Pupil premium strategy statement for Nether Green 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	380
Proportion (%) of pupil premium eligible pupils	14%
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)**	3 years 2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2026
Statement authorised by	Will Allen
Pupil premium lead	Abigail Thorlby
Governor / Trustee lead	Steve Middleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,305
Recovery premium funding allocation this academic year	£10,210
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£82,515

Part A: Pupil premium strategy plan

Statement of intent

Nether Green Junior School is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team where children are at the heart of all we do.

We are a three form entry junior school in Sheffield where the majority of our children come from our two local feeder infant schools. Nether Green Junior School is a school where all children are given the best chance to achieve their full potential through the highest standards of a rich curriculum, Quality First Teaching, curriculum enrichment, pastoral care and focussed intervention and support. We believe that 'every child matters' and are driven by our values that focus on enhancing pupil achievement and wellbeing irrespective of their personal circumstances. We want ALL of our children to do well and to thrive in their learning and personal development. All children are different, have different backgrounds and different needs; we seek to meet the needs of all of our pupils through carefully planned curriculum that engages and inspires our children; through detailed analysis of progress data on a termly basis and design appropriate intervention strategies where necessary to meet each individual pupil's needs.

The ultimate aim of this strategy is to narrow the gap between the disadvantaged and non-disadvantaged pupils in our school so that they can achieve their full potential. We wish for all of our pupils to leave our school with the skills and drive to make an active and meaningful contribution to the community in which they live

We believe that the Pupil Premium funding should be available to all pupils in school who we know to be disadvantaged or vulnerable as it gives a method of further supporting pupils in order that we can 'close the gap' and ensure that they get the very best from their time here with us. We use a bespoke approach to meet the needs of our children and therefore provision will vary for individuals. The school considers the best ways to allocate PP funding following data analysis, discussion with class teachers (at Pupil Progress Meetings) and the careful consideration of the needs of the pupils.

Using the research and guidance from the Education Endowment Foundation, we hope to break down the wide range of barriers that can affect the children's ability to learn and plan to combat these challenges in order to help our pupils thrive.

Our Key Principles
1. To provide high quality teaching and learning opportunities that meet the needs of all pupils.
2. To provide targeted support and intervention through small group work that address the gaps identified by class teachers.
3. To provide children and their families with support regarding non-academic barriers to school such as attendance, behaviour and mental, social and emotional wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Children's social, emotional and mental health
2	Attendance and punctuality
3	Lower oral language skills
4	Lower engagement in the wider aspects of school life
5	Fewer children achieving ARE and GDS in writing and maths

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. Pupil social, emotional and mental well-being is improved	Children recognise and are able to self-manage emotions and triggers
2. Attendance and punctuality figures improve and are closer to school target	Attendance percentage increases and late marks decrease
3. Improved oral and language skills and vocabulary among disadvantaged pupils	Observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment
4. Engagement in the wider aspects of school life is increased	Children are more involved and engaged in aspects of wider school life, noted through access to extra-curricular clubs, school teams, school facilitation groups
5. Progress in writing and maths improve, narrowing the gap and raising pupil attainment	Percentage of pupils at ARE (Age Related Expectations) and making good progress increases. Children below ARE are making progress against Birmingham Toolkit.

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: £3050

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff	There are a number of children in school with more complex needs. Staff training in Team Teach, Trauma Informed training and Zones of Regulation to ensure that children are ready to learn.	1, 3, 4, 5
• enhance our language rich learning environments • Introduce well targeted learning walks to enhance inclusive practice and participation for all in lessons – cold calling, questioning, vocabulary • Purchase resources and fund ongoing teacher training (Word Aware) • Keep up to date with all relevant research	IMPROVING LITERACY. Supporting oral language development. EEF 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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	3 & 5
Improve the quality of social and emotional learning. These approaches will be embedded	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	1, 4, 5

and supported by professional development and training for staff (PSHE (Life Skills) & RSE Curriculum)	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	

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

Budgeted cost: £66,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
TT Rockstars - times tables programme and Spag.com, Lexia, Phonics reading scheme for lower attainers	Online computer-based maths/ reading/ grammar programmes with measurable progress and attainment scores. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF A computer-based reading programme research. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	5
Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	5
Targeted 'in the moment' Teacher/TA support in class	Identifying gaps and misconceptions as they happen https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5
1:1/ small group support	Tailored interventions e.g. VIP, 10 minute phonics with measurable outcomes	3, 5
Social groups (interventions)	These groups have proved historically successful, children have gained confidence to work as part of a small group and share ideas. This has then been seen to have an impact on children's contributions in classroom and has improved their self-esteem and speaking and listening skills.	1, 3, 5
TISUK approaches – bespoke 'nurture' style interventions	Children have the confidence to access learning and form solid, trusting relationships with peers and staff in school.	1, 2, 3, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	

