

Nova Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 for the period 2021-24

School overview

Detail	Data
School name	Nova primary
Number of pupils in school	241 (September 2023)
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Chair of Governors
Pupil premium lead	Anna Morris- Headteacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£136770
Recovery premium funding allocation this academic year	TBC- estimate: £12000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6951
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	£155,721

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 experienced 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 of society but recognise that many children face significant challenges. We aim to eradicate as many of these as we can and provide an education that goes above and beyond for disadvantaged and vulnerable learners. Our July 2022 Ofsted opens with the sentence, "Nova Primary is an inclusive school."

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.

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. Our motto for this year, written as a hashtag is **#whatmore**, and all staff are committed to finding, new, better and more creative ways to enhance every child's education at Nova.*

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. We are seeing gradual improvement- but it isn't enough and writing continues to be a priority.

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. The cost of living crisis means families are less likely to buy books for their children as they struggle to pay for essentials.
4- Speech and Language	Speech and Language difficulties are an historic issue at Nova. Many children's speech and language skills, including oracy and vocabulary development has been hindered due to lockdowns 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. The cost of living crisis is also impacting families who cannot afford the essentials let alone the extras in life.
7- SEMH/wellbeing	SEMH needs can hinder children's progress in the classroom and we see more children each year that are struggling to regulate their emotions and communicate how they feel. 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. We believe that societal issues such as poverty, lack of public services and adult mental health are also having an increased and significant impact on all our pupils.

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	<p>Phonics attainment gap closes</p> <p>Improved phonics check outcomes in Year 1 and 2</p> <p>Phonics acquisition is strong in relevant year groups and impacts positively on literacy skills</p> <p>Teaching of phonics is consistent and correctly resourced, resulting in short term and long term progress</p>
The difference in achievement between disadvantaged and non-	<p>Reading attainment gap closes</p> <p>Children develop fluency and comprehension reading skills</p>

disadvantage is lessened in reading	<p>Children make accelerated progress in reading</p> <p>Children can share a love of reading and feel confident to share their skills</p>
Improved writing outcomes across the school	<p>Writing attainment gap closes</p> <p>Children make accelerated progress in writing</p> <p>Whole school approach to writing embedded- teaching of writing is strong, consistent and effective throughout the school</p> <p>Talk for Writing approach will bring greater clarity to the mechanics and language of the teaching of writing for teachers and children.</p> <p>Identified children demonstrate improved basic sentence structures so that they can more successfully access classroom learning closing the academic gap that has developed.</p>
The difference in achievement between disadvantaged and non-disadvantage is lessened in maths in KS2	<p>Maths attainment gaps closes.</p> <p>Maths mastery is well taught and its principles support all learners regardless of their level of need.</p>
The difference in achievement between disadvantaged and non-disadvantage is lessened in core subjects through assessment practices	<p>Teachers' 'knowledge of the child' is improved through effective formative and summative assessments.</p> <p>Children's gaps in learning are swiftly identified and planned for. Children make accelerated progress.</p>
The difference in achievement between disadvantaged and non-disadvantage is lessened across the wider curriculum	<p>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.</p> <p>Year group curriculum planning with curriculum lead leads results in high quality planning.</p> <p>Subject leaders ensure coverage, content missed and need for adaption of curriculum planning are addressed.</p> <p>Leaders frequently monitor implementation of curriculum and impact of this on children's learning, planning next steps in response.</p>
Year 6 attainment is strong in core subject areas	<p>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.</p>
Children are reintegrated into school successfully and engaged in school life.	<p>Children's wellbeing is improved.</p> <p>Children feel safe and cared for.</p> <p>Behaviour is strength and children with SEMH needs are well supported and make good progress.</p> <p>Families feel supported and confident in sharing information.</p>
Children who are disadvantaged have	<p>All children access trips, camps and music lessons regardless of disadvantage status.</p>

