Pupil premium strategy statement 2025-28– Nova Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	37%
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Anna Morris, Headteacher
Pupil premium lead	Anna Morris, Headteacher
Governor / Trustee lead	William Harding, lead for disadvantage pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,715.00
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*	£122,715.00

Part A: Pupil premium strategy plan

Statement of intent

Nova is a school that serves a higher-than-average number of pupil premium children. We know that those children may face more barriers to success- the gaps in our attainment data evidence this.

Over the next three years we are going to work harder than ever to ensure our mindset towards these children is one of 'no excuses' and 'what more'- we will do whatever it takes, within our power to level the playing field, and ensure that equity exists: all children must get what they need to thrive.

We aim to close the gap that disadvantage may bring we know pupil premium children have historically underperformed their non-pupil premium peers and we want this to change, for every child, regardless of their situation to achieve, and even exceed their potential.

Our Pupil Premium strategy takes a combined approach of individual, whole school and additional support, with high quality teaching at its heart. Consistent teaching strategies, with adaptive practices throughout, that are evidence-based, are our core offer, as we know they have the biggest impact on narrowing the disadvantaged attainment gap. We also incorporate a range of targeted academic activities, based on early assessment and intervention, as well as ensuring pupil premium children have access to a wide range of enriching experiences, and the very best of pastoral care.

We aim to monitor the impact of our work through our School Development Plan, Rapid Attainment Plan, and Pupil Premium Action Plan. Pupil Premium achievement will be at the forefront of all team meetings, CPD and decision-making, to bring this strategy to life, and ensure that every child is nurtured and educated to the highest possible standard.

Last year 31% of children in receipt of Pupil Premium achieved the combined age-related expectation- this year we are aiming for 50%

Challenges

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

Challenge number	Detail of challenge
1	Reading underpins the entire curriculum. Children must read to succeed. At Nova, we see too many children fall behind, with a disproportionate number being pupil premium. In KS2, 44%PP children passed their reading SATSs paper, compared with 66% non-PP children.

2	Writing is a real challenge for many of the children who attend Nova Primary School. The percentage of non- pupil premium was 62% & and pupil premium was 31%, a difference of 31%%
3	Maths data also shows there is a gap. The percentage of non- pupil premium was 66% & and pupil premium was 44%, a difference of 22%%
4	Writing in early years is the main reason children, the majority of who are PP, do not achieve the good level of development. The biggest barriers are a lack of gross and fine motor skills which prevent legible handwriting.
5	Phonics is essential for reading and writing- it needs to be learnt swiftly and effectively. We see that Pupil Premium children are less likely to achieve the phonic screening check, in Year one, and again if retaking in Year 2. Last year, 33% PP achieved the phonic check, compared with 73% non-PP in year one. The gap in Year 2 is slightly less, with 64% PP and 88% non-PP.
6	Attendance: our PP children attend less well than non-PP children. At the end of the last academic year, attendance for PP children was 3% lower than all pupils. Almost 80% of our persistent absentees are pupil premium.
7	SEMH needs are high in our school generally, especially for PP children. These needs can massively impact on success- socially and in the classroom. We notice some of these children lack self-esteem- they tell us that cannot achieve, when we know they can. They need a range of supportive or therapeutic interventions to address this and help them succeed.

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
Improved reading for PP pupils	Target PP60 data for reading: Year 6 50% Year 5 55% Year 4 50% Year 3 60% Year 2 51% Year 1 60% Key performance indicators are used astutely to keep cohorts on track, with a focus on the PP/non-PP gap. High Quality, adaptive teaching maximises potential of PP children as seen in learning walks and evidenced in children's books. TA deployment and intervention to support literacy development is effective and the gap between pupil premium and non-pupil premium narrows. Pupil Premium families are engaged in reading- they use the school library, complete

