

Pupil Strategy Statement 25-26

Mytham Primary School



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	Mytham Primary School
Number of pupils in school	276 (Reception to Y6) 40 children nursery
Proportion (%) of pupil premium eligible pupils	20.3% (Reception to Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028 Focus on 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn term 26-27
Statement authorised by	Mrs Bogle (Head) and the school's Governing Body.
Pupil premium lead	Mrs Stacey Burke
Governor lead	Anna Tobin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,845 PP FSM £92,415, PP PLAC £2,630 and PP Service £2,800.
HAF Funding (used for school holiday forest school provision)	No funding secured yet for this academic year.
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	£97,845

Part A: Pupil premium strategy plan

Statement of intent

At Mytham, we recognise the significant impact that social disadvantage can have on pupils' academic progress, wellbeing, and wider life chances. Our whole-school community—teaching staff, support staff, senior leaders and governors—is united in its commitment to ensuring that disadvantaged pupils receive high-quality teaching, targeted academic support, and wider pastoral provision that enables them to thrive.

We acknowledge that disadvantage can present in many forms and is not always captured solely through eligibility for Pupil Premium funding. Through our strong relationships with families, our commitment to safeguarding, and our detailed systems for monitoring pupils' academic, social and emotional development, we work proactively to identify any child who may need additional or bespoke support. This ensures our approach is inclusive, responsive and rooted in a deep understanding of our pupils' needs.

Our strategy is grounded in the evidence from the Education Endowment Foundation (EEF), focusing on three key principles:

- (1) **High-quality teaching for all,**
- (2) **Evidence-informed targeted academic support,** and
- (3) **Wider strategies that remove non-academic barriers to learning,** including those related to attendance, behaviour, and wellbeing.

At Mytham, we are aspirational for every child. We want all pupils—including those who are disadvantaged—to achieve highly, develop strong learning behaviours, and embody our Mytham Values. Our vision is for every child to be a Mytham STAR: kind, respectful, resilient and always striving to be the very best they can be. Our curriculum and school culture are designed to provide rich opportunities for personal development as well as academic success.

We place equal importance on pupils' emotional health and wellbeing. By fostering a nurturing, safe and supportive environment, we ensure that disadvantaged pupils not only access high-quality teaching but also benefit from the wraparound care and pastoral guidance they may need to flourish.

Our Pupil Premium strategy is strategic, evidence-led, and regularly reviewed. Through rigorous evaluation and ongoing professional learning, we ensure that our approaches remain effective and that funding is used to make the greatest possible difference to the children who need it most.



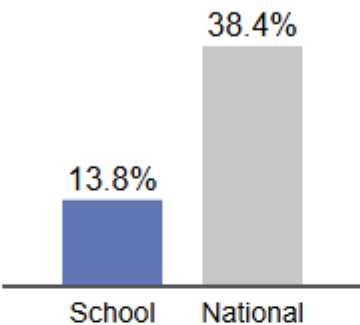
Contextual Information for Mytham Primary School

Gender

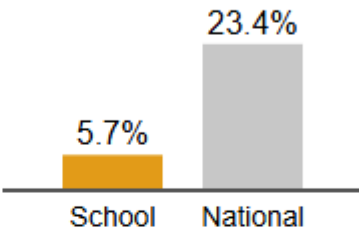


50.3% Boys
49.7% Girls

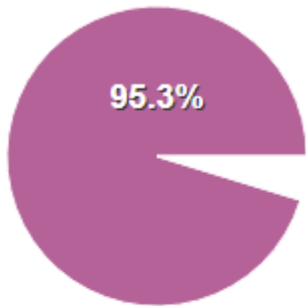
Minority Ethnic Background



EAL

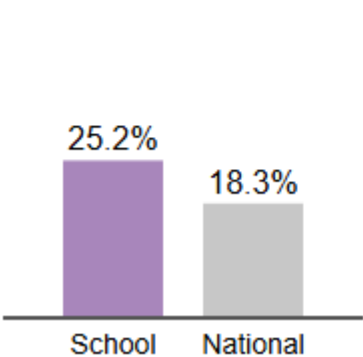


Homegrown Pupils



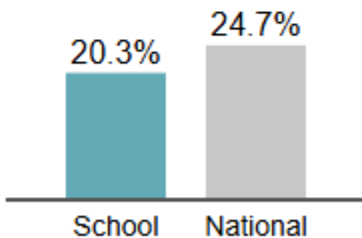
Only includes pupils in Reception and above.