equity of opportunity to nutrition, extra-curricular activities and uniform	<p>More disadvantaged children have a healthy, enjoyable start to the day.</p> <p>Children feel included and this raises their self-esteem and levels of engagement.</p>
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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: £10,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leader release time for curriculum development and teacher support/monitoring/CPD/ moderation £6895	The quality of subject leadership is essential to ensuring high quality teaching and curriculum development. We have seen dramatic improvements because of this approach over the last two years.	Whole School
Deepening Understanding subscription (maths) £450	Maths is a key area for developing PP. This package supports mastery approach taken by school.	Whole School
Little Wandle Phonics package subscription £500	Synthetic phonics is an evidenced based requirement for schools. This subscription supports all children in accessing high quality planned sessions and resources.	Whole school
Purchase and send home Y6 consolidation books £600	Increase engagement of Year 6 at home in previous years	Year six cohort
Historical Association subscription £45	Enriched curriculum increases engagement, knowledge and skills. This gives access to exclusive resources.	Whole school
Geography Digi maps £125	Enriched curriculum increases engagement, knowledge and skills. Map skills are a valuable life skill.	Whole school
National College subscription £1000	Wide range of resources and training support all stakeholders.	All staff/governors have full access
Whole staff wellbeing event £500	Teacher wellbeing and personal development improves engagement and teaching skills, thus benefitting children.	All staff

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

Budgeted cost: £ 121,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
SMSA reading support £7295	Children need reading support one 1:1 basis to both practice and refine their skills.	Variable
TA support: £66414 (total cost is £113,995)	Focused 'catch-up', 'keep-up' work for phonics, reading and small group 1:1 curriculum support is an essential part of our offer. TAs (thanks to the Delta project) work strategically with children to 'narrow the gap' and to develop excellent learning skills. A big focus for this year is to refine children's secretarial skills- this often lets their longer pieces of writing down.	Variable

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

Budgeted cost: £ 71,897

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised breakfast club- £1900 Fareshare scheme for SEMH breakfast club- £550 Milk for all children- £1600	Evidence shows that nutrition can directly impact on children's cognitive ability. The social aspect of the club also encourages good attendance and punctuality.	Up to 30 per day All children
Camp subsidy- £2733 Trip subsidy- £3600 Music subsidy- £2455	These subsidies are always successful and enable disadvantaged learners to attend experiences they would otherwise miss.	Year five/ six PP pupils Open to all pupil premium children
Uniform subsidy- £200	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 PP children
SEMH interventions, attendance and wellbeing support from Learning Mentor- £55,759	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 from learning mentors such as ELSA. Significant improvements in individual engagement occurred.	Fluctuates over the course of the year

Playtime resources e.g welly racks- £2000	Improved use of the school field, with wellies for all and better scrap that is available all year round will improve children's physical and mental wellbeing.	All children
EWO service- £1100	We still have more pupil premium persistent absentees than non- pupil premium. We are funding a private educational welfare service to tackle this issue. This is a more comprehensive offer than the LA but also more cost-effective now the LA are charging large amounts for EWO interventions. Last year, we implemented the service. We need to measure the impact of this over the next 6 terms to see its effectiveness clearly.	All Persistent absentees

Total budgeted cost: £ £155,721

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 2021 to 2022 academic year.

Aim	Outcome				
The difference in achievement between disadvantaged and non-disadvantage is lessened in phonics		2023	2022	2021	
	Year 1 phonics check (Non DA)	81%	81%	73%	
	Year 1 phonics check (DA)	25%	38%	78%	
The difference in achievement between disadvantaged and non-disadvantage is lessened in reading	Year 6 Teacher Assessment				
	<ul style="list-style-type: none"> The DA gap persists in reading and appears to be widening (different cohorts). 				
		2023		2022	
		Meeting +	GD	Meeting +	GD
	Reading (Non DA)	72%	24%	67%	4%
	Reading (DA)	53%	0%	65%	24%
	Gap	-19%	-24%	-2	+20
	Year 2 Teacher assessment				
	<ul style="list-style-type: none"> Gap continues to close. Improved phonics and embedded reading practices having impact. 				
		2023		2023	
		Meeting +	GD	Meeting +	GD
	Reading (Non DA)	57%	7%	57%	13%
	Reading (DA)	56%	11%	73%	27%
	Gap	-1%	+5%	+16	+14%

