

Pupil Premium Strategy Statement



This statement details our school's use of Pupil Premium funding to help improve the attainment and outcomes of our disadvantaged pupils (DA). This is the **2024-2025** 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	359
Proportion (%) of Pupil Premium eligible pupils	48%
Attendance	93.82%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Daniel Saull Headteacher
Pupil Premium Lead	Daniel Saull Headteacher
Governor / Trustee Lead	Thom Gartrell Chair of Academy Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,680
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	£208,680

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 (22%; 79 children) national average (17%), 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 reducing the education attainment gap between disadvantaged (DA) and non-disadvantaged pupils at Nova Primary Academy.
- For all disadvantaged pupils in school to meet national attainment rates and to keep up, not catch up with their 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 (Learning Partnership, Walkthrus, EEF resources).

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
<p>Progress in Maths DA (Disadvantaged) learners achieving at least in line with national measures in Maths; Focus on using and applying the skills of arithmetic and ensuring fluency.</p>	<p>Gap between disadvantaged and non-disadvantaged pupils is closed. Disadvantaged achieve at least in line with national. Robust assessment in place to identify any needs for intervention. Effective use of key skills starters in Maths support lessons and use of TT Rockstars, + daily arithmetic.</p>
<p>EYFS to make rapid progress in literacy, with DA learners achieving at least in line with or above national measures in literacy.</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. Every class teacher contributes to the setting of target goals for the key stage journey, especially for those of high ability making more than expected progress. Those pupils who have fallen further behind are identified and tracked to ensure the gaps are addressed. We have introduced 'Spotlight Pupils' in September 2024.</p>	<p>Robust assessment in place to identify any needs for intervention. Disadvantaged achieve at least in line with national. Reading/phonics scores show a reduced gap between DA and non-disadvantaged learners. Work with New Wave English Hub continues in 2025. Evident increase in knowledge of key skills in literacy shown through assessment. DA pupils enjoy their reading; as a result, confidence and progress improve. DA children are noticeably more confident to offer their ideas, suggestions and speculate about work. DA pupils do better with test questions that involve these skills. The gap between DA Reading and national non-DA continues to narrow. % of DA pupils attaining GDS is close to National Average. Those pupils who are DA close the gap on national non-DA, including those that are of high ability. More conversions between ability groupings happen.</p>
<p>SEND and Disadvantaged SENDCO, PP Lead (Headteacher) and Teachers work cooperatively in an increasingly effective way. 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 SEND pupils that are also Pupil Premium. SEND</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 & 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/</p>

<p>review of provision (summer 2024), 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>including EHCP, DA, FSM, CP, CIN, Attendance and EAL.</p> <p>This enables bespoke 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>Attendance <i>Improved attendance</i> of targeted disadvantaged pupils.</p> <p>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>Appointment of Attendance and Admissions Officer (Spring 2025)</p> <p>To reduce % of PA and carefully monitor those on reduced time table</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>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>Welfare</p> <p>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.</p> <p>Mechanisms for teacher involvement with welfare personnel and information are effective.</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>Wraparound Care (supplemented) provision for breakfast club and after school club for working</p>

<p>Families feel well supported and access resources to enable them to support their children in their learning and home environments. Tamsin CBT Therapy</p>	<p>parents for our school families to enable them to access work opportunities and longer work hours.</p>
<p>Cultural Capital DA pupils to access a wider experience base of everyday activities (preenrichment 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>Plan: Whole school STEM activity day per half term EYFS: Farm visit and pet week Year 1 Sacrewell Farm, Science Day Year 2 The Key Theatre Year 3 Residential Camp experience, Plus Mini-Olympics Year 4 Flag Fen Bronze Age Day, Twin Science. Cathedral. Year 5 The Key Theatre Gangsta Granny, Young Explorers Residential camping Year 6 Grafham Water - outdoor adventure day, Greenpower build a kit car through STEM club and go to a racetrack. WW1 Trip</p> <p>The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found 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.</p>
<p>Technology & catch-up/ Tutoring 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.</p>	<p>DA children are able to access IT, alongside nondisadvantaged peers. DA pupils become confident and adept at using IT to benefit their learning and develop potential.</p> <p>Use of Tutoring with Century tech DA children are keeping up, not catching up with their non-DA peers.</p> <p>Year 5 and Year 6 pupils are confidently engaging with their one-to-one iPads and progress is shown in all areas.</p>

