

# Pupil Premium Strategy Statement Monega Primary School

1. Summary information					
School	Monega Primary School				
Academic Year	2020/2021	Total PP budget	£204,750	Date of most recent PP Review	November 2019
Total number of pupils	656	Number of pupils eligible for PP	150	Date for next internal review of this strategy	September 2021

2. Current attainment					
	Pupil progress measure score	Average scaled score	% Reaching Expected Standard – All Pupils	Pupil progress measure score – Disadvantaged	Pupil progress measure score - Not Disadvantaged
% achieving in reading, writing and maths	-		80	-	-
% making progress in reading	3.42	104.9	87	4.2	2.9
% making progress in writing	3.78	-	87	3.4	4.2
% making progress in maths	2.36	105.15	85	2.5	2.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Impact of low on entry starting points in oracy in Reception. Levels tend to be lower for PP pupils than for other pupils. This slows progress in reading in Reception and Year 1.
B.	Focus group of lowest 20% (not SEND) in KS2 classes who are making less progress than other PP pupils in KS2.
C.	High ability pupils who are eligible for PP that are making slower progress in KS2 in years 5/6
D.	High rates of mobility that affects collective attainment levels across the school.
E.	Pupils with low aspirations caused by family expectations and rituals.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Attendance rates of groups of pupils especially those with PP-pupils additional vulnerabilities and PP. Attendance rates of pupils with complex needs in the schools SEND provision.	
<b>E.</b>	Housing issues-including overcrowding, poor living conditions, risk of evictions, temporary housing arrangements.	
<b>F.</b>	For many children, enrichment opportunities at home are limited.	
<b>G.</b>	Many parents speak English as an additional language and find it difficult to support their children's learning, including homework.	
<b>H.</b>	Some parents have limited aspirations for their children.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
<b>A.</b>	All pupils to achieve national averages and above in Reading, Writing and Maths.	KS2 PP children to achieve in line with non-PP at 85% at expected and 30% exceeding in RWM.
<b>B.</b>	To raise the amount of PP children achieving Greater Depth in Reading, Writing and Maths.	PP children achieve same levels attainment as the rest of the cohort at Greater Depth in RWM.
<b>C.</b>	Improved oral and written language skills for PP pupils in reception classes.	GLD for PP pupils to be at 95% in speaking and listening and writing and reading skills at the end of Reception.
<b>D.</b>	To ensure that attendance rates for PP children are maintained.	PP pupils to attend at national averages of at least 95%
<b>E.</b>	Pupils to have similar opportunities/experiences (enrichment) during their time at primary school as those from more affluent areas.	PP children to be given enrichment opportunities. Pupil feedback, case studies and parental feedback to measure the impact of these opportunities.
<b>F.</b>	Some parents have limited parenting skills and find it difficult to support their children emotionally.	Parental attendance on Triple P course and signposting to outside agencies.
<b>G.</b>	Pupils and parents to have higher aspirations.	External visitors to inspire children to want to follow in their footsteps. Pupil feedback, case studies and parental feedback to measure the impact of visits.
<b>H.</b>	Target parents to have improved English language skills.	Parent and carer attendance on ESOL courses.

## 5. Planned expenditure

Academic year

2020/2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation and cost	
Diminishing the difference between PP children and Non PP children.	Intensive small group support in Reading and Maths.	Through quality first teaching, learning and variation, all PP pupils should achieve the same attainment levels as NPP. Closely targeted support aims to identify area of development and address them effectively.	Pupil progress reports Half termly monitoring and testing Tracking of Standardised scores in English and Maths Embed and track effectiveness of interventions	Assessment Lead  Inclusion Lead	Summer 2021	£40,000
All PP children to achieve end of Key Stage expected outcomes.	Booster sessions to support all learners. Targeted early intervention. Smaller class sizes to help raise attainment.	Targeted intervention, booster sessions and smaller class sizes to help diminish the difference in attainment levels between PP children and NPP children.	Pupil progress reports Half termly monitoring and testing Tracking of Standardised scores in English and Maths Effective interventions	SLT  Year 2 and 6 Teachers	Summer 2021	£5,600
85% of all children to achieve expected or GD in Reading at the end of each key stage.	Focused reading sessions with effective interventions. Early phonics interventions.	Reduce the class sizes in Year Two and Six to enable children to be taught in groups that provide the most effective teaching models that caters for specific needs.  Early phonics interventions for mid-phase admissions and lower attaining children to limit the amount of children that end each key stage working below expectations.	Pupil progress reports Half termly monitoring and testing Lesson observations and learning walks carried out by HT and SLT	SLT  Year 2 and 6 Teachers	Summer 2021	£16,000
To maintain attainment in the Phonics Screening check at 91% and increase GLD to 87% with 25% exceeding this.	Staff training and CPD Box clever speech and language programme Monitoring by EYFS lead Teach phonics daily and identify children for interventions.  EYFS Phonics development	To raise levels of CLL and CLE through quality first teaching of speaking, listening, reading and writing. To increase staff knowledge and strategies To increase children's spoken language opportunities. To provide resources that supports the development of language and communication.	Developmental classroom observations. Careful tracking of on entry data. Pupil progress meetings Parent workshops	EYFS Lead	Termly Tracking	£2,000
<b>Total budgeted cost</b>					£64,600	

