

Pupil premium strategy statement 2025-2028



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nascot Wood Junior School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Christina Singh
Pupil premium lead	Avril Agnew (SEND)/Christina Singh
Governor / Trustee lead	Farah Abdel Karim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<i>FSM: 22 children CLA: 3 children</i>
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	FSM: £42,420 <u>PLAC: £10,520</u> Total: £52,940

Part A: Pupil premium strategy plan

Statement of intent

Context:

At Nascot Wood Junior School we have developed a culture of inclusion, high aspiration and excellence.

Pupils are taught to value their education, including understanding its financial cost, make the most of the opportunities they are given and ensure that they contribute positively to the school community.

We make a clear and explicit link between their junior school education and their life chances, actively engaging pupils in considering their aims and ambitions for the future. Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education and for their adult life. Pupils are encouraged to develop confidence and to become self-assured learners, and this has a positive impact on their progress.

Intent:

At Nascot Wood Junior School, our ultimate objective for our disadvantaged pupils is that they are able to move onto the next stage of their education with the necessary experiences, knowledge and skills to compete with their non-disadvantaged peers.

We recognise that our children come from different starting points, socio-economic backgrounds and have different barriers to overcome. In order to enable all our children to access opportunities and achieve highly, we recognise the importance of building a comprehensive knowledge of each child, assessing the particular barriers that we must address. Tailored planning and targeted interventions are monitored to ensure that they are adding value and diminishing any achievement gaps.

Challenges

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

Challenge number	Detail of challenge
1	Families who are unable to provide support for their children's learning outside school, or who are time-poor.
2	Aspiration and cultural capital which are out of line with the aspirations of the wider school community.
3	Financial constraints and priorities.
4	Childhood trauma, including children living with a parent who is suffering from mental illness.
5	Social, emotional, and mental health problems.
6	Achievement gaps as a result of interrupted education and/or disadvantage

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
To ensure that our disadvantaged pupils achieve expected standard + in Mathematics and English	Maintain the closure of the attainment gap ensuring that disadvantaged pupils achieve in line with their peers.
To ensure that disadvantaged pupils are secondary ready	Disadvantaged pupils are equipped with the tools to manage a significant transition
To ensure that our disadvantaged pupils have self-belief and a high level of aspiration	A successful transition to secondary school and an understanding that their education will lead to long-term positive outcomes

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

1 *Families who are unable to provide support for their children's learning outside school or who are time-poor*

- We will provide extensive Teaching Assistant support for targeted interventions (TA allocated to every class)
- Allocated time from senior staff to actively engage and support these families and initiate any necessary support
- Before and after school provision funded when families are identified

2 *Aspiration and a lack of cultural capital which are out of line with the aspirations of the wider school community*

- A weekly creative thinking group run by the Headteacher discusses questions used for Cambridge university entrance interviews – open to all
- A weekly book club run by the Deputy Headteacher – open to all
- Identify opportunities to give children access to cultural experiences, for example, a visit to Bayfordbury Observatory, a university teaching observatory for undergraduate students based at the University of Hertfordshire
- Aspiration is woven through the curriculum and we target support to children who need it
- Senior members of staff provide advice and support to identified families to help them navigate the secondary transfer process

3 *Financial constraints and priorities.*

- The school partially or fully funds educational experiences including residential trips
- Music lessons for children from disadvantaged backgrounds are funded
- The school provides funding to commission independent professional reports, when these are needed for children with complex needs
- School funded additional tutoring in Mathematics and English in readiness for secondary school

4 *Childhood trauma, including children living with a parent who is suffering from mental illness.*

- Jepeca counsellor employed for one day a week providing support for children, including those living with a parent who is suffering from mental illness
- Time allocated from senior members of staff to liaise with families and external professionals in order to understand complex childhood trauma and provide relevant support
- Regular meetings to support families in need

5 *Social, emotional, and mental health problems.*

- Jepeca counsellor employed for one day a week to provide support for children who are suffering from Social, emotional, and mental health problems
- Targeted social and emotional interventions
- Bespoke support plans when necessary

6 *Achievement gaps as a result of interrupted education and/or disadvantage*

- Bespoke interventions designed to meet the specific needs of identified children
- Interventions regularly monitored and reviewed to ensure maximum impact