Pupils with SEND



	# Pupils	% Pupils	National
SEN Support	67	21.1%	14.8%
EHC Plan	13	4.1%	3.5%

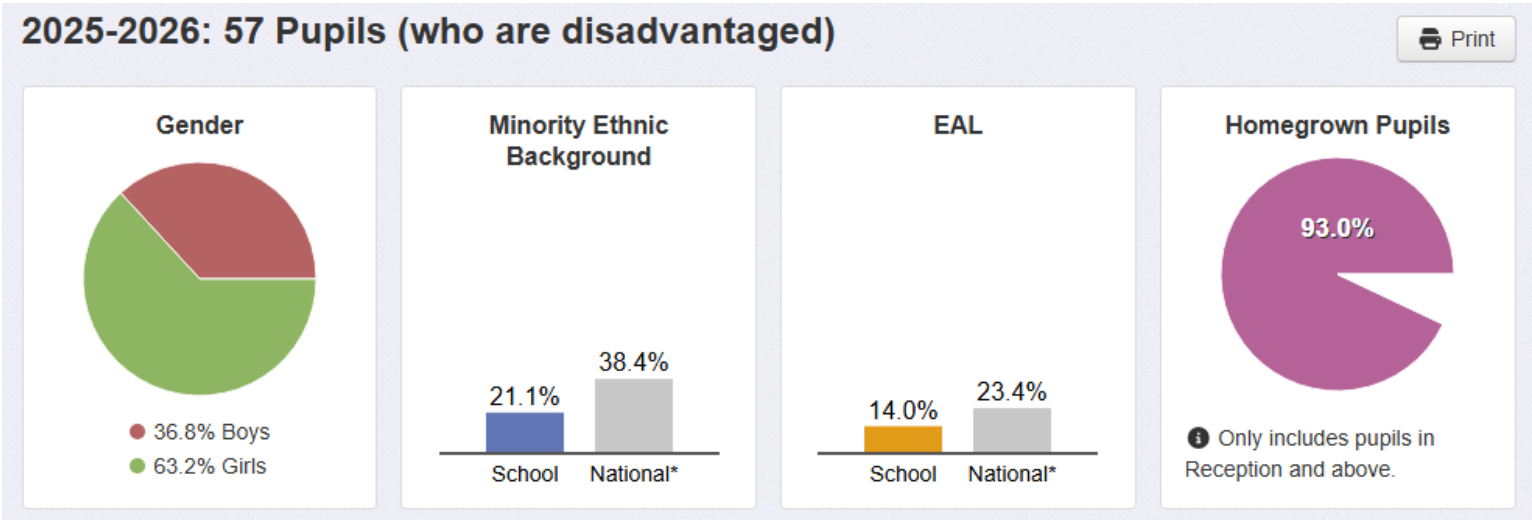
Free School Meals



Only includes pupils in Reception and above.

Contextual Information for Disadvantaged pupils (Reception to Y6)

Nursery data looked at separately

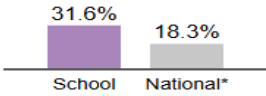


Headlines for Disadvantaged demographics data:

- Two thirds of disadvantaged pupils are girls
 - The % of disadvantaged pupils who are also SEN support is significantly higher than the national picture
 - The absence rates for disadvantaged pupils is higher than the national picture
- (National data is Insight’s national data – not DFE data)

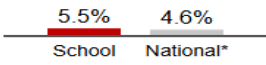
Pupils with SEND

	# Pupils	% Pupils	National*
SEN Support	14	24.6%	14.8%
EHC Plan	4	7.0%	3.5%



Absence Rates

	School	National*
Overall absence rate	5.5%	4.6%
- Authorised absence rate	3.6%	3.2%
- Unauthorised absence rate	2.0%	1.4%

