

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	250
Proportion (%) of pupil premium eligible pupils	3.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – July 2025
Date this statement was published	September 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Janis Williams
Pupil premium lead	Stephen Harvey
Governor / Trustee lead	Michelle Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,415
Recovery premium funding allocation this academic year	£3009
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	£ 20,424

Part A: Pupil premium strategy plan

Statement of intent

At Myton Park we recognise that learning is a change to long term memory. We aim to ensure our children experience a wide breadth of study so at the end of each key stage, children have a long-term memory of an ambitious body of knowledge. The **cultural capital** within our curriculum provides our children with the vital background knowledge required to be thoughtful and considerate members of our community who understand and believe in British Values. Recognising the importance of children's spiritual, moral, social development as we **nurture** pupils to become confident, resilient and independent young people. It is our ambition to **inspire** our children through studying the best of what has been thought and said, in order to **achieve**. 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.

As recommended this is a three year plan, it will be reviewed in May 2023 in light of assessed spend and impact and the new pupil premium budget.

Challenges

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

Challenge number	Detail of challenge
1	Financial impact of following on from the pandemic affecting the cost of living: Ensuring all children have an equality of opportunity for all planned experiences and visits in school, including residential. All children feel part of the Myton Park family.
2	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. To ensure the needs of all children are met and they can access home learning.
3	Mental health and well being: Supporting children's mental health and well being addressing aspects such as: anxiety, resilience and emotional well being.

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, with a particular focus on writing.	<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 continue 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: £10,974

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>Assistant Headteacher is responsible for Teaching and Learning and Pupil Premium. This release time enables a rigorous focus to drive forward standards, improving attainment and progress across the curriculum.</p> <p>Assistant Headteacher is responsible for ensuring high quality teaching and learning for all with a focus on closing the gap with other children in cohorts.</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>
--	--	----------

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

Budgeted cost: £2650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading</p> <p>Reading Plus to support additional access to reading at home and enable follow up intervention to meet specific needs to be planned.</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. 	<p>1</p>

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

Budgeted cost: £6800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeting Mental Health</p> <p>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.</p>	<p>EEF: Targeting social and emotional learning +4 months</p> <p>High Achievement Review: positive impact of a similar intervention at a similar primary school.</p>	1
<p>Purchase of school uniform</p> <p>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.</p>	<p>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.</p>	2
<p>Educational Visits</p> <p>Ensure all children can access educational visits.</p> <p>Support Years 4, 5 & 6 to access a residential visit.</p>	<p>EEF: Outside learning supporting collaboration and problem solving +4 months</p>	2

Total budgeted cost: £20424

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 2022 to 2023 academic year.

Pupil Premium Funding

- Of the pupil premium children in school 27% also have an identified SEND need. All made progress from individual starting points.
- All pupil premium children made at least expected progress based on internal tracking assessments, with the exception of one child in reading.
- School attained 100% pass rate in phonic screening in both Year 1 and Year 2 re-screen.
- In terms of expected attainment, we must consider the percentage of pupil premium children who also have a registered SEND need. From the data below, writing at expected standard has seen a 10% increase from the previous year, this will continue to be focus for the 2023/24 academic year. :
 - Reading: 62% of pupil premium children were at least expected in reading, compared to 83% for other children.
 - Writing: 46% of pupil premium children are working at expected standard for their age compared to 78% of other children.
 - Maths: 77% of pupil premium children achieved at least expected standard, compared to 90%.
- Some pupil premium children are working at greater depth in reading and writing, this is an area of focus for maths.
- Reading interventions have enabled progress to be made across school.
- All children have accessed educational visits and all children who wanted to attend residential visits were able to do so.
- CPOMs continues to be an invaluable resource in tracking and identifying children's needs to enable appropriate support to be deployed.
- School has made full use of Alliance Therapeutic Service, to support children with a range of needs such as anxiety, resilience and emotional well-being. This enabled children to access their full curriculum entitlement.

Recovery Premium Update:

Previously this funding supported the development and implementation of an ambitious wider curriculum. This has greatly benefited the children who through pupil voice, lesson drop ins and book looks know more, remember more and can do more.

For the 2022/23 academic year the focus has been on extending the hours of two L3 teaching assistants, enabling the delivery of effective targeted intervention. This additional cover also enable teachers to be released as part of school's peer coaching programme as part of rigorous professional development ensuring all children are in receipt of high quality teaching and learning.

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.