

# Nova Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Nova Primary School				
Academic Year	2018-19	Total PP budget	£212,780	Date of most recent PP Review	Sept 2018
Total number of pupils	364	Number of pupils eligible for PP	100	Date for next internal review of this strategy	July 2019

Current attainment KS2 July 2018				
	<i>Pupils eligible for PP at Nova</i>	<i>Pupils not eligible for PP at Nova</i>	<i>All Pupils at Nova</i>	<i>All Pupils Nationally</i>
% achieving in reading, writing and maths	54%	81%	68%	65
% at expectation in reading	71%	81%	76%	75
% at expectation in writing	73%	92%	80%	78
% at expectation in maths	88%	88%	88%	76

Current attainment KS1 2018				
	<i>Pupils eligible for PP at Nova</i>	<i>Pupils not eligible for PP at Nova</i>	<i>All Pupils at Nova</i>	<i>All Pupils Nationally</i>
% achieving in reading, writing and maths	53%	78%	68	
% at expectation in reading	59%	78%	72	73%
% at expectation in writing	59%	78%	70	62%
% at expectation in maths	53%	85%	79	75%

Current attainment EYFS 2018				
	<i>Pupils eligible for PP at Nova</i>	<i>Pupils not eligible for PP at Nova</i>	<i>All Pupils at Nova</i>	<i>All Pupils Nationally</i>
% achieving the Good Level or Development	52%	71%	63	65

% achieving the Early Learning Goal in reading	52%	77%	66	
% achieving the Early Learning Goal in writing	52%	71%	63	
% achieving the Early Learning Goal in maths	60%	74%	58	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor speech and language skills	
B.	Gaps in learning	
C.	Social, emotional and mental health issues	
3. External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance/Punctuality	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children follow instructions and express themselves clearly and correctly through language.	Children's speech and language shows noticeable improvement.
B.	Gaps in children's learning addressed to allow them to make good progress.	Gaps filled across all subjects, all levels of need.
C.	Systems support children's wellbeing effectively.	Children remain in class and happier to engage and focus.
D.	Parents and children attend as much as possible.	Attendance improves, impacting on progress.

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?	Cost	Staff lead	When will you review implementation?
Gaps in children's learning addressed to allow them to make good progress.	Continued focus in SIP on 'Learning Without Limits' culture through CPD and Appraisal	DA Gap, though narrowing in many classes, need further closing. Previous attempts at multiple interventions have not accelerated learning quickly enough- therefore not cost effective. Culture is key- teachers need to understand how to meet children's needs and avoid unnecessary labelling, grouping or capping children's learning.	Appraisal and Monitoring Cycle- book looks, learning walks, lesson study model Teacher/Pupil Consultation	£4075 (CPD) NOT PP SPEND £5180 (LSM) NOT PP SPEND	Deputy Headteacher, Helen Thorpe	Termly as part of SIP review
	Continue to raise standards in reading and close the gap for Pupil Premium Children through rigorous monitoring of new reading practices implemented last year and replenish picture and reading scheme books	It is essential that we build on the work of senior and middle leaders last year in raising standards in reading. We will continue to prioritise Middle Leader Release time for monitoring and supporting teachers with CPD. We are also committed to providing the best quality of reading materials possible. Therefore £10,000 has been allocated for books this year.	Appraisal and Monitoring Cycle- book looks, learning walks, lesson study model Class data Focus in Disadvantaged Pupil Progress Meetings 3x yearly Teacher/Pupil Consultation	£1622 (DA PPMs) £10000 (books) NOT PP SPEND	Reading Lead, Dympna Leonard, Deputy Head, Helen Thorpe	Termly as part of SIP review
Systems support children's wellbeing effectively.	New behaviour Policy- the Pivotal Approach PIVOTAL training for all staff inc. SMSAs, office staff, caretaker	Despite improved results and heavy focus on Low Level disruption, behaviour data shows a small number of children repeatedly come out of class, some for continual low level incidents, and some for extreme, often aggressive outbursts. (Almost all Pupil premium children) Nova wishes to address this without resorting to exclusions and continual use of SLT time. We believe with the right, consistent approach all children can access learning IN class.	Appraisal and Monitoring Cycle- learning walks, lesson study model Teacher/Pupil Consultation Analysis of SIMs data Parent feedback	£2745 (Pivotal)	SEND CO, Alex Bacon Headteacher, Anna Morris	Termly as part of SIP review

