

# Pupil Premium Strategy Statement



This statement details our school's use of Pupil Premium (and [Recovery Premium](#) for the 2021 to 2022 academic year and for 2 subsequent years in a 3-year plan) funding to help improve the attainment and outcomes of our disadvantaged pupils (DA). This is the **2023-2024** statement.

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. The 3-year plan will be reviewed each year to improve and adapt outcomes and provision.

## School overview

Detail	Data
School name	Nova Primary Academy
Number of pupils in school	370
Proportion (%) of Pupil Premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022. 2022-2023. <b>2023-2024.</b>
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Alma McGonigle Headteacher
Pupil Premium Lead	Alma McGonigle Headteacher
Governor / Trustee Lead	Thom Gartrell Chair of Academy Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,593
Recovery premium funding allocation this academic year	£25,302
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£249,895

# Part A: Pupil premium strategy plan

## Statement of intent

Nova is a school with high ambitions and a relentless drive to improve pupil experiences and to deliver transformational growth and educational outcomes for all our pupils. Our new school motto is that we are 'Ambitious and Proud' (Ambitious for our pupils, our staff and our community).

### ***The 'Nova Way' - Inclusion, Diversity & Acceptance at Nova!***

***N*** - Navigating a path to a future full of possibilities

***O*** - Overcoming barriers to reach our very best

***V*** - Valuing and respecting our DIFFERENCES

***A*** - Aiming for the STARS and chasing dreams

Our aim at Nova Primary Academy is to provide all pupils with the opportunity to 'unlock their potential'. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. A high proportion of pupils are SEND (15%; 44 children) national average (12%), and the low attainment of this group of pupils has also had significant impact on the outcomes. We also have a Deaf Hub provision within our mainstream school.

We prioritise all DA pupils having access to the extra-curricular activities, trips, and experiences. This ensures we develop well rounded individuals who achieve their ambitions and flourish in life. The income, employment, health, education and crime deprivation indicators are all very high (Indices of Multiple Deprivation - IMD).

Our ultimate objectives are:

- To be relentless in eliminating the education attainment gap between disadvantaged (DA) and non-disadvantaged pupils at Nova Primary Academy.
- For all disadvantaged pupils in school to meet or exceed nationally expected progress rates and to keep up, not catch up with their non-DA peers.
- For all disadvantaged pupils to access to the extra-curricular provision on offer and develop into well-rounded individuals who achieve their ambitions and flourish in life.

We aim to do this through:

Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support. An overview of contextual data to all staff, updated termly.

Ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs, that these are addressed through high quality, evidence-based interventions led by appropriately trained staff, so that they keep up. The use of high quality CPD and cognitive Science informs our practice (PiXL, Learning Partnership, Walkthrus, EEF resources, TLAC, WTAC).

Ensuring all DA pupils are ready to learn through access to a breakfast club/ provision every day.

Close monitoring of attendance; with support to increase the attendance of DA pupils. 'Spotlight on Attendance', focus on 'No wasted minutes' and emphasis on 'high expectations' – Nova mantra.

Ensuring that vulnerable learners have access to high quality pastoral and mental health support, including an introduction of a new School Counsellor in September 2021. This is part of the 'Recovery programme' following the Covid-19 pandemic, to enable holistic support. This has been extended into 2022 and 2023 and is now a permanent arrangement at Nova.

#### Achieving these objectives:

The range of provisions available at Nova Primary Academy include:

- Frequent monitoring and intervention of progress and needs, including data sharing.
- Literacy and numeracy support which includes in-class support and small group withdrawal during our new programme in KS1 Read Write Inc (RWI), introduced in September 2023 to improve early reading and access to decodable books at home, as well as Success for All (SfA) in KS2 and Maths, targeting underperforming DA using trained support staff to deliver high quality interventions. Use of Test base, PiXL therapies, past papers to look at common themes and test techniques and Fresh Start for UKS2.

In 2023 we applied to be a part of a randomised sample using DfE funding for an EEF focus group for Reciprocal Reading (4 x pupils in Year 5 and 4 x pupils in Year 6 – 3 times a week (30 minute sessions with RR trained staff). We have been identified as the focus group, not the control, so have all the resources.

