

Pupil premium strategy statement

School overview

Metric	Data
School name	Monega Primary School
Pupils in school	621
Proportion of disadvantaged pupils	143
Pupil premium allocation this academic year	£186,955
Academic year or years covered by statement	2021-22
Publish date	Oct 2021
Review date	Sep 2022
Statement authorised by	Elizabeth Harris
Pupil premium lead	Michael Patient
Governor lead	Rashmitaba Gohil

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	85%
Achieving high standard at KS2	35%

Measure	Activity
Priority 1	<p>i) Ensure that all pupils have access to varied range of texts: classroom books, phonics booklets, Reading Recovery, ORT books and Bug Club. All children are encourage to read for pleasure. All children are allocated a banded book to ensure that all children are reading at their appropriate reading level.</p> <p>ii) Capacity for Reading and Phonics lead teachers to train and direct teachers to support with Quality First Teaching.</p> <p>iii) Phonics lead teacher to track pupils' phonics achievement. Interventions lead by phonics specialist. Purchase of resources and books to further support phonics teaching (Jolly phonics sounds cards, TTS Flash cards, ORT staged books matched to phonics stage.)</p>

Priority 2	Ensure that Maths is resourced appropriately to support all learners through quality first teaching. (MNP, TT Rockstars, concrete resources, times table booklets and CPG Maths revision books)
Barriers to learning these priorities address	All pupils have access to a range of resources that will further support progression in learning and ensure that all children can access quality first teaching - particularly our lowest 20%, more able disadvantaged and those that require interventions due to the impact of the pandemic.
Projected spending	£63,955

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Diminish gaps in learning caused by the impact of C19 pandemic and achieve and sustain national average progress scores+ in KS1 and KS2 Reading	Sept 22
Progress in Writing	Diminish gaps in learning caused by the impact of C19 pandemic and achieve and sustain national average progress scores+ in KS1 and KS2 Writing	Sept 22
Progress in Mathematics	Diminish gaps in learning caused by the impact of C19 pandemic and achieve and sustain average KS1 and KS2 Mathematics progress scores+	Sept 22
Phonics	Diminish gaps in learning caused by the impact of C19 pandemic and achieve national average expected standard in Phonics Screening Check (PSC)	Sept 22
Other	Improve the attendance of disadvantaged pupils to national average (96%)	Sept 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	<ul style="list-style-type: none"> i) Ensure that all pupils have access to varied range of texts: classroom books, phonics booklets, ORT books and Bug Club. All children are encourage to read for pleasure. All children are allocated a banded book to ensure that all children are reading at their appropriate reading level. ii) Capacity for Reading and Phonics lead teachers to train and direct teachers to support with Quality First Teaching. iii) Purchase subscription renewal for phonics tracker to support the tracking of pupils' phonics achievement. Purchase of resources and books to further support phonics teaching (Jolly phonics

	sounds cards, TTS Flash cards, Big Cat books and Ransom Reading All Stars)
Priority 2	Ensure that Maths is resourced appropriately to support all learners through quality first teaching. (MNP, TT Rockstars, concrete resources, times table booklets and CPG Maths revision books)
Barriers to learning these priorities address	All pupils have access to a range of resources that will further support progression in learning and ensure that all children can access quality first teaching - particularly our lowest 20%, more able disadvantaged and those that require interventions due to the impact of the pandemic.
Projected spending	£63,955

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small groups for English intervention. Encourage wider reading opportunities for all disadvantaged pupils (varied range of cross-curricular texts) as well as targeted intervention support and opportunities (L20% toolkit, Reading Recovery Project, targeted reading partners, phonics interventions, WAVE 3, Homework Club, Y6 boosters).
Priority 2	Establish small group maths interventions for disadvantaged pupils that are working below/towards age related expectations (L20% toolkit, TT Rockstars Champions, Homework Club, Third Space Maths, Y6 boosters).
Barriers to learning these priorities address	Encouraging wider reading and studying, supporting progression in learning, encouraging healthy competition and promoting independent learning and project work.
Projected spending	£55,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To re-establish community events to help engage parents/carers and the wider community through various sessions. School will host events such as stay and play sessions; curriculum focussed coffee mornings; Early Help support; positive parenting and ESOL workshops, subsidised Breakfast Club and Grandparents' Day. School to engage with the local library, which is accessible to all pupils and the community during term time and school holidays. The library runs holiday reading projects which the school will support and promote.
Priority 2	Continue to build strong resource to support and further extend pastoral team. This will enable the team to support our most vulnerable families. The team includes

	Attendance Officer, Early Help Lead, Family Support Worker, Welfare Officer, Learning Mentors and in-house councillor for 0.5 days a week.
Priority 3	Provide life-enriching experiences through creative arts, educational visits, residential stays and camping events. Such events are used to build confidence and resilience that will positively affect the lives of disadvantaged pupils.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Breakfast Club offered to support vulnerable families. Foodbank vouchers and assistance with document writing is also offered to support families in need.
Projected spending	£68,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing opportunities for staff to continue their professional development.	Use of INSET days and additional cover being provided by senior leaders to give capacity
Targeted support	Ensuring enough time for school specific subject/ strand lead teachers to support staff as well as monitor and review impact of small group interventions	Maths Team deliver INSET and drop in session to support staff as needed. Reading and Writing lead release time made available where needed. Maths and English leads to work with SENCO and strand leaders (lowest 20%) to ensure interventions are effective.
Wider strategies	Engaging the families facing most challenges. Signpost families to outside agencies where the need is greatest	Working closely with the LA, Children Centres other local schools on outreach programme to provide a holistic support package to families in need.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Before the Pandemic, all year groups were on track to achieve or exceed age related expectations and national progress measures. Consolidate 2019-20 achievements by ensuring any gaps after lockdown are diminished and progress continues to be maintained particularly in relation to GD in Writing.
Progress in Mathematics	Before the Pandemic, all year groups were on track to achieve or exceed age related expectations and national progress measures.

	Consolidate 2019-20 achievements by ensuring any gaps after lockdown are diminished and progress continues to be maintained particularly in relation to GD.
Phonics	Before the Pandemic, our Year One cohort were on track to achieve and exceed age related expectations and national progress measures. Year Two re-sit pupils are anticipated to pass with the exception of children with additional needs.
Other	Overall attendance (92.8% from September 2020 to July 2021) is in line with national averages (91.8% on September 16 th). Continue to support disadvantaged pupil families in ensuring increased attendance and school readiness.