Parents and children attend as much as possible.	Build attendance into class culture and expectations. Give learning Mentor specific, protected time to pursue attendance. (1.5hrs per day). Buy in EWO time and enlist guidance from new Chair of Governors.	Despite Learning Mentor implementing many new measures, attendance is still just under 94%. Nova has a group of persistent absentees, the majority of whom are Pupil Premium. A new strategy is required that takes both holistic and targeted approaches.	Governors will take attendance as a key priority for monitoring this year. Attendance will be reported in every Full Governing Body Meeting. We will implement new systems for tracking and identifying patterns, concerns and successes. Learning mentor will work with key teachers to maintain holistic approach. Weekly attendance meetings with Headteacher	£11,971	Learning Mentor, Rob England Headteacher, Anna Morris Chair of Governors, Patrick Cummings	Termly as part of SIP review and each FGB-rolling agenda item
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>		<b>Staff lead</b>	<b>When will you review implementation?</b>
Poor Speech and Language Skills	Staff training (KS1) on effective SALT interventions from employed expert, plus supportive visits all year	37% not achieving Good Level of Development at end of Reception. Communication key to accessing Key Skills. Gaps widen for these children as they fail to keep up with peers and negative effect on self-esteem and behaviour. Training will allow sustainable improvements to practice.	Carry out training with all KS1 staff to ensure consistent approach. Monitoring in lessons, consultation with staff, families and children. Focus in Disadvantaged Pupil Progress Meetings 3x yearly	£10,780 (training and interventions).	SENDCO, Alex Bacon	Termly as part of SIP review
Poor Speech and Language Skills	Speech and Language Interventions	Employing a specialist to train staff to lead SALT interventions means we can provide sustainable support to children in KS1.	This programme will be closely monitored. Alex Bacon, SENCO and Jess Gordon have scrutinised the programmes and feel it is very appropriate. Alex will oversee monitoring as Target i.	£8011	SENCO, Alex Bacon	Termly, through observations, consultations with children and key staff and families.
Gaps in children's learning addressed to allow them to make good progress.	TA in class and specific support and intervention including 1:1 reading	Data from last year shows that early reading intervention has a big impact on outcomes. Many of our Pupil Premium children are not heard to read at home, despite many initiatives and incentives. The investment is more cost effective in the classroom.	TAs will have specific children to work with, based on greatest need. The children will be rigorously tracked and discussed at length in Disadvantaged Pupil Progress meetings.	£172,108 (inc Y6 and £19,657 for interventions) 40% funded by PP	Reading Lead Dymna Leonard, SENCO, Alex Bacon	Termly and in DA Pupil Progress meetings 3x yearly
	Reading Recovery and BRP	The Reading Recovery programme 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. Early literacy is, and will always be, a key focus for our school, despite improving results.	Reading Recovery data uses small achievable steps that are tracked carefully by the Reading Teacher and by the class teacher.	£43,161	Reading Recovery Lead, Alison Young	Termly

