Nova Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nova primary
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22
Date this statement was published	July 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laurie Haynes- Chair of Governors
Pupil premium lead	Anna Morris- Headteacher
Governor / Trustee lead	Laurie Haynes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,435
Recovery premium funding allocation this academic year	£26,240 Additional £18 approximately due over 2021/2022
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£191675

Part A: Pupil premium strategy plan

Statement of intent

At Nova we have high aspirations for all of our wonderful pupils, regardless of their background, individual needs or protected characteristics. Children and young people have experience unprecedented disruption to their education as a result of the COVID 19 pandemic and disadvantaged and vulnerable children have undoubtedly been hit hardest. We take the principles of inclusion very seriously and advocate an approach that ensures every learner gets what they need to succeed. We want our pupils to be confident, enthused and self-motivated in the classroom, and informed, responsible and compassionate members society but recognise that many children face significant challenges. We aim to eradicate as many of these as we can and provide and education that goes above and beyond for disadvantaged and vulnerable learners.

Our strategy takes a combined approach of individual, whole school and additional support. We provide additional adults to support children in the classroom with reading, phonics and number fact fluency, as well as other basic skills so that they may catch up with any lost learning and have the opportunity to progress as rapidly as non-disadvantaged children. Sometimes this can be 1:1, but it can also be in groups of children. This support may also target personal, social and emotional needs. The support could be from a teaching assistant, learning support assistant or outside provider such as an online maths tutor.

We also ensure, through the use of our pupil premium and catch-up funding that we provide staff with the resources and professional development they need to deliver a first class and inclusive curriculum. We use the money to book high quality training and items such as books to enhance the curriculum for all children.

We also believe that it is vital to ensure disadvantaged children have equal access to opportunities such as trips, music lessons, nutrition and school residential visits. Our curriculum offer depends on experiential learning beyond the classroom- it is vital that we ring-fence funding for these opportunities.

Challenges

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

Challenge number	Detail of challenge
1- Phonics	Children from disadvantaged backgrounds and those who have fallen behind because of COVID have missed essential phonics teaching and the opportunity to develop their skills independently. This will impact on their confidence and ability as readers and writers, affecting all areas of the curriculum.
2- Writing	The evidence (data, children's work, middle leader monitoring) shows that writing attainment has been affected by the pandemic; children have fallen behind and this is particularly true of disadvantaged children despite Nova inviting so many into school during the last lockdown. Writing is integral to accessing the curriculum as a whole and so this must be addressed as a matter of priority. Key skills such as spelling, grammar, punctuation and handwriting have suffered in particular. Writing 'stamina' has also been difficult after so much time at home.
3- Reading	Evidence also shows that children's attainment in reading has slowed, particularly for those who were at home for extended periods, with the bottom 20% of readers being disproportionately affected. Reading is not only essential for accessing the curriculum, but for enjoyment and personal growth, now and in the future. Many of our disadvantaged children have few books at home and parents/carers struggle to engage with their children.

	Children lack fluency and comprehension of vocabulary which has a knock-on effect on their enjoyment of the skill.
4- Speech and Language	Many children's speech and language skills, including oracy and vocabulary development has been hindered due to lockdown and we know that this area is a challenge for our children on entering the school in Reception.
5- Maths	The evidence, such as arithmetic assessment, also shows that maths fluency and confidence in general has also been adversely affected by COVID. Children are reluctant to have a go and challenge themselves and this can lead to even longer term issues with maths acquisition which is essential as they move through the education system. Their mental recall of all operations has weakened and it is vital that we address this through our additional funding.
6- Wider curriculum	Children have missed a number of learning experiences (at times whole units of work) meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum
7- SEMH/wellbeing	Disadvantaged children are more likely to have SEMH difficulties; this has been magnified by the pandemic and so long in the home without their peers, causing loneliness, boredom and frustration. This impacts on their engagement with learning and their ability to socialise, as well as their attendance. They often lack self-belief and struggle to apply themselves.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria- evidence shows…
The difference in achievement between disadvantaged and non-disadvantage is lessened in phonics	Phonics attainment gap closes Improved phonics check outcomes in Year 1 and 2 Phonics acquisition is strong in relevant year groups and impacts positively on literacy skills Teaching of phonics is consistent and correctly resourced, resulting in short term and long term progress
The difference in achievement between disadvantaged and non-disadvantage is lessened in reading	Reading attainment gap closes Children develop fluency and comprehension reading skills Children make accelerated progress in reading Children can share a love of reading and feel confident to share their skills
Improved writing outcomes across the school	Writing attainment gap closes Children make accelerated progress in writing Whole school approach to **writing** embedded- teaching of writing is strong, consistent and effective throughout the school

