

Nova Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Nova Primary School				
Academic Year	2019-20	Total PP budget	£170,280 £13,800 (LAC)	Date of most recent PP Review	June 2019
Total number of pupils	338	Number of pupils eligible for PP	129 6 LAC	Date for next internal review of this strategy	Dec 2019 April 2020 July 2020

Current attainment KS2 July 2019				
	<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	28%	63%	50%	65%
% at expectation in reading	44%	66%	54%	73%
% at expectation in writing	61%	81%	74%	78%
% at expectation in maths	67%	84%	78%	79%

Current attainment KS1 2019				
	<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>
% at expectation in reading	68%	76%	54%	TBC
% at expectation in writing	40%	65%	56%	TBC
% at expectation in maths	56%	71%	65%	TBC

Current attainment EYFS 2019				
	<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	45%	75%	70%	TBC
% achieving the Early Learning Goal in reading	50%	88%	73%	TBC
% achieving the Early Learning Goal in writing	50%	78%	75%	TBC
% achieving the Early Learning Goal in maths	50%	85%	78%	TBC

2. 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.	Poor speech and language skills
B.	Gaps in learning
C.	Social, emotional and mental health issues
3. External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance/Punctuality
4. Desired outcomes	
	<i>Desired outcomes:</i>
A.	Children will master basic communication skills in order to develop an appropriate way to express themselves to peers and adults.
B.	Gaps in children's learning will be addressed to allow them to make good progress across the curriculum.
C.	Children will have access to the necessary tools to manage their social, emotional and mental health needs.
D.	Children's attendance and punctuality improves and there is evidence of less persistent absentees.

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	Termly review of impact.
Gaps in children's learning addressed to allow them to make good progress across the curriculum.	Continued focus in SIP on 'Learning Without Limits' culture through CPD and Appraisal.	<ul style="list-style-type: none"> 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. This year, the focus will be on feedback and assessment for learning ensuring teachers are responding to children's needs during lessons, tackling misconceptions as they arise and not accepting common errors. 	<ul style="list-style-type: none"> Appraisal and Monitoring Cycle- book looks, learning walks, lesson study model Teacher/Pupil Consultation Head and Deputy joint observations and follow up discussion. 	Cover for appraisals, PPMs and CPD (not PP budget)	Deputy Headteacher, Helen Thorpe	
Children will have access to the necessary tools to manage their social, emotional and mental health needs.	<ul style="list-style-type: none"> New behaviour Policy based upon previous training of the Pivotal Approach Training for all staff on new behaviour policy Training for 12 x staff on de-escalation and physical intervention policies. New Rowan Room Provision (see SEMH below) 	<ul style="list-style-type: none"> https://pivotaleducation.com/about-us/ https://www.teamteach.co.uk/ Behaviour incidents from 2018-19 academic year were not showing improvements to previous changes SEMH interventions were insufficiently tracked and affected by staff changes Staff changes and absences effected the ability to run SEMH interventions An increase in number of children with significant SEMH needs Large numbers of children joining in-year with SEMH or challenging behavioural needs Reduction of public/children services available to access support 	<ul style="list-style-type: none"> Learning walks focusing on Quality First Teaching as well as in class additional support Rigorous intervention tracking systems in place Staff feedback Teacher/Pupil Consultation Analysis of CPOMS and new behaviour tracking system Parent feedback Governor consultation and feedback 	Team teach training x 12 staff members £1100	SLT; Lead learning mentor, Janet green	
Children's attendance and punctuality improves and there is evidence of less	<ul style="list-style-type: none"> Appointment of an Attendance officer Reviewed Attendance policy 	<ul style="list-style-type: none"> Attendance is below 94% Persistent absentees on average 100 pupils Penalty notices have yet to impact on attendance 	<ul style="list-style-type: none"> Daily monitoring by New Attendance officer and New Lead Learning Mentor Recognition and reward for good attendance along with whole school display 	New Attendance officer: £6052	Lead Learning Mentor, Janet green Headteacher,	

