

Pupil Premium Strategy Statement 2025_2026

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 **2025-2026** 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	340
Proportion (%) of Pupil Premium eligible pupils	44%
Attendance	93.61%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Daniel Saull Headteacher
Pupil Premium Lead	Julie Aubert Deputy Headteacher
Governor / Trustee Lead	Thom Gartrell Chair of Academy Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,615
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	£233,863

Part A: Pupil premium strategy plan

Statement of intent

At Nova Primary Academy, we are committed to Building Character, Inspiring Ambition and Achieving Excellence for All. We believe that every child, regardless of background or circumstance, deserves access to a high-quality education that enables them to thrive academically, socially, and emotionally.

Our vision is rooted in the belief that high-quality teaching for all is the most effective way to improve outcomes for disadvantaged pupils. Through excellent classroom practice, targeted support, and an inclusive culture, we aim to remove barriers to learning and ensure every pupil can fulfil their potential.

Nova Primary Academy serves a diverse community with high levels of deprivation (as identified by IMD indicators). A significant proportion of pupils are disadvantaged, and 27.5% have identified Special Educational Needs or Disabilities (SEND), which is above the national average. The school also hosts a Deaf Hub provision, providing inclusive education for D/deaf pupils who learn alongside their hearing peers.

Our Aims

- To be relentless in reducing the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make strong progress and achieve in line with, or above, national expectations.
- To ensure that all disadvantaged pupils access a broad, rich curriculum and benefit from the full range of extra-curricular opportunities, visits, and experiences on offer.
- To develop pupils' character, resilience and aspiration, preparing them to flourish in life beyond school.

Our Approach

We use the Pupil Premium funding strategically, in line with evidence from the Education Endowment Foundation (EEF) and national best practice. Our approach is underpinned by the following principles:

1. High-Quality Teaching for All
 - a. Ensuring that every pupil benefits from excellent teaching informed by cognitive science and the principles of effective instruction.
 - b. Providing ongoing professional development (CPD) for all staff, including through Walkthrus, Learning Partnership training, and EEF resources.
 - c. Embedding a culture of reflective practice and continuous improvement.

2. Targeted Academic Support

- a. Using frequent and precise monitoring of qualitative and quantitative data to identify pupils in need of additional support.
- b. Delivering evidence-based interventions, led by well-trained staff, to address gaps in learning and ensure pupils keep up, not catch up.
- c. Focusing on early intervention and ensuring all SEND pupils who are also disadvantaged receive tailored support through Edukey provision mapping and collaboration with the SEND team.

3. Wider Strategies to Support Wellbeing and Enrichment

- a. Ensuring all disadvantaged pupils can participate in trips, clubs, and enrichment activities that broaden horizons and develop character.
- b. Building strong relationships with families and the wider community to support engagement and attendance.
- c. Promoting social, emotional and mental health support to reduce barriers to learning.

We regularly review the impact of our strategies through robust monitoring and evaluation processes. Leaders use both internal and external data to assess progress, adapt provision, and share best practice across the Trust. Comparisons with similar schools through the EEF Family of Schools network help us to refine our approach and sustain improvement.

Through this commitment, Nova Primary Academy continues to build character, inspire ambition and achieve excellence for all, ensuring every pupil—particularly those who are disadvantaged—has the opportunity to succeed and flourish.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary acquisition and language development Many pupils, particularly those who are disadvantaged, enter school with limited vocabulary and oral language skills. This affects reading comprehension, writing composition, and access to the wider curriculum.

2	<p>Reading attainment and progress</p> <p>Although outcomes have improved, disadvantaged pupils' attainment in reading remains below that of non-disadvantaged peers. Fluency, comprehension, and wider reading remain priorities.</p>
3	<p>Mathematical fluency and application</p> <p>Arithmetic continues to be an area of focus. While attainment has improved, disadvantaged pupils require further support to strengthen fluency and confidently apply knowledge to reasoning and problem-solving.</p>
4	<p>Combined attainment (RWM)</p> <p>The proportion of disadvantaged pupils achieving the expected standard in reading, writing, and maths combined has increased but remains below that of non-disadvantaged peers. Sustained improvement across all three subjects is needed to close the gap.</p>
5	<p>Sustaining progress in writing</p> <p>Writing outcomes for disadvantaged pupils have risen significantly, with 75% achieving expected or higher. The next step is to sustain this improvement and ensure consistency in high-quality teaching across all year groups.</p>
6	<p>Attendance and engagement</p> <p>Attendance for disadvantaged pupils, while improving, remains lower than that of non-disadvantaged peers. Persistent absence and low engagement impact learning continuity and overall progress.</p>
7	<p>Limited cultural capital and enrichment experiences</p> <p>Many disadvantaged pupils have limited access to enrichment activities and wider life experiences beyond school. This can affect confidence, vocabulary, background knowledge, and engagement with a broad and balanced curriculum.</p>