	Talk for Writing approach will bring greater clarity to the mechanics and language of the teaching of writing for teachers and children. Identified children demonstrate improved basic sentence structures so that they can more successfully access classroom learning closing the academic gap that has developed.
The difference in achievement between disadvantaged and non-disadvantage is lessened in maths in KS2	Maths attainment gaps closes Children receiving tuition will make accelerated progress as seen through pupil data. *Based on T4 KS2 data 2021:* • *Y3 (Y4 Sept 2021) - 21 children working below ARE* • *Y4 (Y5 Sept 2021) – 15 children working below ARE* • *Y5 (Y6 Sept 2021) – 21 children working below ARE*
The difference in achievement between disadvantaged and non-disadvantage is lessened in core subjects through assessment practices	Teachers' 'knowledge of the child' is improved through effective formative and summative assessments. Children's gaps in learning are swiftly identified and planned for. Children make accelerated progress.
The difference in achievement between disadvantaged and non-disadvantage is lessened across the wider curriculum	A **broad and engaging curriculum** that focuses on developing children's subject knowledge and skills, vocabulary acquisition and experiences is well-embedded. Gaps in wider curriculum learning are eradicated. Year group curriculum planning with curriculum lead leads results in high quality planning. Subject leaders ensure coverage, content missed and need for adaption of curriculum planning are addressed. Leaders frequently monitor implementation of curriculum and impact of this on children's learning, panning next steps in response.
Year 6 attainment is strong in core subject areas	Year 6 children are engaged with learning at home and they make strong progress over the course of the year with gaps being addressed and diminished.
Children are reintegrated into school successfully and engaged in school life.	Children's wellbeing is improved. Children feel safe and cared for. Behaviour is strength and children with SEMH needs are well supported and make good progress. Families feel supported and confident in sharing information.
Children who are disadvantaged have equity of opportunity to nutrition, extra-curricular activities and uniform	All children access trips, camps and music lessons regardless of disadvantage status. More disadvantaged children have a healthy, enjoyable start to the day. Children feel included and this raises their self-esteem and levels of engagement.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12, 960.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and provide CPD for staff in the use of additional phonics resources and books that match chosen scheme- introduce phonic Fridays to engage parents £1755	DFE promote fidelity to one scheme/approach with corresponding reading books	All EYFS, Y1, Y2, Y3
Talk4Writing CPD for all classroom staff £6252	T4W is a proven, widely-used strategy for improving outcomes for children in writing	Whole school (295)
Implement Provision Map tool, white Rose maths assessment, new phonics assessment tool and provide sufficient teacher release time to administer and analyse assessments £2205	Fine-tuned, diagnostic assessment is proven to aid planned provision for SEN and vulnerable learners	Whole school (295)
Support subject leaders and teachers in adapting and enhancing the wider curriculum through release time and CPD £2100	School-based evidence shows success of this approach	Whole school (295)
Purchase and send home Y6 consolidation books £559	Increase engagement of Year 6 at home in previous years	Year six cohort (42)
Whole School book week at start of term 1- 'What we'll Build' £89.60	This approach yielded excellent outcomes in September 2020 after initial lockdown- created unity and shared vision for school year	Whole school (295)

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

Budgeted cost: £ 91,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Thirdspace learning – Online maths 1:1 tutoring programme	This approach has been successful at Nova with Year 6 children in previous years but was halted due to insufficient funding	50 KS2 children

£12375	Children not meeting ARE receive 15 week block of 1:1 online tuition. Diagnostic assessment is used to tailor the programme to children's needs.	
Continue: Reading Recovery- £24016 Better Reading Partners Programme- £10971 +__tbc_ TA reading support e.g Project X, inference groups- £41954+__tbc___	Nova is experienced in and can show the impact of Reading Recovery and BRP as interventions. Historically, many of our children would not have accessed education in the same way without them.	RR- 4 children at any one time- 8-10 over course of year BRP- approximately 46 children
Implement TA phonics support- £2500	Focused 'catch-up' work over phonics has improved the Year 1 phonics check score from previous year.	Variable

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

Budgeted cost: £ 85,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised breakfast club- £1900 Food share scheme for SEMH breakfast club- no cost Milk for all children- £2200	Evidence shows that nutrition can directly impact on children's cognitive ability. The social aspect of the club also encourages good attendance and punctuality. Universal	Up to 30 per day All children
Camp subsidy- £3320 Trip subsidy- £4200 Music subsidy- £1000	These subsidies are always successful and enable disadvantage learners to attend experiences they would otherwise miss.	Year six 17 PP pupils Open to all 91 pupil premium children
Uniform subsidy- £500	We have been providing uniform to disadvantaged children who need it for a while. It improves their confidence and engagement, feeding into our culture of teamwork and community.	Open to all 91 pupil premium children
Zones of Regulation CPD for staff from Lead Learning Mentor plus classroom implementation SEMH interventions, attendance and wellbeing support from Learning Mentors- £72868 and sports mentors	This programme has shown to improve behaviour and children's ability to regulate their emotions. School behaviour data has decreased significantly over the last year. This is partly due to sand tray therapy/drawing and talking therapy and a range of other interventions and provision form learning mentors. Significant improvements in individual engagement occurred.	All children Fluctuates over the course of the year