- Assertive mentoring for pupils in Year 6 with SLT members using 'You Are Awesome' provided through PiXL with a focus on DA pupils.
- Providing support with transport (bus passes and taxis) to school to promote good attendance.
- Running a breakfast club (Bagels) to ensure all pupils are prepared for the day (using funding from Family First, with 25% contribution from Pupil Premium).
- Tracking and monitoring attendance to provide intervention and support where a need is identified and being relentless in ensuring home visits and regular contact. LoA requests challenged.
- Frequent contact and support with parents regarding extra-curricular activities, trips and revision resources. Introduction of weekly Newsletter, including support for DA and families through signposting.
- Providing iPads and Chrome Books to support with access to innovative apps to support with keeping up, not catching up.
- Providing priority access to the new School Counsellor for DA pupils.
- Allocating high quality Welfare support and Teaching Assistants to support and improve wellbeing, including investing in CPD and coaching to up-skill staff and a new senior leadership role; Pastoral Lead.

Regular training for all teachers to support with identification of Prior MA DA pupils who may have other barriers such as SEND, attendance, welfare, poverty, and behaviour.

Best practice and EEF research shared and used to drive our purpose, on what makes key differences to pupils' long-term learning; leading to pupils' resilience, and ability to make connections with prior knowledge. Headteacher leads training for staff using EEF resources.

Teachers are made aware of targeted priority needs of SEND pupils that are also Pupil Premium and are supported during everyday lessons. Nova also has a provision for D/deaf pupils in our mainstream setting (10 LA placed spaces plus an additional 5 pupils who are integrated). New Edukey provision map.

Use of EEF Family of School's to make comparisons of similar context schools and connect with schools and their leaders to learn from and support each other. HT eager to take on innovative practices to improve quality of education, provision and training, so that outcomes and experiences are maximised.

## Challenges

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

Challenge number	Detail of challenge
1	Delayed oral language development and age-related vocabulary, particularly EYFS. EYFS is a priority to ensure Phonics is embedded and secure and that ELG are assured.
2	Slow progress and poor attainment in Writing across all Year groups is an ongoing area of priority at Nova and across PKAT Trust schools.
3	Arithmetic skills have improved due to being a priority in 2021/22 and 2022/23 (a dip) the focus is on using and applying these skills and the fluency.
4	Widening gap between Non-DA and DA (Disadvantaged) pupils in KS2 in all subjects. Minimal conversion to GDS in KS2 of DA pupils.
5	Limited life experiences for cultural capital and opportunities beyond school, affect pupil's ability to engage with a broad curriculum with confidence.
6	DA pupils, who are also identified as SEND (including D/deaf pupils) require an extensive programme of support and resources to overcome these additional barriers.
7	Attendance of DA pupils is below that of non-DA. For some pupils, long term absence during Covid has affected emotional wellbeing and progress. Some have medical needs linked to SEND needs, which affects attendance.

## 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
Progress in <b>Maths</b> DA (Disadvantaged) learners achieving at least in line with national progress measures in Maths and	Gap between disadvantaged and non-disadvantaged pupils is closed using PIXL therapies. Disadvantaged achieve at least in line with national ( <b>above in 2022</b> ). Robust assessment in place to identify any needs for intervention. Evident increase in