persistent absentees.	<ul style="list-style-type: none"> Attendance Officer working alongside Lead Learning Mentor to ensure administration balanced with pastoral support to improve attendance 	<ul style="list-style-type: none"> A demographic of children with high numbers of Adverse Childhood Experiences (ACEs) leading to complex absences - https://www.adversechildhoodexperiences.co.uk/ Fixed Term Exclusion for 18-19 was a total of 48 days lost 10 children throughout 18-19 on part-time timetables 	<ul style="list-style-type: none"> Termly attendance records sent home New attendance policy Unauthorised absences to begin from 9:30 Monitoring and tracking ACE children through school system Rolling item on Governing body agenda 	Lead Learning Mentor allocated attendance time: £11827	Anna Morris; Attendance officer; Chair of Governors, Patrick Cummings	
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	Termly review of impact
Improved Speech and Language Skills	<ul style="list-style-type: none"> Welcomm assessment to screen all EYFS children Staff training from SALT professional on communication friendly environments Speech and Language Interventions 	<ul style="list-style-type: none"> 30% children not meeting GLD at the end of EYFS (previous year was 37% not meeting GLD) 55% disadvantaged pupils not meeting GLD at the end of EYFS 25% not meeting communication and language GLD at the end of EYFS https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf Increase in secondary SEMH needs within the school due to primary SLCN from poor language skills (RESEARCH) 	<ul style="list-style-type: none"> Rigorous intervention tracking systems in place and triangulation between class data Regular SALT reviews with SENCo and SEN teacher Learning walks and monitoring progress within books Implementing pupil passports for children who require targets Closely working with SALT link therapist on identified action plan 	Assessment system: £449 External SALT specialist: £3835 SEN Teacher: £13760	SENCo, Rachel Risley; SEN Teacher, Elizabeth Normand	
Gaps in children's learning addressed to allow them to make good progress across the curriculum	TA in class and specific support and intervention including 1:1 reading	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> TAs will have specific children to work with, based on greatest need. The children will be rigorously tracked and discussed at length in Pupil Progress meetings. 	51@14.81 x38 £28,701.78	Reading Lead Dymrna Leonard,	
	Reading Recovery and BRP	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Reading Recovery data uses small achievable steps that are tracked carefully by the Reading Teacher and by the class teacher. 	Reading Recovery Teacher: £46660 (minus £10000 grant)	Reading Recovery Lead, Alison Young	

	<ul style="list-style-type: none"> Full time Teaching Assistant supporting in year 6 	<ul style="list-style-type: none"> Proven track record of rigorous planning for individual and group needs Pupil Premium children always receiving targeted support based upon their needs 	<ul style="list-style-type: none"> Regular Pupil Progress meetings Data Analysis Extra fortnightly Year 6 mini-pupil progress meetings 	Yr6 TA: £20182	Year 6 teachers, Deputy Head, Helen Thorpe	
Systems support children's wellbeing effectively.	Lead Learning Mentor Intervention	<ul style="list-style-type: none"> 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 specific outcomes to support them in their learning and play- this is for all LAC as well. 	<ul style="list-style-type: none"> The interventions and their impact will be overseen by Rachel Vaughan, SENCO. She will have regular meetings with Janet Green, Learning Mentor to ensure they are responsive and effective. 	£23655	Lead Learning Mentor, Janet Green; SENCO, Rachel Risley	
	SEMH TA support in and out of class	<ul style="list-style-type: none"> 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 been 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 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. 	<ul style="list-style-type: none"> The interventions and their impact will be overseen by the SENCO. The provision maps will be updated regularly and assessed for impact, with class teachers, in regular meetings and Disadvantaged Pupil Progress Meetings. 	TA1: £15519 TA2: £12418 TA3: £4214 TA4 : £5138	SENCO, Rachel Risley; Lead Learning Mentor, Janet Green	
	Play Therapy	<ul style="list-style-type: none"> 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. This provision will cease in September 2019. 	<ul style="list-style-type: none"> SENCO, uses a meticulous scoring system to select children for the programme to ensure those who really need it receive the Play Therapy. When it ceases, in house therapeutic interventions will begin- both SENCO and Lead Learning Mentor are skilled in a variety of therapies and will cascade training to TAs. 	£5040	SENCO Rachel Risley	