	reading records and communicate with class teachers about their child's progress
Improved writing for PP pupils	Target PP data for writing: Year 6 70% Year 5 49.5% Year 4 50% Year 3 60% Year 2 42.5% Year 1 50% Key performance indicators are used astutely to keep cohorts on track, with a focus on the PP/non-PP gap. High Quality, adaptive teaching maximises potential of PP children as seen in learning walks and evidenced in children's books. TA deployment and intervention to support literacy development is effective and the gap between pupil premium and non-pupil premium narrows.
Improved maths for PP pupils	Target PP data for maths: Year 6 60% Year 5 71.5% Year 4 75% Year 3 60% Year 2 42.5% Year 1 60% Key performance indicators are used astutely to keep cohorts on track, with a focus on the PP/non-PP gap. High Quality, adaptive teaching maximises potential of PP children as seen in learning walks and evidenced in children's books. TA deployment and intervention to support literacy development is effective and the gap between pupil premium and non-pupil premium narrows.
Improve writing in EYFS for PP children	80 % of PP achieve EYFS ELG writing (baseline pending) EYFS PP children to develop writing skills and achieve in line with peers- this includes physical development over the year.
Improved phonics for PP pupils	70% PP achieve Year One phonic Check 72% PP achieve the Year 2 phonic check (currently 45% PP passed in Y1). PP premium children make good progress in their literacy- reading and writing, because they use their phonics proficiently and confidently.

	The range of interventions and support has reduced the PP/non-PP gap.
Improved attendance for PP pupils	92% PP attendance PP premium children feel a greater sense of belonging with staff upholding our attendance charter and our adoption of the TiLA attendance framework. We aim for a fair, compassionate response.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 52729.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics package subscription *£999*	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics | EEF	3
Write Rules handwriting package- training and implementation *£200*	Teachers should not underestimate the need to focus on the explicit teaching of both letter formation (controlling the size, speed and direction) and the physical elements (holding and manoeuvring the pencil, positioning the body, positioning the paper). Teachers should model the correct way to hold a pencil and maintain posture when writing. Developing the physical skills for handwriting requires substantial, explicit teaching and practice, as well as an appropriate classroom set-up. The writing framework	
CPD- adaptive/consistent practices over course of school year.	Research evidence suggests that adaptive teaching has positive effects on both academic achievement and non-academic outcomes (Parsons et al., 2018). Studies have found benefits across multiple subject areas, including	1,2,3,6

Teacher INSET £6161,32 *Teacher after school CPD £18,483.96* *TA INSET 3640.78*	literacy, mathematics, science and social studies. One study found that teachers' adaptive teaching competency influenced student achievement through improved quality of instruction (Brühwiler and Blatchford, 2011). (Chartered College of Teaching) For all teachers, from early career teachers to their experienced peers, an accessible 'Five-a-day' notion when it comes to high quality teaching for pupils with SEND, is likely to prove valuable. EEF blog: 'Five-a-day' to improve SEND outcomes | EEF	
Leadership coaching with HT to support T&L leaders £16003	Supporting the development of high-quality teaching is paramount in improving children's outcomes; high quality teaching is shown through research to narrow the gap between disadvantaged pupils and their peers. A bespoke approach to professional development, which relies on all teachers and teaching assistants receiving high quality feedback from their coach, allows improvement in pedagogy. The EEF has a large evidence base for improving the quality of teaching. Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	
Use instructional coaching in line with TiLA to develop adaptive teaching strategies, with a focus on Pupil Premium children's needs. £2240.45 plus £2800.60 after school		1,2,3,6
Develop curriculum through subject leadership review £1000 supply cover	An effective curriculum supports high-quality teaching, which the Evidence Based Education notes as the most effective way to improve attainment and equity for all pupils. At Nova we are reviewing our entire curriculum this year with a view to choosing one that is evidence based and closes the disadvantage gap.	4
Training and implementation of precision teaching- cover for CPD (TAs), TA coaching, resources *£5000*	One of the most effective teaching strategies for ensuring high levels of fluency and accuracy is Precision Teaching. Precision Teaching involves short one-minute tasks to build skills by practising them regularly. It lets you monitor and track the progress the child makes very carefully and make changes to ensure the child is learning as fast as they can The Precision teaching sequence	1,2
Training and implementation on pre-	Pre-teaching is the process of teaching a new concept to selected pupils prior to a	1,2, 3

teaching for INSET, after school CPD \TAs *£5000*	lesson on the subject. This might, for example, involve teaching new vocabulary or a new mathematical concept before the first lesson on a topic, so that pupils who may otherwise struggle are able to access and keep up with the learning. The approach works equally well for all pupils. Research and Practice Summary - Support for early career teachers - GOV.UK	