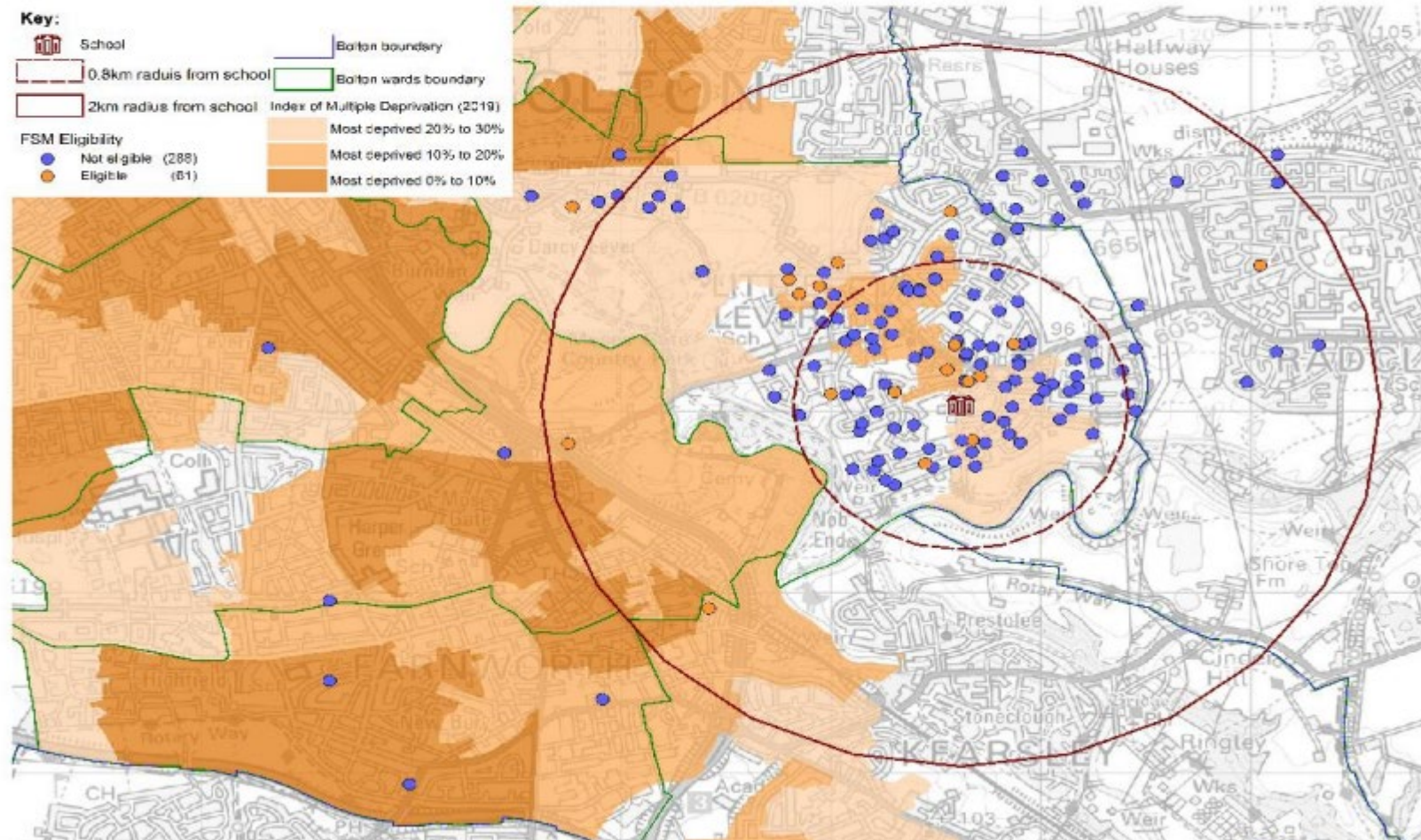


Deprivation Index Information

Mytham Primary School - Pupil Demographic - index of multiple deprivation (2019)

Some pupils may live outside the area shown in the map

Pupils address data is from the January 2025 census



Information gathered from Census Jan 2025:

- Half of the pupils at Mytham live in 0-30% most deprived areas according to the indices of multiple deprivation index
- Complexities and barriers around family employment, crime and health deprivation are significant for this large group of pupils.