<p>maintaining the good Maths results in KS2 in 2022. Focus on using and applying the skills of arithmetic and ensuring fluency.</p>	<p>knowledge of key skills in numeracy through PIXL diagnostic and impact assessments. Effective use of key skills starters in Maths support lessons and use of TT Rockstars.</p>
<p><b>EYFS</b> to make rapid progress in <b>literacy</b>, with DA learners achieving at least in line with or above national progress measures in literacy.</p> <p>No in-school gap for pupils attaining GDS.</p> <p>DA pupils entering KS2 are frequently, carefully tracked and monitored against national non-DA from their key stage starting points in Reading, Writing and Maths.</p> <p>Every class teacher contributes to the setting of target goals for the key stage journey, especially for those of <b>high ability</b> making more than expected progress.</p> <p>Those pupils who have fallen further behind are identified and tracked to ensure the gaps are addressed. We have introduced 'Spotlight Pupils' in September 2023.</p>	<p>Robust assessment in place to identify any needs for intervention.</p> <p>Disadvantaged achieve at least in line with national.</p> <p>Reading scores show a reduced gap between DA and non-disadvantaged learners.</p> <p><a href="#">Work with New Wave English Hub is embedded in 2022-24.</a></p> <p>Evident increase in knowledge of key skills in literacy shown through assessment.</p> <p>DA pupils enjoy their reading; as a result, confidence and progress improve.</p> <p>DA children are noticeably more confident to offer their ideas, suggestions and speculate about work.</p> <p>DA pupils do better with test questions that involve these skills.</p> <p>The gap between DA Reading and national non-DA continues to narrow.</p> <p>% of DA pupils attaining GDS is close to National Average.</p> <p>Those pupils who are DA close the gap on national non-DA, including those that are of high ability.</p> <p>More conversions between ability groupings happen.</p> <p>More conversion to greater depth occurs.</p>
<p><b>SEND and Disadvantaged</b></p> <p>SENDCO, PP Lead (Headteacher) and Teachers work cooperatively in an increasingly effective way.</p> <p>Each contains a list of essential skills, plus smaller steps that account for individual and varied needs (and link with SEND); which contain appropriate monitoring opportunities.</p> <p>Targeted support is provided, to improve the progress, attainment and attendance of <b>SEND</b> pupils that are also Pupil Premium. SEND review of provision (summer 2023), SEND register reduced and a new Additional needs register for Wave 1 and 2 established. Staffing redeployment of TAs initiated with SLT and SENDCO.</p> <p>Improved staff expertise due to CPD investment. Staff to utilise the support and the expertise of SENDCO, external SEND support and LA staff for Deaf Hub, along with BSL signers.</p> <p>Introduction of <b>PP Pathways bespoke profiling</b> and <b>PP Ambitions project</b>.</p>	<p>Outcomes for DA pupils with SEND improve and any gaps between DA pupils identified as SEND narrow.</p> <p>SEND funding adds value to outcomes (also via Deaf HUB).</p> <p>Staff expertise (internal &amp; external), led by SENDCO and HUB Lead, including supporting Deaf pupils through BSL signing TA staff to improve outcomes.</p> <p>Introduction of profiling the context of each Year group for the 7 x Year groups across the school, showing key information to all staff about the families we serve; namely number and percentage of SEND/ including EHCP, DA, FSM, CP, CIN, Attendance and EAL.</p> <p>This enables bespoke and laser support of key individuals and groups who need support through robust monitoring and to ensure we are removing barriers. Link to 'Spotlight Pupils'.</p> <p>Teachers engage in the input of data, using the profiling to support any actions required, including increased contact with parents/ carers and discuss during termly Pupil Progress Meetings with Headteacher and Deputy Head.</p>

<p><b>Attendance</b>  <b>Improved attendance</b> of targeted disadvantaged pupils.  Improved attendance across all Year groups, particularly those who are PA and DA, reaching the school target; 96%</p> <p>New School Counsellor and new Family Engagement and Support Officer (DDSL) to support wider welfare issues that prevent learning from progressing.</p>	<p>The attendance of DA learners meets the school target 96%</p> <p>PP/DA Lead meets regularly with the Attendance Lead and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact DA learners and have plans in place to support these, including regular home visits, meetings and challenge of parents, using FPN as appropriate.</p> <p>DA pupils, who have poor attendance, spend more time in school engaging in an improved extra-curricular programme of clubs and activities – as a result, there is an improvement in progress for those pupils.</p> <p>Targeted intervention for PA students, including use of incentives and robust support for families, reports positive results. Attendance areas improve, particularly for key groups. Counsellor builds strong relationships with families.</p> <p>Introduce new initiatives using <b>PP Ambitions Project</b>.  To track and initialise PP spending, analyse the impact and evaluate what is happening at a classroom level.  Ensure more accountability for each member of staff and use EEF CPD to impart knowledge on the importance of narrowing the gaps and supporting DA pupils.</p>
<p><b>Welfare</b>  DA pupils and their families can access support that meets their needs, as quickly as possible, via a multi-agency approach to housing/parenting/social care/hardship.  Mechanisms for teacher involvement with welfare personnel and information are effective.  Families feel well supported and access resources to enable them to support their children in their learning and home environments.</p>	<p>Welfare outcomes for DA pupils are quickly satisfied; helping to address, support and improve issues so that pupils are not inhibited in their learning and progress, whilst at school and beyond the school gates.</p> <p>Introduction of a new weekly Newsletter with support for families, welfare, signposting of opportunities for social mobility.</p> <p>Introduction of a new Wraparound Care (Feb 2022) provision for breakfast club and after school club for working parents for our school families to enable them to access work opportunities and longer work hours.</p>
<p><b>Cultural Capital</b>  DA pupils to access a wider experience base of everyday activities (pre-enrichment activities) that support the topic/area being studied. Pre-COVID, DA children were funded to visit museums, residential adventure activities etc. In 2021-22 and subsequent years, pupils will once again travel outside of Bretton and Peterborough. Children become aware of a world beyond their own locality. This will allow them to imagine an alternative to their current reality.</p> <p>Raising white British boys' attainment is a priority {The majority cohort group}</p>	<p>Pupil's life experiences and cultural capital are increased. This can challenge their current world view and their current reality. Visits inspire and open pupils' eyes to a world bigger than Bretton/ Peterborough.</p> <p><b>Plan:</b>  <i>Whole school STEM activity day.</i>  <i>EYFS: Farm visit and pet week</i>  <i>Year 1 Sacrewell Farm, Science Day</i>  <i>Year 2 The Key Theatre</i>  <i>Year 3 Residential Camp experience, Plus Mini-Olympics</i>  <i>Year 4 Flag Fen Bronze Age Day, Twin Science. Cathedral.</i>  <i>Year 5 The Key Theatre Gangsta Granny, Young Explorers</i>  <i>Residential camping</i>  <i>Year 6 Grafham Water - outdoor adventure day, Greenpower build a kit car through STEM club and go to a racetrack.</i>  <i>The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found</i></p>