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

Budgeted cost: £23,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor monitors pupils and follow up quickly on absences. First day response provision. First Day Home Visits. In School half termly monitoring check, LA meetings half termly. Dedicated Governor & SLT member.	Children need to be in school in order to achieve their full potential. https://www.bps.org.uk/news-and-policy/behaviour-change-school-attendance-exclusion-and-persistent-absence Attendance at school is related to performance (Taylor 201) NFER Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months	2 & 5
Subscription to CPOMS	Sharing of information to keep pastoral and teaching staff up to date with our vulnerable families ensures that any barriers to learning are known	1, 2, 5
Financial assistance offered to support residential trips and school visits PE T-shirts available at no cost to PP children	Pupils eligible for PP need the opportunity to access all areas of school life https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 3, 4, 5
Access to one in-school fee paying extra-curricular club for half term	Improved confidence and engagement with school life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 4
Half Termly pastoral team meetings	Several members of staff meet half termly to discuss the health and well-being of children in school and how we can better support their needs. This includes the senior leadership team, Learning mentor, SENDCo, pupil premium lead, online safety co-ordinator.	1, 2, 3, 4, 5

Total budgeted cost: £93,595

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	School 2025/26	School Pupil Premium 2025/26	National 2025/26
Reading (expected standard)	84%	50%	75.1%
Reading (greater depth)	55%	21%	31%
Writing (expected standard)	77%	36%	73.1%
Writing (greater depth)	17%	0	13%
Maths (expected standard)	77%	57%	75.1%
Maths (greater depth)	32%	7%	27%
Spag (expected standard)	86%	36%	73.8%
Spag (greater depth)	43%	7%	
Combined (RWM) expected standard	70%	29%	63.3%

Attendance

	2024/25	2025/26
School	96.4% (Tracker) 96.3% (DfE)	96.2% (Tracker) 96.2% (DfE)
Sheffield	26th out of 133 schools	20th out of 132 schools
Pupil Premium School	92.7%	91.5%
Non-Pupil premium School	97.1% (Tracker) 96.8% DfE	97% (Tracker) 96.9% DfE
Pupil Premium Sheffield	NA	NA
National	94.8% NGJS is in 'Decile 2'- top 10-20% of schools (96.0% to 96.4%)	96.2% NGJS is in decile 2- the top 10-20% of schools. (95.9% to 96.4%)

Academic year 2025/26 review of impact

The latest outcomes for all Pupil Premium children can be seen as part of our termly Pupil Progress Report to governors.

When judging the impact of our Pupil Premium Strategy by academic outcome, the following needs to be considered:

- The attainment of our disadvantaged pupils varies at different times depending on the children plus their individual needs & barriers to learning. Sometimes, our disadvantaged children appear in multiple pupil groups such as Special Educational Needs & Disabilities (SEND) or English as an Additional Language (EAL) which can then also affect their academic outcomes.
- Where our disadvantaged pupils do not have SEND, they normally attain within the expected range or above in comparison to the national average.
- Disadvantaged pupils also show increased confidence & engagement in learning as a result of targeted interventions, greater levels of support or access to extra-curricular activities.

- Children leaving our school at the end of Y6 are secondary ready.
- In 2025/26 we had 55 children on the PP register, 4 adopted from care, 1 special guardianship, 2 young carers, 3 with refugee status, 1 school refuser, 30 were EAL and 22 had SEND of which 12 had an EHCP; 7 of these children were placed in the school's IR unit.

Targeted and bespoke interventions were in place throughout the year to support our goal of closing the attainment gap. Bespoke and personalised interventions were also in place to support children with their social and emotional wellbeing.

In Y6 last year, 14 children were PP and all have moved successfully to their next stage in education (5 to specialist settings).

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
Birmingham Toolkit	Birmingham City Council
TT Rockstars	https://ttrockstars.com/
Read, write inc	Ruth Miskin literacy
Lexia	Lexia UK
Spag.com	www.spag.com
White Rose Maths	White Rose Education
Word Aware	Sheffield New Arrivals Team

Service pupil premium funding (optional)

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**
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.