Parents and children attend as much as possible.	EWO individual meetings	<ul style="list-style-type: none"> External support and guidance for our most persistent absentees Nova must take a tough and consistent stance on attendance 	<ul style="list-style-type: none"> Headteacher to meet with Lead Learning Mentor and EWO to ensure actions followed up and effective. 	£420	Lead Learning Mentor, Janet Green; Headteacher, Anna Morris; Attendance Officer,; Chair of Governors, Patrick Cummings	
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?	Cost	Staff lead	When will you review implementation?
Systems support children's wellbeing effectively.	Class trip funding Residential Visit Music tuition Milk Breakfast Club	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	£5600 £2200 £116 £2200 £6285	Head Teacher, Anna Morris, Jo Ferns, School Business Manager	
Provision is developed and effective in supporting our most vulnerable children who cannot manage the systems and demands of a standard classroom	<ul style="list-style-type: none"> Rowan Room (from September)- a specific targeted intervention classroom for 6 children, every morning, preparing them for return to class in the afternoons and full time in the long run. 	<ul style="list-style-type: none"> We have several children who have struggled greatly to access the primary classroom and need a different approach to develop the learning skills and emotional literacy to cope in a mainstream setting. Rather than resort to part time timetables and exclusion from class, this intervention space is specifically designed to equip them with the skills they need. Resources, furniture and visuals are carefully selected and used to support this process. 	<ul style="list-style-type: none"> Weekly reviews with SENCO (who leads room) and Head teacher will ensure necessary tweaks are made and staff are supported. 	£2485 for refurb and resources £25325 staffing	SENCO Rachel Risley	

		<ul style="list-style-type: none"> Boundaries are clear and routines relentless to increase children's feelings of safety and regulation. 				
Parents and children attend as much as possible.	<ul style="list-style-type: none"> New system of attendance awards for 'Improved Attendance' and '100% Attendance'- new attendance board 	<ul style="list-style-type: none"> Previous incentives for attendance, whist raising its profile with children, have not impacted on the children enough. 	Weekly attendance meetings with Headteacher	-	Learning Mentor, Janet Green, Attendance Officer,	

Total Expenditure Overall: £232,191

Total PP Fund Expenditure:£183360

5. Review of expenditure 2018-19

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
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	<ul style="list-style-type: none"> A culture of 'no-fixed' ability has been established across the school. Lesson observations and monitoring show teachers are meeting children's needs without labelling and grouping children by 'ability' within classroom setting. Developing the maths mastery approach with input from mathshub, has supported teachers in developing their pedagogy for planning lessons that support the learning of all. Lesson studies focusing on 7Cs principles of learning without limits have allowed teachers to explore key concepts of pedagogy e.g. developing clarity of learning for pupils through shared models and development of learning journeys and meaningful outcomes on working walls. 	<ul style="list-style-type: none"> Provision for SEN children has been identified as a weakness and teachers across the school need support in developing appropriate provision for children with SEN and complex SEMH needs. Although lesson study model has been successful in developing many teachers' practice, a more rigorous model of teaching and learning monitoring and support has been implemented this year to give all leaders a shared understanding of strengths and areas for development within teaching and learning. 7Cs will still form basis of teaching and learning feedback and pedagogy at Nova. 'Challenge' in 7Cs has been identified as area to develop across school, so children's learning is not 'capped' in any way. 	£4075 (CPD) NOT PP SPEND

		<ul style="list-style-type: none"> Teachers realise the importance of meeting children's SEMH needs and many have focused on developing children's learning behaviour, using strategies to develop a culture of appreciation and respect. Teachers have also been developing strategies to encourage all children to achieve their 'personal best' e.g. through kind, specific, helpful feedback. 	<ul style="list-style-type: none"> Teachers realise the importance of developing a classroom culture where children feel safe to make and learn from mistakes. However, many of our children need to further develop their learning behaviours and qualities that promote learning e.g. developing resilience when faced with challenges. Through focused teacher research projects this year, teachers will develop their pedagogy in relation to the needs in their class. 	
	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	<ul style="list-style-type: none"> The school has invested a huge amount into reading resources this year. Picture books have been purchased for the library though the impact of this will not be seen until next year (the library is awaiting suitable furniture to display them). Reading schemes are well-stocked and enjoyed and children appreciate this. The addition of extra books further up the reading levels has been particularly welcomed as 'free readers' are often a big jump in content and theme. The reading leader has meticulously monitored reading practices and the school is more secure than ever in these. However, we still see a significant gap between PP and non-PP children across the school. At end of KS2 we see a 22% gap and we fall below the LA standard. Reading was our weakest subject this year: children lacked the stamina to manage the whole SAT paper and we believe this is simply because they do not read enough, for long enough, over time. 	<ul style="list-style-type: none"> The school will continue to invest in subject Leadership time this year so our reading lead can continue to embed strong reading practices with new staff and existing, less experience teachers. Our Reading Lottery will provide an incentive for reading at home and help keep the profile of reading for pleasure high in assemblies. We will continue to invest in books throughout the school and build in, through appraisals, more time to read independently and feedback about self-chosen books. DA children will remain a strong focus in Pupil Progress meetings. 	<p>£5180 (LSM) NOT PP SPEND £1622 (DA PPMs)</p> <p>£10000 (books) NOT PP SPEND</p>
Systems support children's wellbeing effectively.	New behaviour Policy-the Pivotal Approach PIVOTAL training for all staff inc. SMSAs, office staff, caretaker	<ul style="list-style-type: none"> All staff received a full days training from an external Pivotal trainer. This was thought-provoking and enable staff to develop a common, positive approach towards behaviour. The new policy, with a huge focus on recognition and appreciation was launched in September. The impact was immediately evident in the engagement and motivation of many children-the use of words, on postcards, texts and in phone calls has been far more effective than 'rewards'. Where used effectively, recognition boards have created a culture of positivity in classrooms. 	<ul style="list-style-type: none"> The Pivotal approach will remain at the core of our Behaviour Policy. However, following an increase in serious incidents and consultation with stakeholders, the policy has been strengthened with a greater emphasis on clear boundaries and consequences for disruptive for aggressive behaviour. 	£2745 (Pivotal)