	that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.
<b>Technology &amp; catch-up/ Tutoring</b> DA pupils do not face an additional disadvantage regarding access to IT, to support their learning in the classroom. Catch-up programmes can be maximised and full advantage taken of IT opportunities and Tutoring. Teachers are Apple trained to enable optimum use of this resource. Use of Blended Learning and Flipped Learning to aid learning beyond the classroom	DA children are able to access IT, alongside non-disadvantaged peers. DA pupils become confident and adept at using IT to benefit their learning and develop potential.  Use of Tutoring with the Lightning Squad (TWL) DA children are keeping up, not catching up with their non-DA peers.  Year 5 and Year 6 pupils are confidently engaging with their one-to-one iPads and progress is shown in all areas. Reciprocal Reading project introduced in autumn 2023.

## 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: **£200,000** (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing  Intervention Teaching Assistant Staff to Focus on Phonics and Early Reading  Quality First Teaching – use of CPD To upskill and coach current staff Coaching course for leaders and NPQs. Use of PiXL and Walkthrus.  Appointed 3 x new high-quality Teacher's and a HLTA to work with Year 5 and 6, enabling 60 pupils to be split by 3 staff (improved ratios and progress as a result)	<b>Ofsted's 2014 report on PP progress:</b> <b>Ofsted:</b> <i>Staff are made aware of the achievement data surrounding PP pupils and the research driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's PP outcomes.</i>  "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." <b>EEF guide to the Pupil Premium.</b> <b>Supporting the Attainment of Disadvantaged Pupils</b> (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 2, 3, 4, 5, 6
In KS1, the introduction of Read Write Inc (September 2023) to improve early reading and home engagement with books linked to the sounds.  In KS2 Success for All (SfA) focuses upon securing the progress of MPA, to ensure a	Some pupils, boys in particular, appear reluctant to write and are unable to transfer the skills learnt in SfA to other pieces of writing. This impacts upon the standards they reach by the end of KS2, GDS in particular.	1, 2, 4, 6



greater % of DA pupils attain GDS in reading.  Increase in writing opportunities. Writing has a clear purpose, with identified stimuli  Teach and test academic vocabulary.	Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education (23/3/2018) Sec Ed Pupil Premium Conference)	1, 2, 4, 6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,302 (Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Small group Tutoring</b> <b>(Recovery Premium) funding</b> Year 6: 12 pupils (21% of the cohort) identified as B1 (key marginal) to receive tutoring using PIXL diagnostic assessments and associated therapies. Of these 12 pupils, 8 are DA. Use of <b>Tutoring with the Lightning Squad</b> for all Year groups with key marginals. This is a specialist Reading Tutoring programme. Also Year 6 Teachers tutoring. HLTA appointed to work with Year 5 and 6 as extra Teaching support. One-to-three Tutoring with Teachers and trained Teaching Assistants using the NTP funding before and after school for KS1 Phonics, KS2 Maths and literacy.	<b>EEF:</b> 1-1 tuition can be effective in delivering approx. 5+ months progress on average.  <b>Sutton Trust:</b> Extended school time +2 months  <b>Sutton Trust:</b> Small group tuition +4 months Reduced class size +3 months Small group tuition teaching strategy from the EEF teacher toolkit.	1, 2, 3, 4, 6
<b>TA delivering Nuffield Early Language Development in intervention for EYFS</b> To address the loss of speaking and listening skills in EYFS, the school has enrolled onto the Nuffield Early Language Intervention programme. TA to support with national speech and language activities during every afternoon.	<b>Sutton Trust:</b> Small group tuition +4 months Reduced class size +3 months	1, 2
<b>Literacy programmes:</b> Accelerated Reader/ Myon (Reading programme) Read Write Inc (RWI) Phonics. RWI Fresh Start in KS2. Success For All in KS2. See and Learn Vocabulary (SALT) for pre-verbal and Downs Syndrome pupils (Introduced October 2023).	<b>Sutton Trust:</b> Phonics +4 months Small group tuition +4 months Reduced class size +3 months Homework +5m	1, 2, 4



