

# 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	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alison Morgan
Pupil premium lead	Alison Morgan
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 good 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 and pastoral support for those who require it.

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	Some disadvantaged pupils have limited cultural experiences beyond their home life and immediate community. This can hinder their understanding of some concepts and vocabulary, or their confidence when engaging with things that are unfamiliar to them.
2	Some disadvantaged pupils may struggle with their wellbeing and capacity to regulate their responses and emotions.
3	Internal tracking and our IDSR shows that attainment for disadvantaged pupils at the end of KS2 is lower than that for their peers (although statistically this is a very small group of pupils for comparison).

## 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 x tables and writing.	<ul style="list-style-type: none"> <li>Increase the percentage of children working at age related expectation in reading, writing and maths across school.</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>There is a clear focus on mindfulness in school and a raised awareness of everyone's mental health, including the use of Zones of Regulation and calm spaces.</li> <li>Disadvantaged pupils are able to access RelaxKids and benefit from it.</li> <li>Additional and fast track access to one to one counselling service offered to PP children as required.</li> <li>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</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: £1365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment Tracker  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>	2

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

Budgeted cost: £ 7800

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a teaching assistant in KS1 for 13 hours/week Focus to work with children in small groups/1:1 to embed foundational knowledge. This will improve outcomes for all including disadvantaged pupils and support narrowing the performance gap.	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.	2

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

Budgeted cost: £4050

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Targeting Mental Health</b></p> <p>Part - 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>	3
<p><b>Educational Visits</b></p> <p>Ensure all children can access educational visits and after school clubs.</p> <p>Support Years 4 and 6 to access a residential visit.</p>	<p>EEF: Outside learning supporting collaboration and problem solving +4 months</p>	1

**Total budgeted cost: £13,215**

## 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 2024-2025 academic year.

#### Pupil Premium Funding

- School %FSM6 was at 4.78 for 2024-2025.
- FSM6 attendance was at 97.3% which is above the national attendance rate of 92.6%.
- FSM6 persistent absence was at 11.1% which is below the national rate of 24.4%.
- There were only 2 disadvantaged pupils in our Y6 cohort last year, neither of whom accessed the end of KS2 tests.
- Of the pupil premium children in school 60% also had an identified SEND need. All made progress from individual starting points.
- Targeted 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.*