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 attainment and progress for disadvantaged pupils.	The attainment gap between disadvantaged and non-disadvantaged pupils in reading continues to narrow. Disadvantaged pupils achieve at least in line with national outcomes. Reading fluency and comprehension improve through high-quality teaching, phonics, and targeted interventions. Pupils develop a genuine love of reading and can discuss texts with confidence.
Increased mathematical fluency and application.	Disadvantaged pupils demonstrate secure arithmetic fluency and can confidently apply mathematical knowledge in reasoning and problem-solving. Outcomes in maths improve year-on-year and are at least in line with national for disadvantaged pupils. Daily arithmetic, focused interventions, and use of platforms such as TT Rockstars enhance fluency.
Sustained improvement in writing outcomes.	Disadvantaged pupils continue to achieve strong writing outcomes, maintaining or exceeding 75% at expected or higher. Pupils write with increasing accuracy, stamina, and creativity. The trust-wide writing curriculum is embedded consistently and leads to further gains in quality, consistency, and confidence across all year groups.
Improved combined attainment (reading, writing, maths).	The percentage of disadvantaged pupils achieving the expected standard in all three subjects continues to rise, moving closer to national non-disadvantaged levels. Regular assessment, targeted support, and quality-first teaching ensure pupils “keep up, not catch up.”
Improved vocabulary acquisition and language development.	Pupils show measurable gains in expressive and receptive vocabulary through consistent use of structured talk, language-rich environments, and curriculum design. EYFS and KS1 pupils achieve strong outcomes in early language, phonics, and literacy, supporting progress across the curriculum.
Improved attendance and engagement of disadvantaged pupils.	Attendance for disadvantaged pupils meets or exceeds National. The gap between disadvantaged and non-disadvantaged attendance narrows significantly. Persistent absence reduces. Pupils are more engaged in school life and benefit from effective pastoral and family support.

<p>Broadened cultural capital and enrichment experiences.</p>	<p>All disadvantaged pupils access a wide range of enrichment activities, trips, and experiences that enhance cultural capital, curiosity, and ambition. Pupils can make links between their experiences and learning, demonstrating increased confidence, aspiration, and engagement across the curriculum.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£104,505**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in high-quality CPD to improve teaching and learning across all subjects. This includes staff participation in <i>The Learning Partnership</i> programme, NPQSL, and a middle leadership course.</p>	<p><i>EEF Guide to the Pupil Premium</i> identifies “high-quality teaching” as the most significant factor in improving outcomes for disadvantaged pupils. The DfE’s <i>Supporting the Attainment of Disadvantaged Pupils</i> report (2015) also highlights professional development and leadership training as key levers for school improvement.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Deployment of five Year 6 classes for core subjects to reduce ratios and ensure pupils are taught by strong teachers.</p>	<p>Research (EEF, 2022) shows smaller class sizes and targeted teaching in upper KS2 can lead to accelerated progress, particularly for disadvantaged pupils. Strategic deployment of high-quality teachers ensures all pupils access effective instruction and feedback.</p>	<p>2, 3, 4, 6</p>

Release time for leaders to monitor, coach, and embed the use of WalkThrus across the school.	<i>EEF Implementation Guidance Report</i> recommends sustained monitoring and coaching to embed teaching strategies. Consistency in WalkThru use supports improved questioning, feedback, and checking for understanding.	1, 2, 3, 4
Investment in phonics resources (Read Write Inc) and ongoing training for EYFS and KS1 staff.	Systematic synthetic phonics approaches have the strongest evidence base for improving early reading and language development (<i>EEF Toolkit</i>). Consistency of practice and high-quality resourcing ensure disadvantaged pupils keep up.	1, 4, 5, 6
Partnership work with The Learning Partnership to strengthen curriculum and pedagogy.	Collaborative school networks enable shared expertise and the spread of evidence-informed practice. (<i>EEF, 2021 – School Improvement through Collaboration</i>).	2, 3, 4
CPD focused on vocabulary acquisition and explicit teaching of language across the curriculum.	Vocabulary development is a significant predictor of attainment (<i>Bromley Education, 2018; EEF Oral Language Interventions</i>). Targeted teaching of Tier 2 and Tier 3 vocabulary closes language gaps and supports reading comprehension and writing fluency.	1, 2, 5