EEF Reciprocal Reading project introduced in autumn 2023 for targeted Year 5 and Year 6 pupils. Fresh Start (Read Write Inc) for KS2 pupils.	EEF: 1-1 tuition can be effective in delivering approx. 5+ months progress	
<b>iPad iLearn Project/ Tech.</b> All pupils in Year 5 and Year 6 given their own iPad for use in school and at home. Year 4 children have classroom iPads for the Year group. IT Lead supports with introduction of this, E-Safety, use of apps and vital CPD for staff and training for the pupils and parents.	<b>Sutton Trust:</b> Homework +5 months, Digital Technology +4 months	3, 4, 5
TT Rockstars and Doodle Maths White Rose/Third Space Learning apps and resources to be embedded in L&T.	Numeracy is a key determiner for academic and success and financial competency in adult life.	3, 4, 6

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing to support <b>Attendance and well-being.</b> -Pastoral and Safeguarding/ DSL Lead -Full-time Family Engagement Support Officer -School Counsellor ( <b>Recovery Premium</b> - new in September 2021) Continued in 2022/23 & 2023/24. <b>(Recovery Premium)</b> Whole school therapeutic Behaviour strategy (Steps) and alternative approaches to exclusion/ suspension. Use of TLAC and WTAC approaches to positive behaviour – led by Headteacher and Pastoral Lead. HT - Deliberate approach to suspensions being a last resort and aim of having zero (0 in autumn term 2023 so far).	<b>Sutton Trust:</b> Social and emotional learning +4 months Parental involvement +2  Behaviour interventions strategy from the <b>EEF teacher toolkit.</b>  PP students are 4 times more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternative provision and shaping the curriculum to meet their needs will avoid this.	5, 7
<b>Nova's Nutritious Breakfast</b> (bagels and milk) <b>(Recovery Premium)</b> <i>Funding from Family First through the National School Breakfast Programme (NSBP), school provide 25% cost from Nova towards this initiative of giving every child a buttered bagel and milk every morning.</i>	<b>Social Mobility Commission research</b>	5, 7
<b>PE and extended activities</b> programme, including offering an extensive programme of extra-curricular activities after school through funding 'Just Do Sports' Coaches offering Archery, Gymnastics, Basketball and to coach the mixed and boys football teams.	<b>Sutton Trust:</b> Small Group Tuition +4 months. Outdoor education +2 months	5

<p>Gifting each class across the school with a Christmas book to improve literacy and well-being and engaging with Reading for Pleasure within school, with a STEM link for new school focus as a STEM inspired school.</p> <p>Setting up a</p>	<p><b>Sutton Trust:</b></p> <p>Phonics +4 months</p> <p>Parental involvement +2</p>	5
<p>Rewards linked to teamwork, self-esteem and cooperative learning, improving attendance.</p> <p>Class Dojo app, which engages and communicates with parents and issues rewards to pupils.</p> <p>Introduction of Cosmic Dojo Shop (April 2023), with pupils collecting points to spend every 2 weeks.</p> <p>SeeSaw app to engage parents.</p> <p>The more engagement and reward, the more pupils want to be in school, aiming to improve attendance and family engagement.</p>	<p><b>Social Mobility Commission research</b></p> <p><b>The Department for Education (DfE)</b> published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <ul style="list-style-type: none"> <li>• Pupils with no absence are 1.3 times more likely to achieve Grade 4 or above, and 3.1 times more likely to achieve Grade 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs Grade 9-1 or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul>	5
<p><b>Next Thing Education Camps Ltd. - a Technology and STEM camp hosted at Nova during half terms</b></p> <p><b>Trips/ Visits (Recovery Premium)</b></p> <p>Whole school STEM Day- Science Skills</p> <p>EYFS: Farm visit and pet week</p> <p>Year 1 Sacrewell Farm, Science Day</p> <p>Year 2 The Key Theatre, The Temple and Museum</p> <p>Year 3 Residential Camp experience, Plus Mini-Olympics day, Musical Theatre performance</p> <p>Year 4 Flag Fen Bronze Age Day, Plus Residential Farm Camp.</p> <p>Year 5 The Key Theatre Gangsta' Granny, Young Explorers Residential Camp</p> <p>Year 6 Grafham Water - outdoor adventure day, Kindertransport Holocaust Small Nose Theatre</p>	<p><b>Social Mobility Commission research</b></p> <p>Suggests that extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). – are important in predicting intentions to remain in education after compulsory schooling.”</p>	5, 7