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
85% of Year 6 PP children achieve expected or higher outcomes for Reading, Writing and Maths.	Reducing class size Year 6 to enable children to be taught in groups that provide bespoke teaching models To provide first quality teaching to smaller class sizes.	Aim Higher, challenging more able PP pupils.  To target key groups across the school, including lower attaining boys, Year 5 girls and more able pupils.	Pupil progress reports Half termly monitoring and testing Classroom observations	SLT	Termly	£30,000
To raise the attainment levels at Greater Depth in Writing for PP children. Percentage to meet Local Authority average and cohort attainment levels in school.	PP children in Y3/4 to attend Writing Workshop with published authors and poets to inspire them to follow in the footsteps of the role models.	Challenge for more able PP pupils in Writing.	Case Study to track the effectiveness of PP Writing Workshop. Impact on confidence, outcomes in books and internal data to be tracked.	Class Teachers, English Lead and Assessment Lead.	Half termly	£1,000
To maintain and/or increased attendance rates for PP children.	Attendance Officer to monitor pupils and follow up quickly on absences. First day response calling to ascertain reasons for absence. Family support worker to follow up on necessary cases.	Attendance is the most crucial factor when raising the attainment of most vulnerable children.	Through rigorous tracking of attendance we can identify persistent absentees. Home visits can be organised to meet with parents when absence falls below 90%. School to make a referral to local authority in most extreme cases.	Attendance Officer, Family support Worker.  HT	Daily attendance tracking  Weekly attendance figures	£30,500
<b>Total budgeted cost</b>					£61,500	
iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
To have life enriching experiences and learn through creative arts,	Gamalan project (Year 3)	All pupils to make puppets and play instruments for a performance related to Indonesian culture.	SLT and Year 3 teachers to monitor the quality of delivery and production. End of project parent performance	SLT Year 3 Teachers	Summer 2021	£1,000

theatre groups and public speakers.			Pupil Voice feedback			
	Inspiring role models to meet children and speak in assemblies to help raise the aspirations of the children within the community.	School to make links and invite famous people from the local area into school to speak to children and inspire them to want to follow in their footsteps. We want to raise the aspiration for our children within the community.	Teachers to make links SLT to monitor Pupil feedback	SLT All staff	Summer 2021	No Cost
	West End in schools – (whole school) whole school performance story telling from around the world. Shakespeare festival (whole school) with whole school production of Midsummer Night's Dream.	Pupils have limited experiences of the arts in London- very few attend the theatre and musical performances outside the local area due to financial constrictions.  Local project with Globe Theatre to give pupils opportunities to see and perform plays in the globe theatre in London.	SLT observations Parent feedback Pupil feedback  End of project performance	SLT	Summer 2021	
	Brick Lane Music Hall (Year 6) professional performers will help develop children's performance skills for the end of term show.	Local partnership with Brick Lane Music Hall to give children the opportunity to work with and produce an arts performance over 6 week period. This will produce a high quality performance with professional musicians and actors.	SLT observations Parent feedback Pupil feedback  End of project performance	SLT Year 6 Teachers	Summer 2021	£8,000
Key Stage Two overnight camping experiences in the school hall. Events will have a focus such as storytelling or poetry to have appositve impact on learning.  Residential opportunities outside of London for Year Six.	School to provide enrichment opportunities for all children in KS2, many of whom will have never stayed a night away from their parents. School to provide tents and staff to facilitate the camping experiences in each year group.	Camping and residential experiences to be reviewed after each event by facilitating teachers and SLT.	SLT and facilitating teachers.	Termly Review	£23,000	
	Children to experience a character building week away from school at an activity centre in Essex, where they learn to develop teamwork skills and build personal resilience.					
Ensuring physical and mental wellbeing	Breakfast club	Breakfast Club has shown to improve attendance, punctuality and offers the opportunity to complete reading tasks and homework if children are unable to complete at home.	Biweekly safeguarding meetings to discuss incidences and families of concern.	SLT, Family Support Worker, Learning Mentor Team, School Counsellor	Termly at ELT meetings	£3,000
	Afterschool clubs	After school provision of 14 clubs that support both physical and mental wellbeing. Pupils have improved access to a wider range of sports including dodgeball, football, dance and other inter-school sports.	Biweekly Early Help meetings to identify incidences and families of concern.  Termly monitoring of clubs by Learning Mentor and SLT			£11,650
	Pastoral team and family support workers	Family support working team enables teachers to focus on quality first teaching while pastoral issues	Worry boxes to be monitored by Learning Mentors with any relevant			£30,000

		<p>with families are supported. Families supported have access to parenting classes and ESOL classes.</p> <p>A decline in access to mental health wellbeing for primary aged pupils and a rise in pupils displaying early signs of mental health difficulties, mean we have taken the decision to buy in our own provision. This is in conjunction with parents support has seen a decline in on-going behavioural issues across the whole school.</p>	<p>information passed on to the necessary personnel.</p>			
	Pupil Premium early morning sports and wellbeing club.	<p>Sporting activity isn't seen as a priority in the local community. After school activity generally consists of academic tuition and religious teachings. We believe that children's wellbeing will benefit from a session of exercise followed by breakfast with their peers.</p>	<p>PP children are invited to join this club which takes place on Wednesday morning and is run by the sports coaches.</p>			£3,000
<b>Total budgeted cost</b>						£78,650