The difference in achievement between disadvantaged and non-disadvantage is lessened in writing	<p>Year 6 Teacher Assessment</p> <p>- Gap widening after improved 2022-23.</p> <table><tr><th></th><th colspan="2">2023</th><th colspan="2">2023</th><th colspan="2">2021</th></tr><tr><th></th><th>Meeting +</th><th>GD+</th><th>Meeting +</th><th>GD</th><th>Meeting +</th><th>GD</th></tr><tr><td>Writing (Non DA)</td><td>56%</td><td>4%</td><td>46%</td><td>0%</td><td>39%</td><td>11%</td></tr><tr><td>Writing (DA)</td><td>29%</td><td>6%</td><td>41%</td><td>6%</td><td>24%</td><td>6%</td></tr><tr><td>Gap</td><td>-27%</td><td>+2</td><td>-5%</td><td>+6%</td><td>-25</td><td>-5</td></tr></table> <p>Year 2 Teacher assessment</p> <p>- Gap widening after improved 2022-23</p> <table><tr><th></th><th colspan="2">2023</th><th colspan="2">2022</th><th colspan="2">2021</th></tr><tr><th></th><th>Meeting +</th><th>GD</th><th>Meeting +</th><th>GD</th><th>Meeting +</th><th>GD</th></tr><tr><td>Writing (Non DA)</td><td>36%</td><td>4%</td><td>48%</td><td>0%</td><td>27%</td><td>3%</td></tr><tr><td>Writing (DA)</td><td>22%</td><td>0%</td><td>55%</td><td>0%</td><td>20%</td><td>0%</td></tr><tr><td>Gap</td><td>-14%</td><td>-4%</td><td>+7%</td><td>0%</td><td>-7%</td><td>-3%</td></tr></table>		2023		2023		2021			Meeting +	GD+	Meeting +	GD	Meeting +	GD	Writing (Non DA)	56%	4%	46%	0%	39%	11%	Writing (DA)	29%	6%	41%	6%	24%	6%	Gap	-27%	+2	-5%	+6%	-25	-5		2023		2022		2021			Meeting +	GD	Meeting +	GD	Meeting +	GD	Writing (Non DA)	36%	4%	48%	0%	27%	3%	Writing (DA)	22%	0%	55%	0%	20%	0%	Gap	-14%	-4%	+7%	0%	-7%	-3%
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The difference in achievement between disadvantaged and non-disadvantage is	Monitoring in school and by Ofsted in July 2022 shows children know their children’s attainment in all areas well and build on prior knowledge. Gaps are well-planned and provision is made accordingly.																																																																						

lessened in core subjects through assessment practices	<p>Assessment is strong and formative judgements are backed up by summative assessments in reading and maths. Fluency checkers track children's progress effectively and teachers use this information well in their maths lessons.</p> <p>Monitoring shows that disadvantaged learners are included and well-provided for overall. It is not obvious who they are, though some pupil premium SEND learners receive differing provision e.g. Learning Support Assistant support, adapted resources and interventions.</p>
The difference in achievement between disadvantaged and non-disadvantage is lessened across the wider curriculum	<p>The curriculum is designed and 'tweaked' to encompass the needs and interests of all children. The focus of engaging, experiential learning ensures disadvantaged children access experiences they would not be able to in their everyday lives. Trips and visitors are deemed particularly impactful by our teaching and learning team and the school is aiming for even more engaging and exciting activity this year.</p>
Year 6 attainment is strong in core subject areas	<p>Year 6 SATs results were down a little this year overall but the cohorts, who had a variety of SEMH and learning need, did their very best- we were proud of them. In reading we achieved 60% of children achieving at least the expected standard, and in maths we achieved 50%. In GPS the figure was 67%.</p> <p>Writing, as predicted following the effects of Covid on children's basic skills, was lower at 45%, hence it being an area of priority in the School Improvement Plan.</p> <p>Year 6 were highly motivated in SATs week and well-prepared thanks to their supportive adults and the resources provided through pupil premium.</p>
Children are reintegrated into school successfully and engaged in school life.	<p>Last year continued the reintegrating of children after a difficult two years of partial attendance. We were still able to see the effects of missed schooling and socialisation in many of our children. Our pastoral team were instrumental in this. We saw continued improvements in behaviour and increased our capacity to manage the growing number of SEMH issues our pupils face with an additional learning mentor who carried out ELSA interventions for the year. This year, that role will be taken by teaching assistants who will have completed the ELSA training.</p>
Children who are disadvantaged have equity of opportunity to nutrition, extra-curricular activities and uniform	<p>We saw an increase in children taking music lessons across the school (children in total) . Singing lessons were new and account for most of this increase.</p> <p>Guitar Lessons – 20 children took lessons – 6 were PP. Singing Lessons – 20 children took lessons – 8 were PP. Drum Lessons – 8 children took lessons – 3 were PP. Violin Lessons – 6 children took violin lessons – 0 were PP.</p> <p>So, 29% of lessons were for PP children.</p> <p>We had 41 children attend camp, 13 children were PP which is 32%</p> <p>We saw an increase in a need for uniform and access to support for food across the board as the cost of living crisis became more serious. This help from the school was gratefully received by families.</p>

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	