**Total budgeted cost: £249,895**

**{Plus £10,923 School-led National Tutoring} In 2023-2024 this is match-funded 50%**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium strategy outcomes

Academic year	KS2 Reading	KS2 Maths	KS2 Writing	KS2 Combined RWM	Year 1 Phonics
2023	59%	61%	54%	39%	66% *
2022	71%	76%	44%	41%	71%
2019	59%	66%	44%	66%	64%

This details the impact that our Pupil Premium activity had on pupils during academic years shown.

Phonics	Year 1		End of KS1
(Working at standard)	2022	2023	2023
Nova	71%	66%	84%
PKAT Trust	63%	70%	81%
NATIONAL	75%	Awaiting	Awaiting
EYFS (GLD)	2023		
Nova	58%		
PKAT Trust	48%		
NATIONAL	Awaiting		

\*3 Deaf pupils, plus 3 pre-verbal and 18 new entrants mid-year into Year 1.

Internal assessments during 2021/22 suggested performance of disadvantaged was lower than in the previous 2 years in key areas of the curriculum, particularly Writing. In 2018 outcomes were stronger with a dip in 2019, followed by 2 years of disruption during 2020 and 2021 due to the pandemic.

This disruption continued into 2021/2022 and 2022/2023 academic years and has affected our Writing across the school. However, our **KS2 Maths improved by 10%** from 2019 (66%) was above national average (71%), our **KS2 Reading improved on 2019 by 12% in 2022** but dropped again to same as 2019 in 2023. Our KS2 Writing has remained the same as 2019 in 2022 but **improved by 10% in 2023** and this is a whole Trust priority to improve, as a result, our Combined Reading, Writing, Maths has decreased. Our **Year 1 Phonics increased by 7% in 2022 (71%) and was above the Trust schools average**. In 2023 our Phonics took a dip to 66%, this was due to 18 x new arrivals into Year 1 during that year, plus 3 x Deaf pupils (who cannot hear the sounds), plus a further 3 x non-verbal pupils. However, our **core pupils who started with Nova in EYFS achieved 84% in the Phonics screening**.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum and with the introduction of a new re-sequenced 'Ambitions Curriculum' in September 2022 and a new Phonics programme in 2023 (Read Write Inc). The unwavering focus on improving poor legacy teaching by recruiting higher calibre staff has shown improvements and we hope to see year-on-year improvements in all Year groups, to aid better outcomes in KS2 due to better staff across the school.

Although overall attendance in 2021/2022 was 92%, it was a steady improvement on 2020/21, which was lower than in the preceding 2 years at 90.81% overall (2020/2021) and 93.84% overall (2019/2020) and 95.3% overall (2018/2019), it was equal to the national average prior to the pandemic at 95.3%. In 2023 overall attendance was 94%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5% higher than their peers and persistent absence 16% higher. These gaps are larger than in previous years, which is why attendance is a focus and absolute priority of our current plan, with our newly established 'Spotlight on Attendance' (2023). The table below outlines trends for the past 3 years, showing how the pandemic has affected attendance, particularly for disadvantaged pupils. We remain steadfast in our efforts to ensure pupils attend school.

Our assessments and observations indicated that pupil behaviour, SEND, wellbeing and mental health were significantly impacted over the past 3 years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all pupils, using key staff, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and have appointed a new School Counsellor in September 2021 using Pupil Premium funding and a key priority is for all staff to know how to support disadvantaged pupils using EEF key research, strategies and context. Increased accountability and robust appraisal ensure that staff are clear on priorities such as Disadvantaged, SEND, attendance.