	Thirdspace learning	We implemented this intervention last year for seven children, 4 of whom were Pupil Premium. 100% of these children reached the expected standard for maths, which was a real achievement. We know the 1:1 style tuition enables those children who are less confident, to make better progress, without fear of 'getting it wrong' publically.	Lisa Dunn, a skilled HLTA and former Year 6 teacher, will oversee the intervention and ensure all assessments and lessons are carried out rigorously.	£5008 total (2855 PP spend)	Maths Lead, Cath Foote HLTA, Lisa Dunn,	Termly
	Additional class support in year 6	Last year, we put in some additional support to Year 6, particularly in the class with 50% Pupil Premium children. We had significant concerns which we were able to target and rectify. We closed the 'DA gap' in maths and narrowed it in reading and writing and this was largely down to the excellent partnership between Teachers and TAs. We wish to replicate their responsive, intelligent approach to supporting children with an aim to increasing the number of children who achieve the combined measure for reading and writing and maths. This year 27% less Pupil Premium children achieved this than non-Pupil Premium, despite going some way to closing the gap in individual subjects.	The previous Year 6 teacher who led much of the solidly good practice with teaching Assistant has ensured the newer additions to the Year 6 team (she has moved to Year1) have had input. SLT have prioritised 'TA collaboration' in CPD this year to maximise their impact.	See TA section above	SENCO, Alex Bacon Year 6 teachers	Fortnightly in class Regular meetings with SLT to assess impact and track practice SATs etc. Termly as part of SIP
Systems support children's wellbeing effectively.	Learning Mentor Intervention	Last year, our Learning Mentor had a significant role in supporting children in a responsive way, setting up short term interventions in our new Beach Room. Almost all of our children who need this approach are Disadvantaged. This year, we want to extend the time in the day to work with these targeted children on <b>specific outcomes</b> to support them in their learning and play.	The interventions and their impact will be overseen by Alex Bacon, SENCO. He will have regular meetings with Rob England, Learning Mentor to ensure they are responsive and effective.	£24,306	SENCO, Alex Bacon Learning Mentor, Rob England	Weekly in Safeguarding Team Meetings
	SEMH TA support in and out of class	Over the past two years, we have seen an increase in behavioural and emotional difficulties for children in Reception and Year One. (The behavioural issues in KS2 from a few years ago have be massively reduced). These children after present serious safeguarding concerns- they struggle to keep themselves and others safe, and there are issues of concern at home in most cases. It is our goal to keep them in class, learning and developing social and emotional skills. Part of	The interventions and their impact will be overseen by Alex Bacon, SENCO. The provision maps will be updated regularly and assessed for impact, with class teachers, in regular meetings and Disadvantaged Pupil Progress Meetings.	£8011	SENCO, Alex Bacon	Weekly in Safeguarding Team Meetings

		certain TAS' timetables will be to support these children in class. This may be from afar, checking in or keeping them safe, or in activities which allow them to model safe play and interaction.				
	Play Therapy	Play Therapy supports our most vulnerable and disadvantaged children learn how to communicate their emotions, worries and frustrations in a safe place with a skilled, trained therapist. Its impact has been instrumental in reintegrating and supporting key children at Nova. We have increased the hours paid for this year due to the increasing need in the school.	Alex Bacon, SENCO, uses a meticulous scoring system to select children for the programme to ensure those who really need it receive the Play Therapy.	£13,500	SENCO, Alex Bacon Catriona Irvine, Play Therapist	Weekly in Safeguarding Team Meetings
Parents and children attend as much as possible.	EWO individual meetings	59% of persistent absentees (56 children) were Pupil Premium last year. This needs addressing as a priority. Meetings with Headteacher and Learning Mentor were poorly attended (though successful when they were) and we believe external is put is vital for these families	Governors will take attendance as a key priority for monitoring this year. Attendance will be reported in every Full Governing Body Meeting. We will implement new systems for tracking and identifying patterns, concerns and successes. Weekly attendance meetings with Headteacher	£410 (Not PP Spend)	Learning Mentor, Rob England Headteacher, Anna Morris Chair of Governors, Patrick Cummings	Termly
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Systems support children's wellbeing effectively.	Class trip funding Residential Visit Music tuition Milk Breakfast Club	We are committed to providing as many opportunities for children to feel included and valued. Many of our children would not attend things such as school camp because of financial constraints. Trips have a huge impact on social communication. We also recognise that nutrition (judging by our last Health Data pack from the local authority) is a concerning issue in our area. Providing a healthy start to the day, and giving milk to ALL our children are two ways we can help to address this.	The Leadership and Governors will ensure opportunities for a broad and balanced education and good healthcare are constantly reviewed. Impact of these experiences will be measured through attendance, class data and consultation with children and their families.	£6700 £1313 £116 £2200 £6285	Head Teacher, Anna Morris, Jo Ferns, School Business Manager	Termly