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
<p>Staffing</p> <p>Intervention Teaching Assistant Staff to Focus on Phonics and Early Reading</p> <p>Quality First Teaching – use of CPD To upskill and coach current staff Coaching course for leaders and NPQs. Use of Walkthrus.</p> <p>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)</p>	<p>Ofsted’s 2014 report on PP progress: Ofsted: 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.</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>In KS1, the use of Read Write Inc to improve early reading and home engagement with books linked to the sounds.</p>	<p>Some pupils, boys in particular, appear reluctant to write and are unable to transfer the skills learnt in lessons to other pieces of writing. This impacts upon the standards they reach by the end of KS2, GDS in particular.</p>	<p>1, 2, 4, 6</p>
<p>greater % of DA pupils attain GDS in reading.</p> <p>Increase in writing opportunities. Writing has a clear purpose, with identified stimuli</p> <p>Teach and test academic vocabulary.</p>	<p>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)</p>	<p>1, 2, 4, 6</p>

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

Budgeted cost: £25,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy programmes: Read Write Inc (RWI) Phonics. RWI Fresh Start	Sutton Trust: Phonics +4 months Small group tuition +4 months Reduced class size +3 months Homework +5m	1, 2, 4
	EEF: 1-1 tuition can be effective in delivering approx. 5+ months progress	
	Sutton Trust: Homework +5 months, Digital Technology +4 months	3, 4, 5
TT Rockstars and Doodle Maths White Rose	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: £106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing to support Attendance and well-being. -Full-time Family Engagement Lead -Full-time Family Engagement Officer -School Counsellor -CBT therapist 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.	Sutton Trust: Social and emotional learning +4 months Parental involvement +2 Behaviour interventions strategy from the EEF teacher toolkit. 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

<p>PE and extended activities programme, including offering an extensive programme of extracurricular activities after school through funding 'Just Do Sports' Coaches offering Archery, Gymnastics, Basketball and to coach the mixed and boys football teams.</p>	<p>Sutton Trust: Small Group Tuition +4 months. Outdoor education +2 months</p>	<p>5</p>
<p>Setting up Rewards linked to teamwork, self-esteem and cooperative learning, improving attendance. Class Dojo app, which engages and communicates with parents and issues rewards to pupils. Use of Cosmic Dojo Shop (April 2023), with pupils collecting points to spend every 2 weeks. SeeSaw app to engage parents (EYFS). The more engagement and reward, the more pupils want to be in school, aiming to improve attendance and family engagement. Class reader of the month</p>	<p>Sutton Trust: Phonics +4 months Parental involvement +2</p> <p>Social Mobility Commission research The Department for Education (DfE) 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"> • 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 • 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 	<p>5</p> <p>5</p>

<p>Trips/ Visits</p>	<p>Social Mobility Commission research 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>	<p>5, 7</p>
-----------------------------	--	-------------

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
2024	62%	60%	50%	47%	79%
2023	59%	61%	54%	39%	66%
2022	71%	76%	44%	41%	71%

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

shown.

Phonics			End of KS1
(Working at standard)	2022		2023
Nova	71%		84%
PKAT Trust	63%		81%
EYFS (GLD)	2023	2024	
Nova	58%	67%	
PKAT Trust	48%		

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

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 2024/2025	
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	
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	
Rocksteady band rehearsals (16 pupils)	£2,000	Continue in 2023/2024	
PSHE programme	£1,700	Continue in 2023/2024	
Literacy books and STEM	£1,500	Continue in 2023/2024	

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

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 2024 and in 2025. “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 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, Maths, 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