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.	<ul style="list-style-type: none"> Our Learning Mentor struggled to manage attendance alongside the growing SEMH needs of children in our school. He left in term 3 and we had a significant period of time without anyone to lead attendance (and no SENCO). Attendance has not improved in 2018-19. The term 6 figure was 94.1% despite the last mentor tightening up on penalty noticing and arranging meetings with parents of persistent absentees. However, these measures were still not rigorous enough. In term 6 we had 100/364 (27.2%) Persistent absentees. 	<ul style="list-style-type: none"> The new Lead Learning Mentor has a proven track record of improving attendance in her last school. The policy has been updated and systems are in place that are rigorous and communicated clearly to families. The key lesson is that an attendance officer is essential if the Lead Learning Mentor is to have the time to follow up the pastoral side and not be bogged down with phone calls and basic administration. We have budgeted for this from term 5. 	£11,971
ii. Targeted Support				
		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 improve Speech and Language Skills	Staff training (KS1) on effective SALT interventions from employed expert, plus supportive visits all year	<ul style="list-style-type: none"> 43 children were screened for SALT needs by employed expert CPD delivered for all 4 TAs implementing SALT work SEN teacher has become skilled in leading programme and delivering SALT work. 	<ul style="list-style-type: none"> CPD now needed for trained staff to screen for identification of speech and language needs and provision themselves. 	£10,780 (training and interventions).
To improve Speech and Language Skills	Speech and Language Interventions	<ul style="list-style-type: none"> 10 individuals given bespoke targets (6 pupil premium) with SEN interventions for SALT set up in Years 1-4 56% of all pupils in SALT intervention have made good progress 69% of PP children have made good progress 	<ul style="list-style-type: none"> The training staff have received has been invaluable, however, the increasing SEMH needs of younger children in the school has meant some of the TA time that should have been allocated to SALT needs has been used to support struggling individual children. Restructuring in 2019-20 should solve this problem, with specific SEMH TAs allocated. Our SEN part-time teacher will oversee and review SALT work this year 	£8011
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	<ul style="list-style-type: none"> It has been hard to track the impact of TAs this year. Roles need breaking down further- e.g. SEMH/Reading (as in new strategy). Attainment this year shows TAs making minimal impact in current system. 	<ul style="list-style-type: none"> The needs of children increasing means less TA support for general classroom work. It will be more targeted and specific next year, with entry/exit criteria for all timetabled intervention and support. New SENCo and Lead Learning Mentor instrumental in this. 	£172,108 (inc Y6 and £19,657 for interventions) 40% funded by PP

