

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	253
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	September 2024 – July 2027
Date this statement was published	October 2024
Date on which it will be reviewed	May 2025
Statement authorised by	Alison Morgan
Pupil premium lead	Stephen Harvey
Governor / Trustee lead	Becky Llamas

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 13,200

# Part A: Pupil premium strategy plan

## Statement of intent

Our aspiration is for all pupils, regardless of their background or the challenges they face, to make commendable progress and attain high levels of achievement across all subject areas. The primary focus of our pupil premium strategy is to assist disadvantaged pupils in reaching this goal, which includes fostering progress for those who are already achieving at a high level.

We shall consider the challenges encountered by vulnerable students, including those who have a social worker or are young carers. The activities articulated in this statement are also designed to cater to their needs, irrespective of their disadvantaged status.

High-quality teaching is central to our methodology, with an emphasis on areas where disadvantaged pupils require the most substantial support. Evidence suggests that this approach has the most significant impact on bridging the attainment gap, whilst concurrently benefiting non-disadvantaged pupils within our school. Implicit in the intended outcomes detailed below is the commitment that the attainment of non-disadvantaged pupils will be not only sustained but also enhanced alongside the progress of their disadvantaged counterparts.

Pupil progress meetings are a vital component of the school's quality assurance framework and form the foundation of academic support strategies for individual pupils and groups.

Our approach will respond to prevalent challenges and the unique needs of individuals and will be grounded in robust assessment—both formative and summative. We also acknowledge that not all pupils who are socially disadvantaged are registered as eligible for free school meals. We utilise our understanding of pupils and their families to identify those whom we believe require additional support and reserve the right to allocate Pupil Premium funding to assist any pupil or groups of pupils that the school has properly identified as socially disadvantaged.

### Key Principles:

- A focus on quality first teaching - ensuring all teaching is good or better therefore ensuring that the quality of teaching experienced by all children is improved.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Gaps are identified and addressed through daily teaching practices and progress is monitored through pupil progress meetings.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Financial impact of following on from the pandemic affecting the cost of living:</b> 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	<b>Parental engagement with school and learning:</b> Although general engagement is strong, reaching <b>all</b> 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	<b>Mental health and well-being:</b> Social, emotional and wellbeing concerns for disadvantaged pupils <ul style="list-style-type: none"> <li>• Anxiety, lack of resilience, ability to manage emotions</li> <li>• Behaviour issues and emotional outbursts</li> <li>• Children who have attendance issues / anxiety</li> </ul>

## 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"> <li>• All children will access all enrichment opportunities available to them, including residential visits.</li> </ul>
Improved outcomes for Pupil Premium children for both attainment and progress, with a particular focus on and writing.	<ul style="list-style-type: none"> <li>• Increase the percentage of Pupil Premium children attaining expected and exceeding in reading at the end of Reception, KS1 and KS2.</li> <li>• Increase the percentage of children working at age related expectation in reading, writing and maths across school.</li> <li>• 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 (pre-pandemic).</li> <li>• Pupil Premium children to perform in line with other children in the multiplication check.</li> </ul>
Increased well-being and emotional support for all pupils, including those eligible for PP.	<ul style="list-style-type: none"> <li>• Support groups continued for PP children with trained TAs when required.</li> <li>• Focus on mindfulness across school and raised awareness of everyone's mental health.</li> <li>• Additional and fast track access to one to one counselling service offered to PP children as required.</li> <li>• Group session to support Y6 PP children with anxiety linked to SATs assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</li> </ul>
Pupil Premium children registered as SEND to make progress from their starting point	<ul style="list-style-type: none"> <li>All children to make progress from individual starting points in reading, writing and maths</li> </ul>

## 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: £1052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Assessment Tracker</b>  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.	Positive impact of tracking children's attainment and progress has been evidenced in local schools and nationally for our chosen tracker.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a>	1

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

Budgeted cost: £ 5348

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To employ teaching assistant support in KS1 and KS2 (xx hrs to provide)</b> Improve outcomes for all including disadvantaged pupils and narrow the performance gap through: <ul style="list-style-type: none"> <li>Booster groups for Y6 children</li> <li>• 1:1 tuition for children in PP groups</li> </ul>	1. EEF - small group tuition has an average impact of four months' additional progress over the course of a year. 2. EEF – on average, one to one tuition is very effective at improving pupil outcomes.	1

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

Budgeted cost: £6800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeting Mental Health</b>  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, 3
<b>Purchase of school uniform</b>  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
<b>Educational Visits</b>  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

**Total budgeted cost: £13,200**

## 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 2023 to 2024 academic year.

#### Pupil Premium Funding

- Of the pupil premium children in school 40 % 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.
- In terms of whole school expected and above 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 16% increase from the previous year, this will continue to be focus for the 2024/25 academic year.
  - Reading: 66% of pupil premium children were expected or above in reading, compared to 50% for the previous year.
  - Writing: 50% of pupil premium children are working at expected standard or above for their age compared to 34% for the previous year.
  - Maths: 58% of pupil premium children achieved at least expected standard or above which is the same as the previous year.
- End of year statutory assessments for KS2 show that of the 4 pupil premium children:
  - Reading: 75% achieved at least expected.
  - Writing: 75% achieved at least expected.
  - Maths: 50% achieved at least expected.
- Some pupil premium children are working at greater depth in reading and writing, this is an area that remains a 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.

### 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
Spelling shed	Ed shed

Maths resources	White Rose Maths
Reading	Boom Reader

## 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.*