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

Budgeted cost: £29,740.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT reading package, prioritising SEND/PP *£1450*	Research & evidence - FFT	1
Additional phonics groups in Year 2 *£744.90*	Phonics | EEF	3
Additional phonics in Year 1 *£1489.80*	Phonics | EEF	3
Additional reading sessions 1:1 *£5486 (SMSAs)* *£20,112.3 (TAs)*	Phonics | EEF	1
Additional writing sessions in EYFS (fine and gross motor skill, leading into general extra writing sessions as children develop confidence) *TA: £931.25* *Teacher: £1323.92*	Children learn to control their bodies from the centre outwards and from the top downwards. In other words, babies build up their neck muscles so they can hold up their heads, then the trunk muscles so they can sit, and finally the whole-body control and balance required for walking. Arm and finger control follows the same pattern: at first a child will be able to manipulate the arm from the shoulder joint; gradually he	2

	understands how to control the hands; finally he learns how to make the fine finger movements needed to write. EYFS writing – Help children develop physical skills | Learning and Development | Teach Early Years	
Rapid Catch-up phonics *£1489.80*	Phonics | EEF	3
Book Box deliveries *£167.88*		1

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

Budgeted cost: £34602.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: implement soft start, prioritising PP PAs *£1862.25*	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance cites importance of belonging to increase attendance.	4
Attendance: Implement reading buddies		4
Attendance: attendance administrator role *£15,150.50*		4
Lead Learning Mentor interventions: ELSA *£4036.50*	What is ELSA Intervention? - Elsa Support Supports emotional literacy through a unique, proactive intervention based on a strong trusting relationship with the 'ELSA'.	6
Lead Learning Mentor interventions: Sand tray therapy *£4036.50*	Running Sand-based Therapy Interventions | Child Therapy Service Somatosensory practice with symbolic storytelling to support emotional regulation.	6

Lead Learning Mentor interventions: Drawing and talking *£2691*	https://childtherapyservice.org.uk/shop/running-sand-tray-interventions/ This is a creative, neuro-affirming approach to supporting emotional expression without words.	6
Milk for all children *£1100*	Promoting Healthy Eating among Young People—A Review of the Evidence of the Impact of School-Based Interventions - PMC	6
Camp subsidy *£1820* *Trip subsidy* *£2700* *Music subsidy*	Vulnerable students were less likely to attend both sports clubs, and clubs for hobbies, arts and music, when compared to their peers. This includes students eligible for free school meals, those with lower prior attainment, and those with poorer health and special educational needs or disabilities. Access to extra-curricular provision and the association with outcomes - Education Policy Institute	
Uniform subsidy *£200*	School uniform | EEF shows limited academic attainment data, but mentions effect on behaviour The Wrong Blazer Report 2020 | The Children's Society highlights how cost of uniform can effect DA families.	6

Total budgeted cost: £ 117,071.54

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged data and our own internal summative and formative assessments.

The data demonstrated that there are still some significant gaps for our disadvantaged pupils which will need to be tackled in our new plan, now we have academised and become part of the Trust in Learning Academies. These gaps are particularly relevant to published data and our attendance

Outcomes with analysis:

<u>Phonics Y1 and 2</u>

- The difference in achievement between disadvantaged and non-disadvantage is increased in phonics:

	2023-24					2024-5				
	National	All	PP	Non-PP	Diff PP /Non PP	National	All	PP	Non-PP	Diff PP /Non PP
Year 1 Phonic Check	80%	70%	64%	80%	-14%	80%	58%	33%	73%	-40%
Year 2 Phonic Check	89%	89%	50%	91%	-41%	91%	83%	64%	88%	-24%

- Year One had an unsettle year in terms of staffing which may have impacted on Year One data overall.
- The PP children not achieving the Year One Check included two late joiners, and all except one are on the SEND register, with two persistent absentees (one severe). Two were disallowed from the check.
- Year two children retaking the check were all SEND.
- As a positive, children having rapid catch up in KS2 made good progress. This year we only have one phase two phonics group for new starters- all our phase 4 or five- this was the opposite the previous year.
- TAs were used to support children in both year groups with extra interventions- this had an impact over term 4 and 5.
- The difference in achievement between disadvantaged and non-disadvantage is lessened in reading

Next steps:

- Narrowing the gap for PP children in phonics
- Earlier assessment of phonics in year 1
- Significant monitoring of the teaching of phonics
- Moving phonics expert from Y3 to Y2

KS2 Reading Outcomes (Unvalidated data)

	2023-24					2024-25				
	National	All	PP	Non-PP	Diff PP/ Non-PP	National	All	PP	Non-PP	Diff PP/ Non-PP
Year 6 Reading SATs	74%	51%	32%	62%	-30%	75%	63%	44%	69%	-25%

- Teaching and support were good in year 6, however, on reflection, the heavy emphasis on writing may have affected our data slightly.
- Of the PP children who did not pass the reading paper were SEND- two were disallowed, two scored 99%. EAL and SEMH were also contributing factors.
- TAs who support reading found it challenging to devote sufficient time due to supporting SEMH needs.