	Create Space for children facing emotional distress	The traditional 'Rights Reflection' timeout style room was not having the desired impact on our most vulnerable children. Messages about its use were mixed and we believe any exclusion, however short, is detrimental to learning and personal development. The new room is purely to give children in real distress a comfortable, soothing place to deregulate and ensure they are ready to learn and play. It is not a 'detention room' by another name.	The Leadership team are relentless in implementing the new behaviour policy and believe its impact on vulnerable pupils will be huge.	£3043 NOT PP SPEND		<i>Weekly in SLT Team Meetings</i>
Parents and children attend as much as possible.	New system of attendance awards for 'Improved Attendance' and '100% Attendance'	Previous incentives for attendance, whilst raising its profile with children, have not impacted on the children enough.	Weekly attendance meetings with Headteacher	-	Learning Mentor, Rob England	Termly

Total Expenditure Overall: £344,188

Total PP Fund Expenditure £215,360

## 5. Review of expenditure 2017-18

### 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
To develop children's language & increase children's understanding of the World	<i>Forest schools</i> <i>Enhanced provision</i>	This is for all Reception children was extremely successful. The main impact was on children's Knowledge of the world. With 77% children and 68 % pupil Premium achieving the Early Learning Goal. It also had an effect on children's Communication and Language. The cohort entered extremely low- only 25% were at Age Related expectations for Listening and Attention, for example. The figure had risen to 77% by the end of the year.	We recognise the need for high quality outdoor experiences for our children, many of whom live in flats. We also know that children develop confidence and a sense of curiosity through such activities. Paying for training has empowered a TA and enabled her to cascade knowledge and skills. All activities are documented on a Reception Noticeboard to share with stakeholders. We are committed to using our extensive grounds (pond/nature area/garden/field) and Forest Schools is an ideal way to do this. It will remain a key part of our Early Years offer, making this a sustainable project and excellent value for money	£18044

To improve reading across the school	<p><i>New guided reading practices across the school – VIPERS approach</i></p> <p><i>ML support and monitoring, including staff meeting time</i></p> <p><i>Guided reading texts and other resources</i></p> <p><i>Phonic home readers</i></p> <p><i>Dyslexia resources</i></p>	<p>Reading results have improved. In KS1 72% achieved Age Related Expectations (57% 2017). 59% of Pupil premium children met the standards against 78% of non-Pupil Premium. This gap is still too wide.</p> <p>In KS2, 76% met the standard (61% 2017). 71% of Pupil Premium children achieved the standard against 81% non-Pupil-Premium. The gap is narrowing.</p> <p>In Early Years, there is also a gap: 52% against 77%. However, the number of Pupil Premium children achieving GLD has risen from 31% in 2017 to 52% in 2018 which bodes well for the future.</p> <p>The meticulous monitoring of new, consistent reading practices has had a significant impact on teaching. This is showing in class data; over the year, Pupil Premium children make good progress. Nevertheless, a gap exists in some classes.</p> <p>We know that reading practices are strong at Nova and Leadership of reading has dramatically improved. We are well-placed to build on the successes of this year and continue to raise standards for all.</p>	<p>We believe our approach to reading is strong and impactful. It will continue next year, benefiting from the lessons learned this year. For example, we will ensure children are heard to read more regularly as opposed to waiting for benchmarking.</p>	
Attendance – whole school	<p><i>Learning mentor to have dedicated attendance development time – first day calls, follow up, meetings to support, involvement of EWO, letters and home visits</i></p> <p><i>Publicise data weekly</i></p> <p><i>Weekly attendance celebration</i></p>	<p>Attendance targets have not been met. 94% attendance is too low and calls for even greater strategic response. There are 56 persistent absentees, 59% of whom are Pupil Premium.</p> <p>The Learning Mentor has been rigorous in contacting parents and arranging meetings, but take up is low (though these have proved effective when they have occurred).</p> <p>Celebrations relating to attendance have minimal impact. They enthuse those who attend well anyway.</p>	<p>We will continue to safeguard the Learning Mentor's time to follow up attendance. The use of the EWO will be more strategically planned, as will the actions for all those under 95%.</p> <p>Attendance data will be shared at Parent consultation with teacher rather than sent home, and our new Chair of Governors will work closely with the school; his experience in the EWO service will be invaluable.</p>	
<b>ii. Targeted support</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>