[the EEF Toolkit](#) | [PiXL strategies](#) | [High Performance Learning Framework](#) |

## Pupil Premium and contextual information for each Year group 2023-2024

B:183 G:175	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School
<b>Cohort No:</b>	<b>Cohort: 39</b>	<b>Cohort: 42</b>	<b>Cohort: 57</b>	<b>Cohort: 46</b>	<b>Cohort: 58</b>	<b>Cohort: 60</b>	<b>Cohort: 56</b>	<b>Cohort: 358</b>
<b>DA/ Pupil Premium</b> <i>**Will increase</i>	<b>18%</b> No of pupils: 7**	<b>33%</b> No of pupils: 14**	<b>26%</b> No of pupils: 15	<b>46%</b> No of pupils: 21	<b>62%</b> No of pupils: 36	<b>58%</b> No of pupils: 35	<b>70%</b> No of pupils: 39	<b>47%</b> No of pupils: 167
<b>Free School Meals (FSM)</b>	<b>18%</b> No of pupils: 7** infant FSM	<b>33%</b> No of pupils: 14**	<b>25%</b> No of pupils: 14	<b>41%</b> No of pupils: 19	<b>55%</b> No of pupils: 32	<b>45%</b> No of pupils: 27	<b>59%</b> No of pupils: 33	<b>41% (Nat Av 17%)</b> No of pupils: 146
<b>EAL</b>	<b>36%</b> No of pupils: 14	<b>62%</b> No of pupils: 26	<b>25%</b> No of pupils: 14	<b>52%</b> No of pupils: 24	<b>45%</b> No of pupils: 26	<b>40%</b> No of pupils: 24	<b>29%</b> No of pupils: 16	<b>40% (Nat Av 16%)</b> No of pupils: 144
<b>SEND &amp; D/deaf</b>  <b>CIC / CPIC</b>	<b>18%</b> Boys: 5 (13%) Girls: 2 (5%) No of pupils: 7	<b>14%</b> Boys: 4 (10%) Girls: 2 (5%) No of pupils: 6 3x Deaf (1 Hub)	<b>9%</b> Boys: 4 (7%) Girls: 1 (2%) No of pupils: 5 3x Deaf (2 Hub) CPIC: 1	<b>13%</b> Boys: 5 (11%) Girls: 1 (2%) No of pupils: 6 2x Deaf (1 Hub)	<b>17%</b> Boys: 7 (12%) Girls: 3 (5%) No of pupils: 10 CPIC: 1	<b>10%</b> Boys: 2 (3%) Girls: 4 (7%) No of pupils: 6 2x Deaf (2 Hub) CIC 1, CPIC: 2	<b>7%</b> Boys: 4 (7%) Girls: 0 (0%) No of pupils: 4 1xDeaf (1 Hub) CPIC: 2	<b>12% (Nat Av 12%)</b> Boys: 31 (9%) Girls: 13 (4%) No of pupils: 44 (7 Hub) 11x Deaf CIC: 1, CPIC: 6
<b>EHCP</b>	<b>8%</b> No of pupils: 3	<b>7%</b> No of pupils: 3	<b>5%</b> No of pupils: 3	<b>9%</b> No of pupils: 4	<b>3%</b> No of pupils: 2	<b>5%</b> No of pupils: 3	<b>4%</b> No of pupils: 2	<b>6% (Nat Av 3%)</b> No of pupils: 20
<b>CP/CIN/EHA</b> pupils have a Social Worker	CP (1) CIN (0) EHA (5)	CP (0) CIN (2) EHA (5)	CP (0) CIN (1) EHA (2) SC Assess' (2)	CP (1) CIN (0) EHA (5)	CP (0) CIN (1) EHA (6)	CP (1) CIN (0) EHA (9) SC Assess' (1)	CP (0) CIN (1) EHA (10)	CP (3) CIN (5) EHA (42) SC Assess' (3)
<b>Attendance</b> Churn: 42 in, 31 out	<b>Autumn 2023</b> <b>92%</b>	<b>Autumn 2023</b> <b>94% (88% 2022)</b>	<b>Autumn 2023</b> <b>95% (92% 2022)</b>	<b>Autumn 2023</b> <b>93% (92% 2022)</b>	<b>Autumn 2023</b> <b>94% (93% 2022)</b>	<b>Autumn 2023</b> <b>95% (93% 2022)</b>	<b>Autumn 2023</b> <b>93% (93% 2022)</b>	<b>Autumn 2023</b> <b>94% (94% 2022)</b>

**Priorities and strategies:** 'AMBITIOUS and PROUD' and uncompromising in our efforts to improve all aspects of achievement, experiences, opportunities.

'SPOTLIGHT on Attendance | Emphasis on HIGH EXPECTATIONS | Focus on NO WASTED MINUTES – The Nova Gold Standard.

Carefully considered seating plans must be in place to support closing the gaps and progress, using prior attainment data to support (L,M,H)

Equity for all pupils, particularly those who are disadvantaged/ vulnerable. Pastoral guidance and mental health/ wellbeing support from all staff.