		<ul style="list-style-type: none"> Observations show that teachers still fail to always direct TAs effectively- too many sitting and listening or doing classroom jobs (many of which children could be taught to do). 		
	Reading Recovery and BRP	<ul style="list-style-type: none"> RR: Children who completed programme this year have improved their reading level, on average by 13 levels. Their reading ages have progressed, on average by 9.9 months. 	<ul style="list-style-type: none"> Reading Recovery still has a big impact on many of our vulnerable children, particularly those who do not receive early support at home. One issue this year has been the increase of children with SEMH needs making it harder again to engage with children. Next year we will have two RR teachers, both working mornings, to ensure children are supported in the mornings when they are more responsive and regulated. 	£43,161
	Thirdspace learning	<ul style="list-style-type: none"> 7 Pupil Premium Children undertook the Thirdspace programme last year. All but one were working towards the end of Year 5 standard. 4 children reached the expected standard at the end of Year 6. Even with those children, who did not reach standard, there were gains in scaled scores over year. Confidence of all children grew. 	<ul style="list-style-type: none"> The school will not be continuing with Thirdspace next year. The small gains were pleasing, but mostly because of excellent class teaching and targeted intervention. There were also too many technical glitches to ensure value for money. 	£5008 total (2855 PP spend)
	Additional class support in year 6	<p>Year 6 results were less than the previous year. R,W,M combined= 50% R- 50% W- 74% M- 78%</p> <p>For DA children, results were: R,W,M combined 24% R- 44% W- 61% M- 67%</p> <ul style="list-style-type: none"> The fulltime TA did some significant pastoral work with a small minority of children which supported them very well. This included a Previously Looked After Child who went on to achieve the standard in all three subjects. 	<ul style="list-style-type: none"> The fulltime TA in Year six spent a large proportion of her time with one boy with escalating needs. This had an impact on interventions and individual support and ultimately results for DA children. Nevertheless, TA use is a strength and this current model of planning for vulnerable groups will continue next year. Unfortunately, we do have less TA cover in Year 6 next year due to small cohort and funding. 	See TA section above
Parents and children attend as much as possible.	Learning Mentor Intervention	<ul style="list-style-type: none"> Learning Mentor left in term 3, new one appointed for term 5. Yet to see impact in attendance figures of her work but considerable improvements in systems and consistent messages to families bodes well for the future. 	<ul style="list-style-type: none"> School needs and attendance officer- the role is too much for a Learning Mentor alone. Rigorous penalty noticing, letters with attendance updates for families and incentive systems are now in place. Data analysis will focus on groups and home visits introduced. 	£24,306

	SEMH TA support in and out of class	<ul style="list-style-type: none"> This was an invaluable part of how we were able to keep some vulnerable children safe and happy in school last year. Where TAs are skilled and receptive to CPD, they are able to deliver in and out of classroom support for children to help them develop good learning habits and begin to manage their emotions more effectively. 	<ul style="list-style-type: none"> More TAs will be assigned to support SEMH this year as our need grows considerably with each new cohort and in year admissions from other schools. 	£8011
	Play Therapy	<ul style="list-style-type: none"> 9 Pupil Premium received a course of play therapy last year Impact was variable depending on attendance, parental engagement, unsettledness at home and other potential neurological/neurobiological problems. There has been a noticeable improvement in two of these children who have benefited hugely from the 1:1, making real progress in terms of resilience and classroom behaviour. Play therapy has also given a valuable insight into how these children think and function each day. 	<ul style="list-style-type: none"> This year, we recognise the enormous number of children who need SEMH interventions. Our new SENCO and Lead Learning Mentor are trained in a variety of recognised interventions and therapies. They are devising a timetable of interventions to support more children in a wider variety of ways, with SEMH TAs trained, over the year to eventually deliver the interventions themselves. 	£13,500
Systems support children's wellbeing effectively.	EWO individual meetings	<ul style="list-style-type: none"> Previous Learning Mentor oversaw this provision but didn't follow up work initiated. We have budgeted for this year to improve use of EWO. 		£410 (Not PP Spend)

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
Parents and children attend as much as possible.	Class trip funding Residential Visit Music tuition Milk Breakfast Club	<ul style="list-style-type: none"> Class trips and experiential learning remain a big part of Nova's offer to all children, with disadvantaged children particular in mind. This is, according to children, one of the most valuable parts of our curriculum- children love to see new things and share these experience with their friends. Camp is consistently popular, particularly with our new venue of Morfa Bay in Wales. 50% of children who attended in November were Pupil Premium. 15% of children who took music lessons were pupil premium. Breakfast club remains well-attended and popular with parents and pupils. 	<ul style="list-style-type: none"> All these things will continue this year. We are introducing violin lessons in addition to violin, drum and guitar. The school needs to target PP children for music lessons more actively. 	£6700 £1313 £116 £2200 £6285

	Create Space for children facing emotional distress	<ul style="list-style-type: none"> Though already used far less, this room has been invaluable to children who feel distressed/in crisis. It also serves as a quiet space for discussion with trusted adults. 	Room will remain available for the foreseeable future.	£3043 NOT PP SPEND

6. Additional detail

Nova recognises that the gap for disadvantaged learners is still not diminishing. The use of TAs and more forensic analysis of outcomes of interventions and attendance data should support this process next year. We now have a consistent, outstanding team to enable the based pastoral support and our Deputy Headteacher continues to lead teaching and learning and curriculum with enthusiasm, expertise and rigour.

