

# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Monega Primary School
Pupils in school	552
Proportion of disadvantaged pupils	142
Pupil premium allocation this academic year	£218,250
Academic year or years covered by statement	2023-24
Publish date	Sep 2023
Review date	Sep 2024
Statement authorised by	Elizabeth Harris
Pupil premium lead	Michael Patient
Governor lead	Akeel Arshad

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	4.2
Writing	2.9
Maths	2.4

## 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 reading records. 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 specialists. 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 specific interventions.
Projected spending	£80,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Diminish gaps in learning and achieve and sustain national average progress scores+ in KS1 and KS2 Reading	Sept 24
Progress in Writing	Diminish gaps in learning and achieve and sustain national average progress scores+ in KS1 and KS2 Writing	Sept 24
Progress in Mathematics	Diminish gaps in learning and achieve and sustain national average progress scores+ in KS1 and KS2 Mathematics	Sept 24
Phonics	Diminish gaps in learning and achieve national average expected standard+ in Phonics Screening Check (PSC)	Sept 24
Other	Improve the attendance of disadvantaged pupils to national average (91%)	Sept 24

**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"> <li>i) Ensure that all pupils have access to varied range of texts: classroom books, phonics booklets and ORT books. 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.</li> <li>ii) Capacity for Reading and Phonics lead teachers to train and direct teachers to support with Quality First Teaching.</li> <li>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)</li> </ul>
Priority 2	Ensure that Maths is resourced appropriately to support all learners through quality first teaching. (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 specific interventions.
Projected spending	£85,000

### 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, Nesy 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	£70,000

### 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, effective signposting and assistance with document writing offered to support families in need.
Projected spending	£63,250

## 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	All year groups were on track to achieve or exceed age related expectations and national progress measures. At KS2 national testing, 84-85% of pupils achieved the national standard in Reading with 52% achieving higher scores. At KS2 national testing, 81-83% of pupils achieved the national standard in Writing with 21% achieving greater depth. At KS1 national testing, 80% of pupils achieved the national standard in Reading with 22% achieving higher scores. At KS2 national testing, 77% of pupils achieved the national standard in Writing with 17% achieving greater depth.
Progress in Mathematics	All year groups were on track to achieve or exceed age related expectations and national progress measures. At KS2 national testing, 83-84% of pupils achieved the national standard in

	Mathematics with 36% achieving higher scores. At KS1 national testing, 82% of pupils achieved the national standard in Mathematics with 22% achieving higher scores.
Phonics	Our Year One cohort achieved a pass rate of 84%, which is significantly higher than the national pass rate of 79%. Our Year Two re-sit pupils achieved a pass rate of 50%, which is lower than the national pass average of 59%.
Other	Overall attendance (91% from September 2022 to April 2023) is in line with national averages (92.7%). Continue to support disadvantaged pupil families in ensuring increased attendance and school readiness.