<i>To improve English standards in Year 6</i>	<i>Year 6</i>	Standards in English in Year 6 have improved over the last three years, culminating in the gap reducing for the cohort over the course of the year. This shows the impact of TA/Teacher collaboration and responsive planning. Overall, 76% achieved the standard in reading and 80% in writing, showing a greater consistency between the two subjects.	The model of TA/Teacher partnership in Year 6 has been very successful. Their ability to provide targeted support (sometimes just for short bursts) has accelerated progress and will inform the whole school way of working in the future.	£116,403
To improve Speech & Language in EY	<i>First steps in Language/ Time to Talk</i>	Communication and Language was a huge barrier for this Reception cohort,. There were huge gains over the year in the percentage of children reaching Age Related Expectations: 25% to 77% in Listening and Attention, 42% to 75% in Understanding and 29% to 77% in Speaking.	We know we need some Speech and Language intervention, but that staff knowledge and understanding is key. For this reason we will invest heavily in expert training and support next year.	
To improve reading standards, across the school, for all DA pupils	<i>1:1 daily reading times for pupils (KS1)</i>	This had a strong impact lower down the school. 1:1 Reading Support continues to be an area of strength across the school, especially in Year 1 and Year 3. This is evidenced through accelerated progress against reading recovery levels - independently benchmarked - and improved Y1 phonics screening results. In Year one, the gains were massive for Pupil Premium children, and overall, as well as all groups improving in Year 2.	This approach will be replicated this year; lots of reading, frequently, and with the same trusted adults.	
	<i>Comprehension interventions</i>	Reading results and monitoring show the impact of these. Teachers are now able to take a whole class approach to reading, using the same texts but with differentiated questioning. This has led to the gradual decrease in these interventions as children gained confidence.	Teachers will, with greater autonomy over TA collaboration, choose children in need of extra comprehension to work with Teacher/TA. However, the key target is to enable all children to access the class reading lessons.	
	<i>Phonic catch-up Reading Recovery &amp; Better Reading Partners</i>	Phonic results continue to improve. 92 % achieved met or exceeded the pass mark this year. 89% of Pupil Premium children passed the check. In Year 2 of those who retook passed and 33% of the Pupil premium children passed. Those not passing were SEN.  Children identified for Reading Recovery are the lowest achieving in their class, and would be not predicted to reach the expected standard. 8/19 of the children who accessed Reading recovery were disadvantaged. 5 of these children have completed the programme. 2 children are ongoing with the programme; 1 child has left the school. 100% of the disadvantaged children discontinued successfully this year reaching Level 16 or above. They	Phonics is essential. We will target those children not passing the check or unlikely to next year very closely, through interventions that are followed up in all literacy activities.	

