

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Nevill Road Junior School
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	October 21
Date on which it will be reviewed	March 22
Statement authorised by	Headteacher
Pupil premium lead	Judi Cliff
Governor / Trustee lead	Anley Wong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,665
Recovery premium funding allocation this academic year	£7,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,640

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Attendance / persistent absence
2	Catch up programme – Reading, writing, maths (SDP priority 1,2 and 4)
3	Enrichment opportunities – visits, visitors, clubs, broad and balanced curriculum (SDP priority 3)
4	Mental Health and Wellbeing
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

<p>Children build positive relationships with others and feel listened to.</p>	<p>Evidence shows that children receive additional support through nurture / life skills groups.</p>
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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: £ 33,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths mastery training delivered by DHT	Quality first teaching designed to meet the needs of all children.	2
Role of the Learning Mentor / wellbeing team	Support given to families and children to help improve attendance and wellbeing. One to one check ins for specific children help them to feel listened to and support is given when needed.	1, 4
Buy back from external agencies.	Support given to staff to advise on further strategies or resources that will help children to learn and make progress e.g. attachment, ADHD, S&L, Ed P	1, 2, 4
Forest school training for staff (tbc)	Helps provide enrichment opportunities to help children's engagement in school, wellbeing and mental health.	1, 3, 4,
Speech and Language training Elklan, Elsa, purchase of language link.	Language link has identified children with S&L needs and support given to identify children.	2
Cheshire Library Service	Increase the range of books / text types available for children to access.	2

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

Budgeted cost: £ 44,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Staff employed to support in class and deliver interventions.	Same day interventions and 1:1 tuition enables children to access bespoke support to meet their needs.	2
Staff employed to deliver nurture / life skills interventions.	Small group activities enable children to build positive relationships and learn life skills	4
Lexia package to support children with their reading skills.	Bespoke learning package that is designed to support individual needs, particularly those with SEND.	2
NTP – one to one tuition with a maths focus.	Bespoke learning package that is designed to support individual needs, particularly those with SEND.	2

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

Budgeted cost: £ 13,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club led by SENDCo	Encourages children to attend school and feel calm and settled before the start of the day.	1,3,4
Clubs, visits and visitors available for children to access during and after school.	Children's engagement in learning, wellbeing and mental health is strengthened.	1, 3, 4
Developing a forest school area.	Children's engagement in learning, wellbeing and mental health is strengthened.	1, 3, 4

Total budgeted cost: £ 97,640

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

See Pupil Premium 2020 – 2021 reviewed document

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	Targeted provision

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Lexia, same day interventions (maths)
What was the impact of that spending on service pupil premium eligible pupils?	1 child met age related expectations in all areas. 1 child made progress in all areas

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.