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

Budgeted cost: **£14,808**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted RWI (Read Write Inc) tutoring for pupils not yet meeting phonics expectations.	<i>EEF Phonics Guidance Report</i> indicates systematic synthetic phonics provides, on average, +5 months of progress. Targeted small-group sessions close early reading gaps and build decoding confidence for disadvantaged pupils.	1, 2, 4, 6

RWI Fresh Start intervention for pupils in KS2 who require phonics catch-up.	<i>EEF Toolkit</i> shows that small-group phonics intervention can lead to +4 months progress, particularly when delivered by well-trained staff using a structured programme.	1, 2, 4, 6
Use of TT Rockstars to improve arithmetic fluency and number confidence.	<i>EEF Improving Mathematics in KS2 and KS3</i> report highlights the importance of fluency and retrieval practice. Regular practice through digital platforms supports automaticity and engagement (+4 months progress).	3, 4, 6
Year 6 and Year 2 Homework Clubs to provide structured, supported opportunities for pupils to practise and consolidate key skills.	<i>EEF Homework Research Summary</i> suggests structured homework clubs with adult guidance can provide +5 months additional progress for primary pupils, particularly when feedback is immediate and targeted.	2, 3, 4, 6
Provision of Year 6 Homework Books for pupils to reinforce learning at home and promote independent study habits.	Consistent home learning support improves attainment where pupils have limited access to resources (EEF, 2023). Providing materials helps bridge home-school gaps and build self-regulation.	2, 3, 4, 5
Three members of SLT delivering targeted Year 6 interventions in Reading, Writing and Maths.	Small-group and one-to-one support led by experienced teachers can result in +5 months progress (EEF Toolkit). Targeted teaching in core areas accelerates progress and builds confidence ahead of end-of-key-stage assessments.	2, 3, 4, 5

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

Budgeted cost: **£114,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team (2 members) providing family support, mentoring and targeted emotional interventions. One member is ELSA trained and delivers weekly sessions for identified pupils.	<i>EEF Social and Emotional Learning</i> (+4 months). Evidence shows that targeted emotional support improves resilience, engagement and readiness to learn. Building positive relationships with families and pupils reduces barriers to attendance and progress.	4, 5, 7

CBT Therapist providing weekly therapeutic interventions for pupils identified through pastoral monitoring.	<i>EEF Behaviour Interventions</i> (+4 months). Regular CBT sessions help pupils manage anxiety, improve emotional regulation and engagement in learning.	4, 5, 7
Ongoing CPD and ELSA supervision for pastoral staff to ensure high-quality emotional and behavioural support.	<i>EEF Improving Social and Emotional Learning in Primary Schools (2020)</i> recommends regular professional development to sustain impact and ensure fidelity to evidence-based practice.	4, 5, 7
Attendance Officer employed to monitor, track and improve attendance and punctuality of disadvantaged pupils.	<i>DfE research (2016)</i> shows clear links between attendance and attainment: pupils with no absence are 1.3 times more likely to achieve expected outcomes. Targeted monitoring and family engagement improve attendance for vulnerable pupils.	7
Use of SeeSaw (EYFS) and Class Dojo (wider school) to enhance home-school communication and celebrate success.	<i>EEF Parental Engagement</i> (+4 months). Effective digital communication increases parental understanding of learning, reinforces positive behaviour, and strengthens home-school relationships.	4, 5, 7
Resources for rewards and incentives, including Reader of the Month and Dojo Shop to promote engagement, attendance, and positive learning behaviours.	<i>EEF Behaviour Interventions</i> (+4 months). Recognition and reward systems linked to effort and achievement improve motivation and build a positive learning culture.	4, 5, 7
Educational visits and enrichment experiences to broaden cultural capital and raise aspirations.	<i>Social Mobility Commission (2019)</i> highlights that extracurricular and enrichment activities develop confidence, social skills, and engagement in learning, particularly for disadvantaged pupils.	5

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
2025	65%	68%	75%	55%	80%
2024	62%	60%	50%	47%	79%
2023	59%	61%	54%	39%	66%

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
NWEH - Phonics and Early Reading support, audit, coaching	New Wave English Hub
Get Set for PE	Get Set 4 Education
Century	Century
SCARF	Coram Education
Language Angels	Language Angels
White Rose (Maths and Science)	White Rose
United Learning	United Learning
Computing	Teach Computing
Number Sense	Number Sense Maths
Seesaw	Seesaw
Testbase	Testbase
Purple Mash	2 Simply
TT Rock Stars	TT Rock Stars
Mastering Number	Maths Hub