		increased their reading level, on average, 14.6 Reading Recovery Levels and increased their reading age by 10 months. 18 Children accessed Better Reading Partners during 2017/2018. This is a shorter intervention of up to 10 weeks. 7 of these children were disadvantaged. They increased their reading level, on average, 5 Reading Recovery Levels.		
To improve maths standards, across the school, for all DA pupils	<p><i>Maths fluency/ arithmetic groups, focussing also on application</i></p> <p><i>Early Maths intervention in Y1</i></p> <p><i>Catch up maths Y2</i></p> <p><i>Greater depth groups in Y2 and KS2</i></p>	<p>Maths continues to improve across the school. Additional interventions have had mixed impact and once again, the improved understanding of a whole class mastery approach has lessened the need.</p> <p>Maths - the greater depth groups did not have the desired impact in KS1 (these pupils may have been incorrectly identified as having the potential to achieve GD). Some pupils continued to make accelerated progress in Y3-Y4. Maths Fluency groups continue to have impact that results transferrable skills several months after the pupils have left the group. This was demonstrated when Y5 pupils who'd received the input outscored previously higher-performing pupils in pre and post-topic assessments.</p>	<p>Teachers will, with greater autonomy over TA collaboration, choose children in need of extra maths to work with Teacher/TA. However, the key target is to enable all children to access the class maths lessons.</p> <p>Maths fluency groups will continue.</p>	
	<i>Third Space Learning</i>	Four Pupil Premium children participated in this intervention. They all made great progress in maths, achieving the expected standard, despite not being on track at the start of the year.	Yes, we believe this is an effective intervention that accelerates progress.	
To improve children's social and emotional progress	<p><i>Speech groups</i></p> <p><i>Social groups</i></p>	Speech - pupils were able to make progress against NHS targets and interventions (e.g. colourful semantics). Pupils also showed improvement against internal school measures such as the TALC. Test of abstract language comprehension. School recognises the crucial difference that age-appropriate language development makes to all areas of learning and difficulties learners face who struggle in this area. We have invested in external advice from Child Speech to support staff development in this area, along with creating roles for speech and language TAs.	We know we need some Speech and Language intervention, but that staff knowledge and understanding is key. For this reason, we will invest heavily in expert training and support next year.	

		Social Groups - These have included social skills groups run by our learning mentor to support pupils (with a specific short-term focus, e.g. repairing and restoring a friendship and promoting positive play) to longer-Term pieces of work, such as Time to Talk. These groups have resulted in a reduction of unsafe behaviour and to address parental perception of bullying issues by demonstrating that pupils can move past one-off unpleasant incidents to rebuild relationships	Social groups will continue to support children as part of our SEMH programme.	
Improved progress and attainment for PP children.	<i>Pupil Premium Champions</i>	Pupil Premium Champions act as an important link to help build capacity in pupils to form effective relationships in school. These partnerships work best when there is a balance between academic and social and emotional support. This work equally supports those pupils who under-react in social and academic contexts (pupils lacking in confidence) alongside those who can over-react with peers and adults. Feedback from teachers, pupils and parents highlight the impact of this work.	We are providing SEMH interventions that are responsive and adjusted to the changing needs of the child. This may even be a two-week programme of support, or a longer piece of work due to bereavement or attachment difficulties. Some children will still receive the yearlong model of Pupil premium Champions.	
<b>iii. Other approaches</b>				
<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>
Pupils value experiences and are able to immerse themselves in the school curriculum. Attendance is improved. Pupils are ready to learn	<i>Class trip funding</i> <i>Residential visit</i> <i>Music tuition</i> <i>Milk</i> <i>Breakfast Club</i>	Children continue to prioritise trips and 'fun' experiences. They tell us they enjoy them socially and academically. Camp is a consistent success 45% of children attending were pupil premium. 33% of our children participating in music tuition are pupil premium. Breakfast club is very well attended and used by some of our most vulnerable families.	All these things will be continued next year. In addition the school will explore subsidising SHINE after school provision as well.	£12,300
To improve children's social and emotional progress	<i>Create the space for focussed S &amp; E interventions to take place</i>	The 'Beach Room' has supported many vulnerable children over the past year. It's calming feel and difference to a traditional 'school' room makes it an ideal place for children to explore, play and talk about their emotions. It is an asset to the school and benefits from being tucked away and private.	We will use the room for SEMH interventions. To add to the Beach Room, we are creating a 'Safe' room for children who need to deregulate their feelings, without overstimulation, interruption or pressure.	

## 6. Additional detail

Nova is closing the gap for Disadvantaged learners, but it is a slow process. We believe that our huge School Improvement Focus on 'Learning Without Limits' will have a big impact on all our pupils, but especially our Pupil premium children. 2017 saw a different approach and Nova was able to evaluate a range of interventions, with the view to creating a bespoke package, relevant and responsive to the needs of our school. We are well placed for the year ahead and have a clarity of vision for all our learnings, but with a view to diminishing the difference of children in receipt of Pupil Premium.

