

Nova Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Nova Primary School				
Academic Year	2016-17	Total PP budget	£135,960	Date of most recent PP Review	N/A
Total number of pupils	343	Number of pupils eligible for PP	128	Date for next internal review of this strategy	July 2017

2. Current attainment KS2 2016		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	29%
% making progress in reading	41%	43%
% making progress in writing	73%	86%
% making progress in maths	40%	29%

3. Current attainment KS1		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	47%	70%
% making progress in reading	82%	87%
% making progress in writing	76%	87%
% making progress in maths	88%	87%

4. Current attainment EYFS		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	44%	74%
% making progress in reading	79%	85%
% making progress in writing	71%	94%
% making progress in maths	86%	94%

5. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	PP children enter Reception below non-PP children in almost all areas contributing to GLD (2016). Their baseline data shows they enter particularly low in understanding, speaking, writing and number, with a significant gap in understanding, speaking and maths. (86% below ARE in all areas).
B.	Attainment in reading is lower for PP children overall. Progress in reading, despite the small gap, is too low by the end of KS2 for PP children. Language, understanding of vocabulary impact on both reading and maths.
C.	Behaviour data shows PP children are more likely to receive orange or red slip sanctions (47.2% in 2015-16).

6. External barriers (issues which also require action outside school, such as low attendance rates)

D	Attendance rates for PP children are (below target of 96%). This reduces their school hours and impacts on progress.
E	Pupils' life experiences are limited, impacting on vocabulary, emotional awareness and comprehension

7. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase attainment and progress for PP children in Reception Class, especially in understanding, speaking, writing and number.	PP children make rapid progress from their starting points in understanding, speaking, writing and number.
B.	Improved progress and attainment in reading for PP children. Improved progress and attainment in phonics for PP children. Improved progress and attainment in maths for PP children.	The percentage of Year 6 PP children who reach the expected standard or better in reading will be 75 % The percentage of Year 2 PP children who reach the standard or better will be 75 % The percentage of Year 6 PP children making expected or better progress will be 80 % The percentage of Year 2 PP children making expected or better progress will be 92% The percentage of Y1 PP children passing the phonic check will be 70% The percentage of Year 6 PP children who reach the expected standard or better in maths will be 77 % The percentage of Year 2 PP children who reach the standard or better will be 75% % The percentage of Year 6 PP children making expected or better progress will be 68% The percentage of Year 2 PP children making expected or better progress will be 93%
C.	Reduction in the number of orange and red slip incidents for PP children across school.	Decrease in recorded incidents for Pupil Premium children.
D.	Increased attendance and punctuality for PP children.	PP children achieve 96% attendance.
E.	Pupils value experiences and are able to immerse themselves in the school curriculum. Attendance is improved.	Pupils enjoy and engage with all aspects of school life PP children achieve 96% attendance.

8. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attainment and progress for PP children in Reception Class, especially in understanding, speaking, writing and number.	<i>Develop setting to widen experiences for children through improved and constantly changing provision</i>	<i>Children's language skills are often quite poor which we feel is due to their lack of extended experiences and opportunities (Communication data). Therefore a rich environment, varied provision and engaging adult led learning is essential.</i>	<i>Monitoring of provision by SLT – observation, drop ins, learning walks, learning diary scrutiny, pupil consultation</i>	DHT & EY leader	July 2017
Improved progress and attainment in reading for PP children.	<i>Reading for Pleasure</i> <i>Guided reading and reading strategies Lower KS2 & Inference training from SL</i> <i>Phonic training and new assessments</i> <i>Preparation for SAT training (Y2 & Y6 teachers)</i>	<i>There has been a decline in the number of children reading at home (teacher feedback and home reading logs) and the demands under the new framework are high. In some cases children decode well but their vocabulary and the length of sentences mean they take a long time to read and their understanding is held back. Our KS2 SAT results were substantially below national.</i> <i>Phonic results show 55% of PP children achieved the standard, as opposed to 65% of non PP children..</i>	<i>Team of 3 will attend the training and cascade to staff. Book lists will be 'quality assured' by SLT. Reading learning walks will follow up progress</i> <i>Reading lead will train staff during staff meeting in the teaching of reading strategies and will monitor through guided reading observations and data</i> <i>DHT will train staff further and carry out regular drop-in sessions. Assessments will be regular and reported to SLT</i>	Writing lead & Y5 teacher Reading lead DHT	July 2017
Improved progress and attainment in maths for PP children.	<i>New staff trained in school's fluency documents and systems.</i> <i>Staff meetings in reasoning and problem solving</i>	<i>Data shows our maths results are below national at the end of KS2 and are generally weaker than writing in KS2. Feedback from teachers is that fluency impacts on the children's ability to solve problems.</i>	<i>Maths lead to work with children across the school 1:1 to assess their speed in fluency and the strategies known. This will be monitored regularly through the year</i>	Maths lead	July 2017
Reduction in the number of orange and red slip incidents for PP children across school.	<i>Staff meeting on low level disruption</i> <i>Learning behaviours – ELLI development, assemblies</i> <i>AHT input</i> <i>Learning mentor</i>	<i>Behaviour data shows PP children are more likely to receive orange or red slip sanctions</i> <i>Continue monitoring and early support from designated adults in school.</i>	<i>Through whole school initiatives, assemblies, staff meetings. Termly reports shared with staff</i>	AHT	July 2017