Stretch and challenge and focus on improving literacy and numeracy in all subjects. DA, CP and SEND to be at forefront of decisions.

Catch up/ keep up support, feedback, and scaffolding, including resilience, motivation, and extended engagement in learning in school and at home.

Encouragement, praise and challenge for **poor attendance** and lack of engagement. Regular contact with families. Support using funding for deprivation and incentives to improve attendance. **Relentless** in our efforts to remove all barriers and disadvantage and use of EEF and PiXL and Cognitive Science. Nothing is left to chance!

Review of expenditure previous academic year 2022 - 2023			
Quality of teaching for all	Expenditure	Reviewed to retain in 2023/2024	
Chosen approach			
Staffing	£94,672 (TAs/HLTA/Nursery Nurse) £10,520 (Teaching) £80,000 (Welfare) £15,000 (Counselling) £8,650 (Breakfast Club staffing)	Continue in 2023/2024	
Pupil uniform – Changing entire uniform following rebrand and name change	£8,140	Not required in 2023/2024	Won't repeat
Trips and visits	£8,900	Continue in 2023/2024	
Rewards	£2,674	Continue in 2023/2024	
Curriculum resources	£5,230	Continue in 2023/2024	
Shop expenses, linked to rewards	£2,655	Continue in 2023/2024	
Pupil support with travel (taxi, bus)	£435	Continue in 2023/2024	
FSM charge	£1,600	Continue in 2023/2024	
Milk for pupils	£6,300	Continue in 2023/2024	Reduce cost
Coaching and CPD	£3,440	Continue CPD in 2023/2024	Reduce cost
Admin and Educational support	£1,800	Continue in 2023/2024	
Read Write Inc literacy package & CPD	£15,000	Not required in 2023/2024	One off cost – do not continue
Rocksteady band rehearsals (16 pupils)	£2,000	Continue in 2023/2024	
Breakfast bagels (Family Action 25%)	£4,500	Continue in 2023/2024	
PSHE programme	£1,700	Continue in 2023/2024	
Literacy books and STEM	£1,500	Continue in 2023/2024	
Renaissance Learning	£5,100		

## 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
Read Write Inc Phonics and Fresh Start for KS2 low readers	Ruth Miskin (2023)
EEF Reciprocal Reader for KS2 low readers	Education Endowment Foundation (EEF) funded (2023/24)
NWEH - Phonics and Early Reading support, audit, coaching	New Wave English Hub
PiXL therapies, training, CPD and consultant support.	PiXL

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

National Tutoring Programme:

**2022/ 2023** we received £26,928 and spent a total of £61,578. So contributed £34,650 - some of this moved from the staffing budget.

**2023/ 2024**

The allocation is £10,923.75 - we will have to top up by the same amount as it is 50:50 contribution this year.



## Further information

**Quality first teaching** is the main priority for Nova Primary Academy and with 55% of pupils eligible for PP funding and identified as disadvantaged; this is a key area we are striving to get right, we have appointed high-quality Teachers, new to the school in September 2022 and in 2023. *“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.*

**Staff development, training and professional development** are a clear focus, and they are aware of difficulties that may impact DA learners and have plans in place to support these. PP Lead/ Headteacher has striven to reduce exclusions, regularly monitors behaviour and exclusion data and works with key pupils and staff to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve. We aim to reduce the need for suspensions by using other approaches, such as internal Seclusion, alternative therapeutic measures and strategies and the introduction of training for all staff. SEND, Early Reading and improving Writing are whole school priorities.

We ensure progress and inclusion of all Children in Care (CiC/ LAC) pupils and those previously in Care through regular monitoring and support and focussed PEP meetings, Child Care Reviews and professional meetings. CiC ring-fenced funding is spent specifically on pupils' needs and aspirations is used to support academic achievement and pastoral/ well-being support. Funding (PP+) is spent effectively and applied for through the Virtual School, research into effective intervention strategies and the impact these are having on learning, achievement, and progress of specific groups of learners.

All stakeholders from the Nova Primary Academy community are determined that disadvantage will not be a barrier to better outcomes and more opportunities. Senior Leaders are relentless in not allowing a disadvantaged start in life to determine a child's future. There is no compromise on this; this is our core purpose, and with our moral compass, this is what drives us as leaders in education.

‘Ambitious and Proud’

**Ambitious for ourselves | Ambitious for our pupils | Ambitious for our community**