Next steps:

- Narrowing the gap for PP children in reading
- HFL reading assessment (or similar) implemented
- Review of reading practices

Writing across school

	2023-24					2024-25				
	National	All	PP	Non-PP	Diff PP/Non-PP	National	All	PP	Non-PP	Diff PP/Non-PP
YR TA		68%	67%	70%	-3%		69%	33%	88%	-55%
Y1 TA		61%	44%	65%	-21%		33%	25%	42%	-17%
Y2 TA		43%	0%	48%	-48%		43%	45%	41%	+4%
Y3 TA		44%	30%	56%	-26%		39%	0%	43%	-43%
Y4 TA		50%	50%	50%	0%		45%	35%	52%	-17%
Y5 TA		42%	31%	48%	-17%		53%	50%	54%	-4%
Y6 TA	72%	41%	16%	62%	-46%	2%	51%	31%	62%	-31

- Improved writing outcomes in Year 6 overall- plus 10% from previous year.
- The school does Talk for Writing, and we do believe this will support children with a range of barriers over time.
- Year 3 only had 2 PP children at the time, unusual for us- one became a CiC during the year after significant trauma. CiC and the other selectively non-verbal mute.
- In Year 6, 3 of the PP children (16 altogether) were pre-key stage. These children struggle with handwriting and basic grammar, in particular.

- As a cohort, the biggest gaps for PP and non-PP were not always fully understanding the basics- these needs addressing in teaching this year- where is the balance between 'gap-busting' and teaching the Y6 curriculum?

Next steps:

- Narrowing the gap for PP children in writing
- Review of Talk 4 Writing practice across school with TiLA
- Increased moderation
- Implement Write Rule handwriting
- Big focus on EYFS writing- gross/fine motor skills

Maths KS2 outcomes

	2023-24					2024-25				
	National	All	PP	Non-PP	Diff PP NonPP	National	All	PP	Non-PP	Diff PP NonPP
Year 6 SATs	73%	55%	28%	76%		74%	63%	44%	66%	-22%

- The difference in achievement between disadvantaged and non-disadvantage is lessened in maths in KS2 but needs further narrowing.
- Two children did not sit the test, one scored 99
- SEMH and confidence issues seemed to effect maths the most for this cohort- lots of pastoral support was required to help them participate.
- PP children were included additional interventions with deputy although only 50% of them passed the SAT.
- Biggest barriers were timetable fluency and application of fractions.

	2023-24				2024-25			
	National	All	PP	Non-PP	National	All	PP	Non-PP
ELSA		25	60%	40%		19	52%	48%
Play Therapy		1	0%	100%		5	80%	20%
Sand Tray Therapy						7	85%	15%
Drawing & Talking Therapy		2	100%	0%		1	100%	0%
Bereavement Counselling		1	0	100%		1	100%	0%

- 59 children receive SEN Support (K) and 26 (44%) of these children are Pupil Premium recipients or eligible.
- 14 children have an EHCP and 7 (50%) of these children are Pupil Premium recipients or eligible.

- Pupil Premium recipients had greater access in all SEMH interventions during academic year 2024/25
- All EYFS, KS1 & KS2 children engage in an emotional regulation curriculum, Zones of Regulation, as universal SEMH provision, benefiting all 89 Pupil Premium recipients.
- All children in EYFS to Year 2 engage in DOTS Mindfulness curriculum as universal provision, benefiting 10 Pupil Premium recipients.
- 2/3 suspensions in 2024-25 were PP, however this shows a significant reduction.
- PP children accrued a greater percentage of behaviour incidents than non-PP but both groups had less incidents that the previous year
- Attendance gap for PP continues to be approximately 3%

Summary

Our PP funding has allowed us to provide a range of supportive measures, and our SEMH offer continues to be significant strength, impacting positively on many PP families. We believe that without using money in this way, we would have a significant increase in SEMH issues, potentially resulting in exclusions. However, next year, we will be shifting the focus towards high quality teaching to ensure children have maximum access to the curriculum.

Priorities and next steps 2025-26

- CPD on adaptive teaching to ensure all children access full curriculum
- Narrowing the gap for PP children in reading, EYFS writing and phonics
- Improving PP attendance