one and small group tuition NTP guidance	2 2022 – 2023 In place – 12 children 2023 – 2024 In place – 10 children 50% met age related expectations in 2024 SATs – all made progress from base line scores. NA
Lexia package to support children with their reading skills.	EEF tiered model 2 targeted academic support - Interventions to support language development, literacy, and numeracy.	2 2022 – 2023 In place – 18 children 2023 – 2024

		In place – 18 children 2024 – 2025 Lexia = 15 children Nessy = 5 children Sumdog = 6 children Numberstacks = 1 child
Staff employed to support in class and deliver interventions.	EEF tiered model 2 targeted academic support - Interventions to support language development, literacy, and numeracy.	2 2022 – 2023 Phonics Y3 Reading Y4 Same day Maths Y5/6 2023 – 2024 Phonics Y3 / Y4 Same day Maths Y6 52% of PP children reached age related expectations, 10% working at greater depth. 2024 – 2025 S&L interventions 11 children

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

Budgeted cost: £25,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor role.	EEF tiered model 3 wider strategies Supporting attendance Breakfast clubs and meal provision Communicating with and supporting parents	1, 3, 4 In place Ongoing
Clubs, visits and visitors available for children to access during and after school.	EEF tiered model 3 wider strategies - Extracurricular activities, including sports, outdoor activities, arts, culture and trips	3 Free clubs – art, glee, circuit training, lego. Cooking PPG only. Clubs and residential deposits subsidised. Ongoing

Total budgeted cost: £78,484

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023 KS2 outcomes:	2024 KS2 outcomes:	2025 KS2 outcomes:
Reading: 58% / 6%	Reading: 61% / 5%	Reading: 71% / 29%
Writing: 58% / 6%	Writing: 43%	Writing: 86%
Maths: 53% / 6%	Maths: 52% / 10%	Maths: 71% / 7%

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>
1:1 tutoring, same day interventions, Lexia
The impact of that spending on service pupil premium eligible pupils
All children made progress – one met age related expectations. 2022 – 2023 All children met age related expectations in reading, two in maths and writing. 2023 – 2024 2 children met age related expectations in reading, writing and maths. One attained WGD in reading and maths. 2023 – 2024 not applicable

Further information (optional)

Nevill Road Juniors is a restorative school where nurture and wellbeing is at the heart of all we do. Our staff are highly skilled and have developed a range of strategies to ensure that children receive quality first teaching. They deliver a range of assessment for learning strategies to develop children's understanding, knowledge and skills across the curriculum. We know that asking good questions and providing appropriate feedback both written and verbal, enables children to make good progress. We deliver a broad and balanced curriculum that celebrates all aspects of learning through our ASPIRE to Achieve 6 keys to learning. Nevill Road Juniors has been awarded for providing additional opportunities for children including the Stockport School award for PE and Sport, Innovative Lockdown PE and Sport award and the Music Mark. We are proud of our holistic approach to teaching and learning and recognise that children's self-esteem, wellbeing and mental health comes first.