

Nova Primary Pupil Premium Strategy Statement- 2024-25

This statement details our school's use of pupil premium 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 2023-24

School overview

| Detail | Data |
|---|--------------------------|
| School name | Nova primary |
| Number of pupils in school | 239 September 2024 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Chair of Governors |
| Pupil premium lead | Anna Morris- Headteacher |
| Governor / Trustee lead | William Harding |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this financial year | £130,240 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £3360 |
| 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 | £133600 |

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. 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, 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 **#walkforward**, and all staff are committed to enabling continual, incremental gains for all children 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 are less likely to pass the year one phonics check. Learning phonics is challenging because often they have had less exposure to rhyme and high-quality books. We want to buck that trend with the best phonics teaching, resources and 'keep-up' learning opportunities. |
| 2- Writing | The evidence (data, children's work, middle leader monitoring) shows that writing is lower for children from disadvantaged backgrounds. 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 are vital for effective communication and aid life chances. Talk for Writing, the programme we use, is giving all children the tools they need, but many need additional support (and phonics as mentioned above). |
| 3- Reading | Evidence also shows that disadvantaged children's attainment is also lower and that they are more likely to be in the bottom set. 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 in reading with their children. Children lack fluency and comprehension of vocabulary which |

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| | 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 skills are a priority for many children, especially those who are disadvantaged at Nova Primary School, as is evident from their reception baseline, though our incredible Early Years Team are making a real difference here. |
| 5- Maths fluency | The evidence, such as arithmetic assessments and the year 4 multiplication check shows that disadvantaged children are struggling to recall basic number facts. 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- 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 was magnified by the pandemic and we have worked really hard to counteract that period of isolation that so many faced. 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 | Phonics attainment gap closes Continued improved phonics check outcomes in Year 1 and 2 Phonics acquisition is strong in relevant year groups and impacts positively on literacy skills- keep up groups are helping close the gap |
| The difference in achievement between disadvantaged and non-disadvantage is lessened in reading | Reading attainment gap closes Children develop stamina and fluency in reading skills All children make good accelerated progress in reading Children have a thirst for reading, enjoy their class texts and read for pleasure |
| Improved writing outcomes across the school | Writing attainment gap closes All children make progress in writing Whole school approach to adaptive teaching in writing agreed and Talk for Writing is 'tweaked' to be right for our school Children's high quality writing, using their talk for writing skills is seen throughout the curriculum |

| | |
|--|---|
| <p>The difference in achievement between disadvantaged and non-disadvantage is lessened in maths in KS2</p> | <p>Maths attainment gaps closes.</p> <p>Times table practices are tweaked to meet the needs of all pupils</p> <p>Adaptive teaching strategies ensure all children are accessing the curriculum and making progress.</p> <p>The number of children achieving higher score in the multiplication tables check improves, especially those who are disadvantaged.</p> |
| <p>Children with SEMH needs or who are at risk of developing them due to trauma are well supported pastorally</p> | <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>The school prioritises children well according to these needs and takes into account their level of disadvantage (e.g. paying for play therapy for a DA child)</p> |
| <p>Children who are disadvantaged have equity of opportunity to nutrition, extra-curricular activities and uniform</p> | <p>All children access trips, camps and music lessons regardless of disadvantage status.</p> <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> |

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2388

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Little Wandle Phonics package subscription £995 | Synthetic phonics is an evidenced based requirement for schools. This subscription supports all children in accessing high quality planned sessions and resources. | Whole school |
| National College subscription £1393 | Wide range of resources and training support for all stakeholders. | All staff/governors have full access |

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

Budgeted cost: £ 70625

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| SMSA reading support £6631 | Children need reading support on a 1:1 basis to both practice and refine their skills. | Variable |
| TA support: £ 63,994 (total cost is £161,597) | Focused 'catch-up', 'keep-up' work for phonics, reading and small group and 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. | Variable |
| Book box deliveries £1870 | Book boxes delivered to 11 PP children across school, monthly . | |

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

Budgeted cost: £ 60,957

| 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- £1500 | 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- £1760 Trip subsidy- £3300 Music subsidy- £2455 | These subsidies are always successful and enable disadvantage 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- £46122 | 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 |
| EWO service- £1300 | 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: £ 133,600

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 over the last 3 years.

| Aim | Outcome | | | | | | | |
|---|--|-----------|-----------|-----------|-----------|-----------|-----------|-----|
| The difference in achievement between disadvantaged and non-disadvantage is lessened in phonics | | | 2024 | | 2023 | | 2022 | |
| | Year 1 phonics check (Non DA) | | 64% | | 81% | | 81% | |
| | Year 1 phonics check (DA) | | 80% | | 25% | | 38% | |
| 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). This has been affected by new to English starters in year six and SEND for this cohort. | | | | | | | |
| | | | 2024 | | 2023 | | 2022 | |
| | | | Meeting + | GD | Meeting + | GD | Meeting + | GD |
| | <i>Reading (Non DA)</i> | | 72% | 31% | 72% | 24% | 67% | 4% |
| | Reading (DA) | | 40% | 0% | 53% | 0% | 65% | 24% |
| | Gap | | -32% | -31% | -19% | -24% | -2 | +20 |
| | Year 2 Teacher assessment | | | | | | | |
| | <ul style="list-style-type: none"> - There were only 4 DA children in this cohort of 30, all of who were working below in every area. | | | | | | | |
| | | | 2024 | | 2023 | | 2022 | |
| | | Meeting + | GD | Meeting + | GD | Meeting + | GD | |
| <i>Reading (Non DA)</i> | | 60% | 12% | 57% | 7% | 57% | 13% | |
| Reading (DA) | | 0% | 0% | 56% | 11% | 73% | 27% | |
| Gap | | -60% | -12% | -1% | +5% | +16 | +14% | |