Increased attendance and punctuality for PP children.	Entrance Hall display, Attendance awards	Pupil Premium children have poorer attendance than other children and do not achieve as well. Learning mentor to track PAs and action meetings with parents/carers immediately	Regular meetings between Learning Mentor and SLT Reports to FGB	LM	July 2017
Total budgeted cost					£10,900
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attainment and progress for PP children in Reception Class, especially in understanding, speaking, writing and number.	Specific language intervention – small groups with TA	Entry data is Class teachers' data shows this has declined over the last few years. There are cases where language and grammar are poor but also the production of speech.	Observation of guided group work by EY leader and SLT to ensure PP children's language is targeted and enhanced. The language intervention assessment results will be analysed systematically – Black Sheep resources/ Time to Talk – by EYFS lead	EY lead	July 2017
Improved progress and attainment in reading for PP children.	Reading Recovery and Better Reading Partners Inference comprehension	The Reading Recovery approach allows one highly qualified teacher to work intensively with the lowest attaining children in year 1. This teacher also trains other adults to work with readers who do less well across the school. Reading recovery data uses small achievable steps that are tracked vigorously by the Reading teacher AND by the class teacher.	RR lead teacher to analyse data and present to SLT and Governors x3 a year	Reading lead	July 2017
Improved progress and attainment in maths for PP children	Maths fluency groups (DM and JA)	Fluency is key to children being secure in maths and able to reason and problem solve	The maths lead will use the school fluency documents to train a TA in the delivery and recording. This data will be analysed termly (6 weeks) by maths lead/ AHT to ensure progress is made and next steps set.	Maths lead	July 2017
	Year 6 support – in class and additional intervention groups	In Year 6, children receiving PP make progress that is in line with, or better than their non- PP peers	Pupil Progress Meetings		July 2017
Reduction in the number of orange and red slip incidents for PP children across school.	Play Therapy EP	Play Therapy is proven to reduce issues around behaviour and attendance. It uses play activities to give children the opportunity to express their feelings in a safe, supportive environment with a consistent, qualified professional. Behaviour data is used to track these children carefully. EP work helps to identify unmet needs of pupils providing staff with strategies to meet the needs of pupils with SEN.	The AHT will liaise with the play therapist and the parents/carers of the children accessing this programme to review its effectiveness. The Play Therapist will provide reports to detail the progress made.	AHT	July 2017

	<i>Lunchtime Club</i>	<i>Provides an alternative to the playground where children can avoid incidents enjoying a calm environment.</i>	<i>The AHT will ensure the lunchtime club is well equipped and the SMSA trained. Data will be analysed with the result that children are able to make good use of the club</i>		
Increased attendance and punctuality for PP children.	<i>Learning mentor- Track attendance, meet with parents & chd, regular reporting on attendance through emails and letter. Thrive and play activities.</i> <i>Breakfast Club</i>	<i>Children are in school on time and able to focus on the day.</i> <i>Thrive and play activities provide individuals and small groups with time to review situations, focussing on solutions and empathy so that pupils are able to return to learning in class.</i> <i>Children are in school on time and able to focus on the day.</i>	<i>Regular meetings with SLT to discuss to discuss data and effectiveness of actions</i> <i>Monitor the number of PP children attending Breakfast Club. Ensure specific children are targeted to good effect</i>		July 2017
Total budgeted cost					£116,403

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress and attainment for PP children.	<i>Pupil Premium Champions</i>	<i>The Sutton Trust has evidenced that feedback and coaching is a powerful means of learning and therefore making progress. We look towards these partnerships also building self-esteem and resilience.</i>	<i>SLT will discuss the progress of these children at PPM in depth. HT will interview both pupils and PP champs and record their views on the intervention each term (x3) Behaviour incidents for these children will be analysed and a focus for the Champ</i>	HT	July 2017
Pupils value experiences and are able to immerse themselves in the school curriculum. Attendance is improved.	<i>Class trip funding</i> <i>Residential visit</i> <i>Music tuition</i>	<i>Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to.</i>	<i>SLT will use questionnaires to assess the impact of these experiences. Teachers will provide ensure their classes have a wide range of visits/experiences to enhance their learning. The regularity and variety will be monitored by SLT</i>	HT	July 2017
Total budgeted cost					£12,300

This is a review of the previous year, so the outcomes and success criteria will be different to above.

9. Review of expenditure

Previous Academic Year

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
			Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

10. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk