

# Nova Primary School Pupil Premium Strategy Statement

## 1. Summary information

<b>School</b>	Nova Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£170,280	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	366	<b>Number of pupils eligible for PP</b>	129	<b>Date for next internal review of this strategy</b>	July 2018

## 2. Current attainment KS2 July 2017

	<i>Pupils eligible for PP at Nova</i>	<i>Pupils not eligible for PP at Nova</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	47%	77%	67%
<b>% at expectation in reading</b>	47%	77%	77%
<b>% at expectation in writing</b>	87%	100%	81%
<b>% at expectation in maths</b>	80%	92%	80%

## 3. Current attainment KS1 2017

	<i>Pupils eligible for PP at Nova</i>	<i>Pupils not eligible for PP at Nova</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	32%	42%	
<b>% at expectation in reading</b>	38%	66%	79%
<b>% at expectation in writing</b>	38%	50%	72%
<b>% at expectation in maths</b>	63%	50%	79%

## 4. Current attainment EYFS

	<i>Pupils eligible for PP at Nova</i>	<i>Pupils not eligible for PP at Nova</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving the Good Level or Development</b>	31%	68%	
<b>% achieving the Early Learning Goal in reading</b>	53%	80%	



## 8. Planned expenditure

**Academic year**

**2017-2018**

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?
To develop children's language & increase children's understanding of the World	Forest schools  Enhanced provision	Children need a wide variety of experiences to develop their language and PSE skills. Many of our children live in flats with no gardens and shared outdoor space so are not exposed to these experiences which will also develop children's Understanding of the World (an area of low attainment on entry in 2017).	SLT observations  Pupil Progress meeting data	EY lead	
To improve reading across the school	New guided reading practices across the school – VIPERS approach  ML support and monitoring, including staff meeting time  Guided reading texts and other resources  Phonic home readers  Dyslexia resources	Our reading results are below national. Whilst we have made good strides forward (2016 36%, 2017 61%) we acknowledge the need for further improvement. The level of questioning is demanding and we need to teach children more systematically within guided reading and whole class. We are teaching this comprehensively, across the school, this year and purchasing additional resources.  Coloured overlays and coloured exercise books were very beneficial last year	SLT will monitor the data through Pupil progress Meetings and regular other assessments such as reading levels and PIRA tests  The reading lead will work closely with staff and feedback to leaders during the MLT meetings 6x year  Our tracking systems allow senior and middle leaders access to analyse data	Reading lead	
Attendance – whole school	Learning mentor to have dedicated attendance development time – first day calls, follow up, meetings to support, involvement of EWO, letters and home visits  Publicise data weekly  Weekly attendance celebration	Attendance for 2016-2017 was below national at 94.3% and fell by 1% on the previous year, despite robust systems in school.  Some of our vulnerable families need support with meetings and getting children to school either through illness or transport issues.	Learning mentor to present data to SLT fortnightly.  Persistent absentees to be discussed at weekly safeguarding meetings.	Learning Mentor	

Total budgeted cost					£18,044
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?
To improve Speech & Language in EY	<i>First steps in Language/ Time to Talk</i>	<i>Our children's language skills on entry to school are low. Many do not speak in sentences and need short instructions. Across the school, vocabulary develop is a focus and key to raising attainment in reading.</i>	<i>EY lead will set up groups for TA and liaise weekly. Data collected will be reported to SLT monthly.</i>	EY lead	
To improve reading standards, across the school, for all DA pupils	<i>1:1 daily reading times for pupils</i>	<i>Children are not at the year group expectation and/or are not well supported at home with reading</i>	<i>SLT will select pupils following on from Pupil Progress meetings PP lead will devise timetable and monitor the intervention Regular assessment data will be presented to SLT</i>	PP lead	Termly, 3x a year
	<i>Comprehension interventions</i>	<i>Children targeted for these interventions find either inference work difficult or retrieval. Their PIRA scores are below 100 so they are unable to read at the expected year group standard</i>		PP lead	
	<i>Phonic catch-up</i>	<i>Good reading &amp; writing hinge on good phonic knowledge. We are targeting children who have not passed the phonic check and to prepare children better for this check.</i>	<i>Each intervention has a lead to report to PP lead Clear visual tracking introduced Regular feedback from teachers and TAs delivering interventions</i>	PP lead	
	<i>Reading Recovery &amp; Better Reading Partners</i>	<i>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.</i>		RR lead	
	<i>Reading groups with Greater Depth focus</i>	<i>To focus on developing potential further.</i>		DHT	
To improve English standards in Year 6	Year 6	<i>During the year children are targeted with different English interventions and support in reading, writing, grammar &amp; spelling in order to try to ensure they are secondary school ready</i>	<i>SLT will select pupils following on from Pupil Progress meetings PP lead will devise timetable and monitor the intervention Regular assessment data will be presented to SLT</i>	Year 6 - LC	
To improve maths standards, across the school, for all DA pupils	<i>Maths fluency/ arithmetic groups, focussing also on application</i>	<i>Children are not at the year group expectation and/or are not well supported at home with reading</i>	System as above	PP lead	Termly, 3x a year
	<i>Third Space Learning</i>	<i>This is a new intervention for this year where children are taught maths remotely (from India) 1:1 on the computer,</i>		Y6 HLTA	

		<i>using headsets. The tutor is able to delve into misconceptions and the children consolidate their learning through talk and asking questions.</i>			
	<i>Early Maths intervention in Y1</i>	<i>Children who have not achieved the GLD need further reinforcement in number recognition and counting in order to progress further with the Y1 curriculum.</i>		<i>PP Lead</i>	
	<i>Catch up maths Y2</i>	<i>Children below Y1 expectation receive small group support to pre and re-teach maths to develop confidence, a greater understanding of number and fluency</i>			
	<i>Greater depth groups in Y2 and KS2</i>	<i>To focus on developing potential further.</i>			
	<i>Year 6</i>	<i>During the year children are targeted with Maths interventions and support in order to try to ensure they are secondary school ready</i>	<i>SLT will select pupils following on from Pupil Progress meetings PP lead will devise timetable and monitor the intervention Regular assessment data will be presented to SLT</i>	<i>Year 6- LC</i>	
<i>To improve children's social and emotional progress</i>	<i>Speech groups</i>	<i>Children identified for this input have poor communication skills due to lack of confidence. Small group work intends to develop this.</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  Use clear visual tracking to report progress and submit to SLT</i>	<i>PP lead</i>	<i>Termly, 3x a year</i>
	<i>Social groups</i>	<i>The Learning Mentor works with a variety of children during the year to develop social skills, confidence and success. Children are identified for this intervention from various sources such as behaviour data or social care involvement.</i>			
<i>Improved progress and attainment for PP children.</i>	<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>			
<b>Total budgeted cost</b>					<b>£128,627</b>

### 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?
Pupils value experiences and are able to immerse themselves in the school curriculum. Attendance is improved. Pupils are ready to learn	Class trip funding Residential visit Music tuition Milk Breakfast Club	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to.	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	HT	Regular questionnaires by Well-Being council through year
To improve children's social and emotional progress	Create the space for focussed S & E interventions to take place	Behaviour and attendance data indicates our pupils need to talk through incidents at school and at home; to learn to share; to develop improved social and emotional skills	AHT to work with Learning Mentor to select pupils for intervention based on data and to review regularly	DHT	July 2018
<b>Total budgeted cost</b>					£22,600

## 9. Review of expenditure 2016 - 17

### Previous Academic Year

#### 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
Increase attainment and progress for PP children in Reception Class, especially in understanding, speaking, writing and number. PSE attainment is also improved	Develop setting to widen experiences - through improved and constantly changing provision.	The provision, both indoors and out was much more engaging. Children were motivated to explore, working in groups and individually. PSE scores were increased in all areas by between +4% to +15%. Communication areas (1 and 3) also improved by +8% and +6% and matched the Local Authority in 2017	This approach will be continued next year as learning opportunities are richer and the transition to Year 1 was successful.	£10,900

Improved progress and attainment in reading for PP children.	<i>Reading for Pleasure/ Guided reading /Phonic training/ SAT training</i>	<i>Reading results in KS2 rose by 25ppts to 61%. However, both end of KS reading results were below national and PP data was below non PP data, indicating the challenges we still face. Teachers questioning skills improved, children reported much greater enjoyment of reading and could respond in writing to picture book stimulus. Results in Y3,4 &amp; 5 are much higher (70%,67%,81%) 56% of DA children passed the phonic check and overall results rose by 18ppts to 79%.</i>	The outlay of money on books has improved class libraries substantially. Teachers have reported that children's book talk has improved and they readily recommend books. We have plans for a new whole school approach to comprehension in 2017-18.  This reading focus will be maintained next year 2017-18.	
Improved progress and attainment in maths for PP children.	<i>New staff trained in school's fluency documents and systems.  Staff meetings in reasoning and problem solving</i>	<i>The whole school approach is developing fluency well. Progress of Year 6 disadvantaged pupils was close to zero at -0.23. Disadvantaged pupils in Year 2 outperformed non-disadvantaged pupils.</i>	Maintain this approach and induct new members of staff	
Reduction in the number of orange and red slip incidents for PP children across school.	<i>Staff meeting on low level disruption Learning behaviours – ELLI development, assemblies AHT input Learning mentor</i>	<i>Amongst disadvantaged pupils incidents reduced for focus children. The number of incidents for DA and non-DA children were similar to the previous year however, overall behaviour incidents fell by 11%</i>	Maintain. There is still a need to target specific DA children with support for behaviour from either the Learning Mentor, AHT or DA Champs	
Increased attendance and punctuality for PP children.	<i>Entrance Hall display, Attendance awards</i>	<i>Attendance improved for targeted children – see interventions section below. The Entrance Hall displays raised the profile of attendance however, overall attendance fell by 1% on the previous year. Therefore an altered and more rigorous approach is needed.</i>	Maintain. Current data shows 27% of our DA pupils are PAs November 2017.	