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Autistic Spectrum Disorder training</i>	<i>Higher teacher competence in evidence-based ASD practices is linked with greater inclusion and better educational engagement for autistic pupils.</i>	6
<i>Using manipulatives to help with number</i>	<i>EEF Teaching & Learning Toolkit: +5 months impact</i>	6
<i>National College subscription</i>	<i>DfE, Ofsted and EEF all emphasise the importance of high-quality CPD</i>	1, 2 & 6
<i>1:1 TA for child with learning needs in receipt of PPG</i>	<i>The EEF Guide to Pupil Premium (Education Endowment Foundation)</i>	1 & 5

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

Budgeted cost: £43,466

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading club to establish regular reading patterns	<i>Children who grasp the fundamentals of reading are better equipped to access the curriculum</i>	1 & 2
Nurture group (includes 2 pupils in receipt of PPG)	<i>Focussed, bespoke provision addresses learning gaps limiting difference in outcome for children in receipt of PPG and their peers</i>	1,2,4,5 & 6
Instrumental music tutoring (includes 3 pupils, two of which are in receipt of PPG, one from a low-income family)	<i>Studies confirm positive links between music learning and academic achievement</i>	1,2 & 3
Cooking classes for wellbeing (includes 2 pupils in receipt of PPG)	<i>Shopping, reading a recipe, mixing, chopping etc. are mindful activities</i>	5
Private Educational Psychologist assessments (2 children- 1 in receipt of PPG and 1 low-income family)	<i>By accessing a timely EP assessment, we can adapt provision and access additional external professional support as necessary</i>	3, 4, 5 & 6

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

Budgeted cost: £10,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jepeca counselling and protective behaviours	<i>An official report on the impact of the Jepeca intervention, exploring its effect on the lives of young people (Annette Geraghty)</i>	4 & 5
Additional tutoring for secondary readiness	<i>Anecdotal evidence from past year 6 children tells us that children who are prepared have the most successful transitions</i>	3
Times Table Rockstars	<i>The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.</i>	3
Isle of Wight residential year 6 trip	<i>Social and emotional development in readiness for secondary school</i>	3, 4 & 5
Curriculum school trips	<i>Cultural capital opportunities</i>	2

Total delegated budget for this academic year: £52,940

Total budgeted cost: £65,090

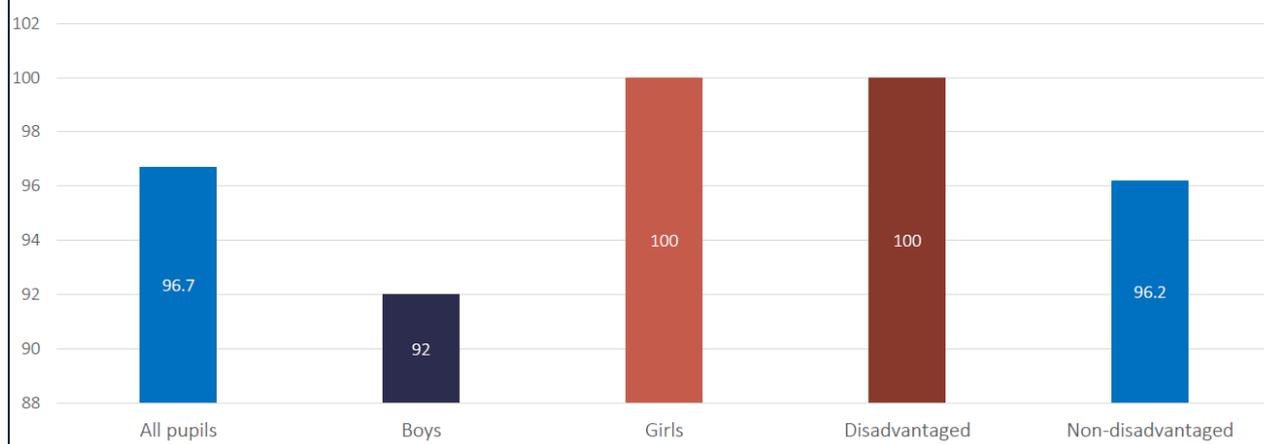
Part B: Review of outcomes in the previous academic year 2024/25

