

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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.

School overview

Detail	Data
School name	Myton Park Primary
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	4.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Janis Williams
Pupil premium lead	Janis Williams
Governor / Trustee lead	Michelle Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26450 (adjustment of £4345)
Recovery premium funding allocation this academic year	£2,428
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,128
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	£ 35,006

Part A: Pupil premium strategy plan

Statement of intent

Our curriculum aims for high standards, whilst producing valuable and memorable opportunities for all children to learn, grow and develop skills, knowledge and understanding relevant to their needs, now and in future lives. It provides a willingness to question and explore, widen their horizons, develop their aspirations and instil self-belief. As with every child in our care, a child who is considered to be 'disadvantaged', is valued, respected and entitled to develop to their full potential.

Together we Nurture, Inspire and Achieve.

Whilst a three-year strategy is recommended, the 2021/22 strategy is based on one academic year alone. Given the unique circumstances following the impact of the pandemic, planning has specifically focused on the needs for this year. A three-year strategy will be the focus from September 2022.

Challenges

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

Challenge number	Detail of challenge
1	School closure due to the pandemic: Many children did not return to school until September 2020 following lockdown 1, further compounded by lockdown 3. The impact is both academic linked to home learning and children's mental health and well-being as socialisation for children was restricted.
2	Financial impact of pandemic: Whilst school is now in a position to resume curriculum enrichment activities the financial impact of the pandemic is a barrier. All children to have the opportunity to access all planned curriculum enrichment activities.
3	Parental engagement with school and learning: Although general engagement is strong, reaching all parents remains a barrier and how they can support their children with their learning.
4	Barriers to learning can change quickly: Funding to address this is vital to ensure all children can make the optimum progress across the year. Therefore school retains a rapid response fund to be able to react to need as it arises.

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
Full enrichment programme available to all children linked to their year group.	<ul style="list-style-type: none"> All children will access all enrichment opportunities available to them, including residential visits.
Improved outcomes for Pupil Premium children for both attainment and progress.	<ul style="list-style-type: none"> Increase the percentage of Pupil Premium children attaining expected and exceeding in reading at the end of Reception, KS1 and KS2. Increase the percentage of children working at age related expectation in reading, writing and maths across school. For both KS1 and KS2 at least the percentage of children achieving expected standard in reading, writing and maths and CRWM, in line with 2019 data. Pupil Premium children to perform in line with other children in the multiplication check.
To close the in school gap between Pupil Premium children and other children, for both attainment and progress	<ul style="list-style-type: none"> All children to make progress across the year. Reduce both the in school gap and the gap with other children nationally. Continue to close the gap in reading in terms of attainment. Close the gap in writing and maths in terms of attainment and progress.
Pupil Premium children registered as SEND to make progress from their starting point	<ul style="list-style-type: none"> All children to make progress from individual starting points in reading, writing and maths

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: £10,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment Tracker</p> <p>Digitally based assessment tracker to enable rapid identification of gaps in children's learning, teachers use this information to effectively plan next steps in children's learning.</p>	<p>Positive impact of tracking children's attainment and progress has been evidenced in local schools and nationally for our chosen tracker.</p>	1

<p>Senior Leader Release</p> <p>Increased capacity within the leadership team with the appointment of two TLR2B posts focusing on teaching and learning and maths and English. Enabling a rigorous focus to drive forward standards, improving attainment and progress across the curriculum.</p> <p>Posts are responsible for ensuring high quality teaching and learning for all with a focus on closing the gap with other children in cohorts.</p> <p>To monitor the impact of school's catch up strategy.</p> <p>Liaise with key leaders to refine curriculum and intervention approaches to ensure the gap between PP children and others is reducing.</p>	<p>EEF Metacognition and self-regulation, supporting approaches for metacognition, cognition and motivation + 7 months</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,217

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support Staff Increased</p> <p>Budget allocation spent in conjunction with catch up premium. To enable small group intervention to be delivered, an increase in hours to full time for two L3 TAs. This will also support the release of teachers for continued professional development to ensure high quality first teaching is delivered to all.</p> <p>For all year groups this additional support will initially supplement the recovery curriculum to reduce the effects of school closure on disadvantaged pupils.</p>	<p>EEF - Small group tuition +4 months, most effective where quality of delivery is monitored.</p> <p>EEF: TA intervention +3 months</p> <p>EEF notes that general use of TAs is a low impact for high cost, however, impact within general classroom direction is raised to moderate when activities are directed at individuals or groups of children rather than administrative tasks.</p>	<p>1</p>
<p>Additional Small Group Tuition</p> <p>Additional small group tuition outside of the school day to ensure children are progressing and are ready to access their next stage in education.</p>	<p>EEF - Small group tuition +4 months, most effective where quality of delivery is monitored.</p>	<p>1</p>
<p>Digitally based learning platforms</p>	<p>EEF: Digital Technologies +4</p>	<p>1</p>

<p>Purchase of specific programmes to target needs for individual children. Programmes purchased:</p> <ul style="list-style-type: none"> • Timestable Rockstars • Dyslexia Gold • Speech Link 	<p>Research evidence suggests impact from this strategy when used as a supplement to teaching.</p>	
<p>Reading</p> <p>Purchase of guided reading sets from Year 2 to enhance the development of comprehension skills.</p> <p>Purchase of home readers from Y2-Y6 to match children's current levels of reading.</p> <p>To support the development of comprehension strategies by developing a love of reading. Free choice books to be upgraded so all children have the opportunity to be exposed to both classic and recently published texts.</p>	<p>EEF: Reading Comprehension Strategies +6</p> <ol style="list-style-type: none"> 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. 5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. 	1
<p>Purchase of First News</p> <p>The purchase of an online subscription to first news will enable all children to read text in a newspaper format and engage with events in the world around them, linking to school's citizenship thread.</p>	<p>Developing children as citizens is a key curriculum thread in order to develop children beyond the National Curriculum. Whilst not evidenced via an EEF study, noting the engagement of children with this in local schools provides a secure evidence base.</p>	2

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

Budgeted cost: £9919

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPOMs	Positive impact in supporting safeguarding in 2018/19 and 2019/20.	1

To continue to draw on the positive impact CPOMs has had in all areas of safeguarding.	Funding to be continued.	
Targeting Mental Health Purchase of 12 month package from Alliance to focus on direct clinical therapeutic work. This will enable all children to fully access their curriculum entitlement.	EEF: Targeting social and emotional learning +4 months High Achievement Review: positive impact of a similar intervention at a similar primary school.	1
Purchase of school uniform All children to have access to school uniform, Y6 children receiving a leavers sweatshirt. Children to feel a collective identity as part of the whole school family.	EEF notes +0 months for application of a uniform policy in isolation. The advantages are seen when applied as part of a series of strategies to raise school improvement.	2
Educational Visits Ensure all children can access educational visits. Support Years 4, 5 & 6 to access a residential visit.	EEF: Outside learning supporting collaboration and problem solving +4 months	2
Marvellous Me Marvellous Me as an internet based reward system to engage parents with the work of the school has been continued.	EEF: Parental involvement +3 months. Positive impact has been seen in local schools.	3
Rapid Response to changing need. To allow school the capacity to react to the changing needs of Pupil Premium children in light of Covid-19.	Previous years have demonstrated the changing needs of Pupil Premium children. Where funding has been fully allocated this has not allowed swift intervention to be applied.	4

Total budgeted cost: £35,006

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please see 2020/21 Pupil Premium Strategy which states the impact for each of the strategy's foci.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.