Total budgeted cost: £ 190,764

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<table>
<tr><th>Aim</th><th>Outcome</th></tr>
<tr><td>PP Children meeting the expected standard for phonics in year1</td><td>Target 80%

82%

Exceeded target due to refinement and of practices and more consistent approach as well as tracking interventions with PP children more closely.</td></tr>
<tr><td>PP Children meeting the expected standard in reading in Year 2 and Year 6</td><td>This data is NOT published. There was no published data this year because of the pandemic. This is in house teacher assessment.

Year 6

<table>
<tr><th></th><th colspan="4">Term 1</th><th colspan="4">Term 3</th><th colspan="4">Term 6</th></tr>
<tr><th></th><th>Meeting +</th><th>Meeting + %</th><th>GD</th><th>GD %</th><th>Meeting +</th><th>Meeting + %</th><th>GD</th><th>GD %</th><th>Meeting +</th><th>Meeting + %</th><th>GD</th><th>GD %</th></tr>
<tr><td>Reading (Non DA)</td><td>10</td><td>36%</td><td>4</td><td>14%</td><td>11</td><td>39%</td><td>3</td><td>11%</td><td>15</td><td>54%</td><td>5</td><td>18%</td></tr>
<tr><td>Reading (DA)</td><td>6</td><td>35%</td><td>1</td><td>6%</td><td>6</td><td>35%</td><td>2</td><td>12%</td><td>8</td><td>47%</td><td>2</td><td>12%</td></tr>
<tr><td>Writing (Non DA)</td><td>10</td><td>36%</td><td>2</td><td>7%</td><td>10</td><td>36%</td><td>3</td><td>4%</td><td>11</td><td>39%</td><td>3</td><td>11%</td></tr>
<tr><td>Writing (DA)</td><td>3</td><td>18%</td><td>0</td><td>0%</td><td>4</td><td>24%</td><td>0</td><td>0%</td><td>4</td><td>24%</td><td>1</td><td>6%</td></tr>
<tr><td>Maths (Non DA)</td><td>11</td><td>39%</td><td>4</td><td>14%</td><td>9</td><td>32%</td><td>3</td><td>11%</td><td>8</td><td>29%</td><td>2</td><td>7%</td></tr>
<tr><td>Maths (DA)</td><td>8</td><td>47%</td><td>2</td><td>12%</td><td>8</td><td>47%</td><td>2</td><td>12%</td><td>9</td><td>53%</td><td>2</td><td>12%</td></tr>
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Year 2

<table>
<tr><th></th><th colspan="4">Term 1</th><th colspan="4">Term 3</th><th colspan="4">Term 6</th></tr>
<tr><th></th><th>Meeting +</th><th>Meeting + %</th><th>GD</th><th>GD %</th><th>Meeting +</th><th>Meeting + %</th><th>GD</th><th>GD %</th><th>Meeting +</th><th>Meeting + %</th><th>GD</th><th>GD %</th></tr>
<tr><td>Reading (Non DA)</td><td>6</td><td>21%</td><td>1</td><td>3%</td><td>11</td><td>38%</td><td>2</td><td>7%</td><td>15</td><td>50%</td><td>6</td><td>20%</td></tr>
<tr><td>Reading (DA)</td><td>2</td><td>15%</td><td>0</td><td>0%</td><td>4</td><td>27%</td><td>0</td><td>0%</td><td>7</td><td>50%</td><td>0</td><td>0%</td></tr>
</table>
</td></tr>
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Writing (Non DA)	3	10%	0	0%	9	31%	1	3%	8	27%	1	3%
Writing (DA)	2	15%	0	0%	2	13%	0	0%	3	20%	0	0%
Maths (Non DA)	4	14%	0	0%	13	45%	1	3%	15	50%	2	7%
Maths (DA)	2	15%	0	0%	6	40%	0	0%	6	40%	0	0%

Written has been particularly impacted by COVID with prolonged periods where children were only accessing on line provision. This subject requires clear teacher modelling and this was difficult to achieve. However disadvantaged children have achieved better than non-PP in Year 6.

Decrease in number part-time timetables and Fixed-term exclusion resulting in increased attendance- PP pupils	Huge decrease in exclusions this year. Targeted support, funding and superb input form SENCO and pastoral team have enabled clear and appropriate pathways for children needed specialist support and sometimes other provision entirely. In September there will be only 1 part-time timetable for a child in year 1 with additional needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	