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase attainment and progress for PP children in YR, especially in understanding, speaking, writing and number.	<i>Language intervention group  A to Z of Literacy</i>	<i>Much language was developed through children's play opportunities and role play with adults targeting children daily. This had good impact with speaking up +6ppts at 86.7% and in-line with Bristol. This was a whole class approach with some children receiving additional group work here. 5 of the 10 children selected met the ELG. There were other mitigating factors which prevented the others from doing so.</i>	Maintain this approach and compare to additional specific intervention  Maintain	£116,403



	<i>Precision teaching</i>	<i>The impact on children understanding and number recognition was significant for 50% of those children targeted. Attendance/lateness impacted to some extent with other pupils</i>	Maintain
Improved progress and attainment in reading for PP children.	<i>Reading Recovery and Better Reading Partners</i>	<p><i>17 pupils accessed Reading Recovery this year. 8 were successfully discontinued with a further 3 pupils not yet finished but making good progress. These pupils made 17 levels progress whilst on the programme. 6 pupils were unsuccessfully discontinued but made, on average, 12 levels progress. Of the 8 disadvantaged pupils, half were/will be successfully discontinued</i></p> <p><i>28 disadvantaged pupils accessed BRP and made between 9 and 13 levels progress. This matched the progress of non-disadvantaged pupils in school.</i></p>	<p>Maintain both Reading Recovery and Better Reading Partners. Work with Learning Mentor to promote good attendance which is crucial for this programme, especially.</p> <p>KS2 data is still below national. A similar BRP approach, reading 1:1 will be developed for disadvantaged pupil in KS2 this year.</p>
Improved progress and attainment in maths for PP children	<p><i>Maths fluency groups (DM and JA)</i></p> <p><i>Year 6 support – in class and additional intervention groups</i></p>	<p><i>77% of Y6 DA pupils met expectation in maths, matching the national average. 5 out of 6 disadvantaged pupils (with intervention) met the standard and made + 1.05 progress. Of the others (with intervention) all 7 met the standard and made +0.83 progress Y2 DA pupils outperformed school non DA. 63% met expectation.</i></p>	Overall the children targeted for the fluency intervention in KS2 are much more fluent. Maintain this intervention with a focus on application in addition.
Reduction in the number of orange and red slip incidents for PP children across school.	<p><i>Play Therapy</i></p> <p><i>EP</i></p> <p><i>Lunchtime Club</i></p>	<p><i>Play therapy had a clear impact on 2 children's ability to manage their behaviour.</i></p> <p><i>Child 1 incidents: 15/16 - 45; 16/17 – 18; current – 3</i></p> <p><i>Child 2 incidents: 15/16 - 26; 16/17 – 8; current – 2</i></p> <p><i>For other children, where outside agencies have requested S &amp; E support there has been a positive impact.</i></p> <p><i>The EP successfully identified 2 children's level of need and secured funding. They also supported Special Guardianship families</i></p> <p><i>The lunchtime club helped to contribute to a significant reduction in lunchtime incidents. Anecdotal feedback from pupils shows they value this space and activity.</i></p>	Maintain
Increased attendance and punctuality for PP children.	<i>Learning Mentor Thrive Breakfast Club</i>	<p><i>The Learning Mentor has a positive impact on 71% of the total number of PA pupils last year. 53% of the pupils are no longer PA in 2017-18 (end Term 2)</i></p> <p><i>Lateness improved for targeted children through providing Breakfast Club spaces.</i></p>	Maintain spend on Learning Mentor and Breakfast Club



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
Improved progress and attainment for PP children.	<i>Pupil Premium Champions</i>	8 Year 6 children were able to access this intervention. All spoke positively about the benefits and were able to approach the raised expectations in Year 6 with more confidence. Behaviour incidents were reduced also. Taking 7 of the 8 children's data, positive progress scores were achieved in both maths and writing.	We will maintain this approach and reach more children during 2017-18 and across the school more. Whilst reading is being addressed across the school and with 1:1 work extended into KS2, the champ will also work on reading with their pupil as well as other identified areas from their class teacher	£12,300
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>	We have received positive feedback from pupils regarding both class visits and our Y6 residential . More children have taken up music lessons (+5) More children are involved in after school clubs (increase of 24 – 150 up to 174)	Maintain	
<b>Total 2016-2017</b>				<b>£139,603</b>

## 10. Additional detail

The school has detailed provision maps supporting this spend, with each intervention costed to further support value for money and assess the effectiveness of the spend.