The difference in achievement between disadvantaged and non-disadvantage is lessened in writing

Year 6 Teacher Assessment

- The DA gap persists in writing and appears to be widening (different cohorts).
- This has been affected by new to English starters in year six and SEND for this cohort.

| | 2024 | | 2023 | | 2022 | |
|-------------------------|-----------|-----|-----------|-----|-----------|-----|
| | Meeting + | GD | Meeting + | GD+ | Meeting + | GD |
| Writing (Non DA) | 59% | 7% | 56% | 4% | 46% | 0% |
| Writing (DA) | 20% | 0% | 29% | 6% | 41% | 6% |
| Gap | -39% | -7% | -27% | +2 | -5% | +6% |

Year 2 Teacher assessment

- There were only 4 DA children in this cohort of 30, all of who were working below in every area.

| | 2024 | | 2023 | | 2022 | |
|-------------------------|-----------|-----|-----------|-----|-----------|----|
| | Meeting + | GD | Meeting + | GD | Meeting + | GD |
| Writing (Non DA) | 52% | 8% | 36% | 4% | 48% | 0% |
| Writing (DA) | 0% | 0% | 22% | 0% | 55% | 0% |
| Gap | -52% | -8% | -14% | -4% | +7% | 0% |

The difference in achievement between disadvantaged and non-disadvantage is lessened in maths in KS2

Year 6 Teacher Assessment

- The DA gap persists in maths and appears to be widening (different cohorts).
- This has been affected by new to English starters in year six and SEND for this cohort.

| | 2024 | | 2023 | | 2022 | |
|-----------------------|-----------|-----|-----------|------|-----------|------|
| | Meeting + | GD | Meeting + | GD | Meeting + | GD |
| Maths (Non DA) | 69% | 17% | 68% | 20% | 71% | 4% |
| Maths (DA) | 28% | 8% | 24% | 0% | 53% | 18% |
| Gap | -41% | -9% | -34% | -20% | -18% | +14% |

Year 2 Teacher assessment

- There were only 4 DA children in this cohort of 30, all of who were working below in every area.

| | 2024 | | 2023 | | 2022 | |
|-----------------------|-----------|------|-----------|-----|-----------|----|
| | Meeting + | GD | Meeting + | GD | Meeting + | GD |
| Maths (Non DA) | 68% | 12% | 57% | 7% | 61% | 9% |
| Maths (DA) | 0% | 0% | 56% | 0% | 55% | 9% |
| Gap | -68% | -12% | -1% | -7% | -6% | 0% |

| | |
|--|--|
| <p>The difference in achievement between disadvantaged and non-disadvantaged is lessened in core subjects through assessment practices</p> | <p>Monitoring in school shows teachers know their children's attainment in all areas well and build on prior knowledge. Gaps are well-planned and provision is made accordingly.</p> <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. Monitoring shows an improvement in classes where adaptive teaching was not always so strong, through introduction of Mastering Number Programme and also reinforcing Delta principles of effective teaching assistant deployment.</p> |
| <p>The difference in achievement between disadvantaged and non-disadvantaged is lessened across the wider curriculum</p> | <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. Monitoring shows improved engagement across the board in lines of enquiry and a higher quality of presentation in books, as well as better reflective learning through the use of children producing their own knowledge organiser pages.</p> |
| <p>Year 6 attainment is strong in core subject areas</p> | <p>Year 6 outcomes reflect a cohort with high needs- academically and socially, and the arrival of several children mid-year with little or no English. They received a very high quality provision though we were catering for very challenging needs. The children did very well as individuals in their SATs though this isn't reflected in the data.</p> |
| <p>Children are reintegrated into school successfully and engaged in school life.</p> | <p>We feel, that whilst some of the impact of covid can still be felt in terms of academic progress, the vast majority of pupils were more confident and sure of themselves as members of the school community. We recognise that attitudes of families have changed towards attendance which has been a challenge. However, whilst most of Bristol has seen a drop in attendance, ours has remained static which can be seen as a positive. We continued to see gradual reductions in behaviour incidents and engagement in our community events has been the highest ever.</p> |
| <p>Children who are disadvantaged have equity of opportunity to nutrition, extra-curricular activities and uniform</p> | <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 – 4 were PP.</p> <p>Drum Lessons – 11 children took lessons – 4 were PP.</p> <p>Violin Lessons – 9 children took violin lessons – 1 was PP.</p> <p>So, 23% of lessons were for PP children.</p> <p>We had 41 children attend year 5 and 6 camp, 22 children were PP which is 54% all who received a 50% discount.</p> <p>We continue to give some help with uniform and food share parcels are gratefully received with our most in-need families on a rota.</p> |