Pupil premium strategy outcomes

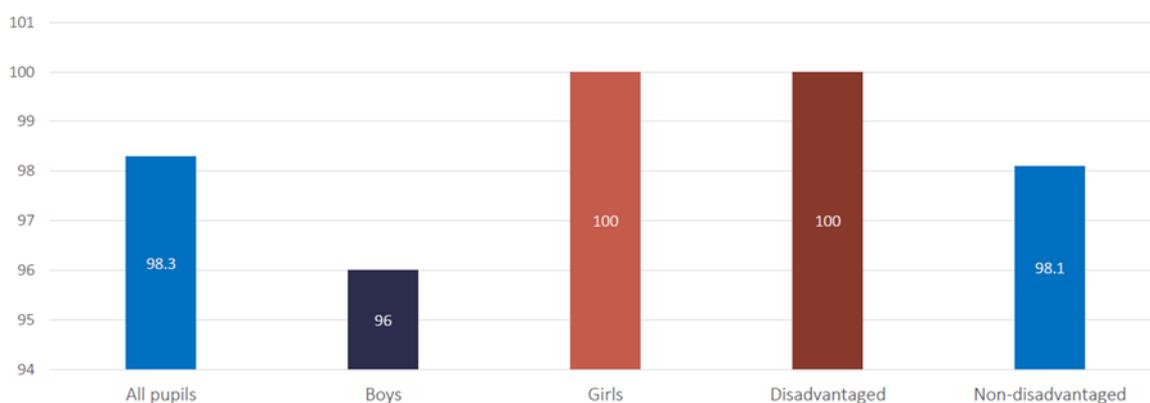
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- Year 6 2024/25. There were 11 pupils in year 6 who were in receipt of PPG, and 100% achieved expected standard in Reading and Writing and 87.5% achieved expected standard in Mathematics
- Year 4 Multiplication Tables check 2025, 100% of our children in receipt of PPG achieved full marks

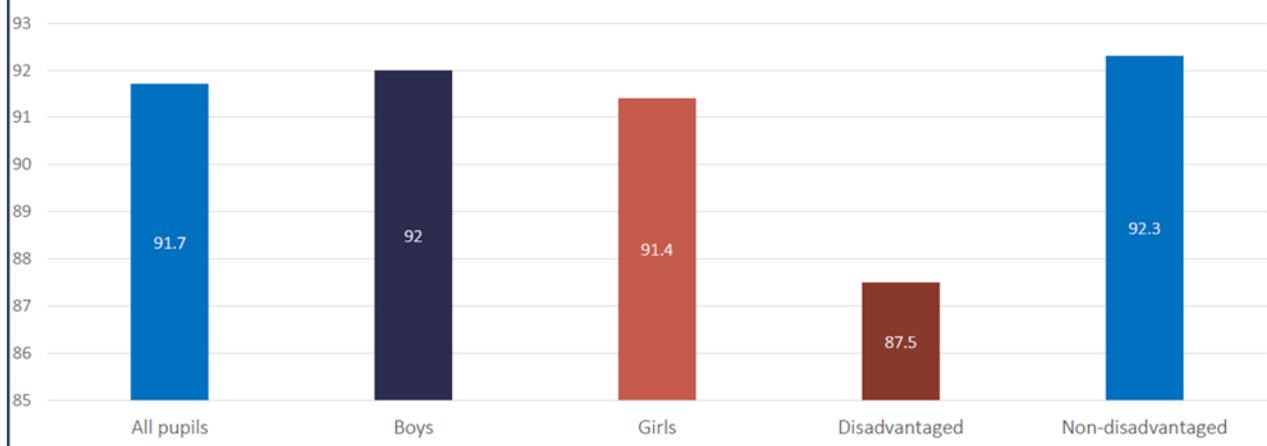
COMPARISON OF PUPILS WORKING AT OR ABOVE THE WRITING STANDARD AT NWJS 2025



COMPARISON OF PUPILS WORKING AT OR ABOVE THE READING STANDARD AT NWJS 2025



COMPARISON OF PUPILS WORKING AT OR ABOVE THE MATHEMATICS STANDARD AT NWJS 2025



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
Fresh Start Literacy intervention	<i>OUP</i>
Toe by Toe	<i>HJ Cowling</i>
Plus 1	<i>David J Sharp</i>
Power of 2	<i>David J Sharp</i>
Write from the start (Fine motor and handwriting programme)	<i>Ion Teodorescu and Lois Addy</i>
Colour monster (Emotions book with resources)	<i>Anna Llenas</i>

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?	We have no service children on roll
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)