LITTLE LEVER CONTEXTURAL INFORMATION (LOCAL COMMUNITY):

Population Size & Density

Population (2022 estimate): 10,100 residents; **Ward (Little Lever & Darcy Lever):** 12,834 (2021 Census)

Age & Gender Profile

Gender split: Equally balanced—around 50/50 male/female .

Age distribution (2021):

Ages 0–17: 2,600 (20%)

Ages 18–64: 7,200 (56%)

Ages 65+: 3,000 (24%)

Reflects a mixed-age community with a significant number of children and older adults.

Ethnicity & Place of Birth

- **Ethnic breakdown (2021)** for Little Lever built-up area:
 - White: 94 % (11,771 people)
 - Asian: 3.2 % (399 people)
 - Black: 1 % (129 people)
 - Mixed and other: covered within remaining 1–2 %

The ward is notably less ethnically diverse compared to Bolton and Greater Manchester

Place of birth: 95 % born in the UK, 5 % abroad

Education & Qualifications

- **Ward-level data** shows 32 % have no formal qualifications—significantly higher than the national average (18 %)
- Local postcode areas mirror this trend: 20–30 % degree-level achievers, with a notable 30–40 % having no GCSEs .

Housing & Tenure

- **Ownership is strong:** 72.7 % homeowners—much higher than Bolton (61.5 %) and England (61.3 %)
- **Rented homes:** 27 %, lower than Bolton's average.

Socio-economic Profile

Occupational split (2020 ONS):

Professional: 13.5 %

Associate professionals/technical: 13.3 %

Skilled trades: 12.5 %, administrative: 11.6 %, caring services: 11.2 %

Employment sectors: Wholesale/retail and manufacturing among top - influencers.

Born outside the UK: Only 4.9 %—one of the lowest in Bolton's 20 wards

Little Lever Crime rates & Bolton Rates/ Priorities

Little Lever - Very low street-level crime: For August 2024, only 4 *street-level incidents* were reported in the Little Lever & Darcy Lever area, placing it in the **lowest deciles (1–3)** nationally for crime deprivation

Little Lever Current policing focus: Anti-social behaviour and road offences (speeding/drugged/uninsured driving) are neighbourhood priorities, with regular enforcement visible

Little Lever Resident concerns: Some locals have reported worrying incidents—car-jackings at knifepoint and violent disturbances—prompting community meetings and requests for increased police visibility and CCTV

Bolton's overall crime rate: 11,600 incidents per 100,000 residents (slightly above average)

Bolton's Drug offences surged 68%, while residential burglary dropped 39% in the same period

Little Lever as a ward exhibits **far lower crime** than both Bolton-wide and national averages, highlighting the contrast between a relatively safe residential community and broader borough figures

Dispersal Orders (2025) Issued around Market Street, Tesco, The Avenues, and near the school following reports of youths causing “harassment, alarm and distress,” including abusive language, dangerous riding of e-scooters/off-road bikes, and firework-related disturbances. Orders empowered police to disperse groups without warning until 11 pm, with offenders referred to partner agencies

Significant number of ‘nuisance’ and ‘Anti-social behaviours’ noted in Little Lever, leading to increased policing initiatives to tackle this.

Summary of context & implications for Mytham Primary School:

- High child & senior population
 - Lower qualification rates (Mytham can play a key role in boosting local attainment and raising aspiration)
 - Strong home ownership (Suggests residential stability—long-term student presence, supportive local families).
 - Less ethnic diversity (Cultural awareness and inclusion strategies may require careful attention.)
 - High occupational mix (Many professional and technical parents may expect enrichment and skill-building support from school curriculum)
 - Low immigrant levels EAL (English as Additional Language) support likely minimal compared to urban Bolton.
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- Strong collaboration with local policing teams can reinforce parent reassurance and safeguarding measures.
 - PD CURRICULUM – clear focus on drugs & harmful substances and anti-social behaviour and impact this has on individuals and the wider community

Implications for 25-26:

Quality First Teach approaches with a focus on disadvantaged pupils; especially those with SEN needs, looking at adaptive practices and strategies/ approaches to promote strong progress for all.

Find out more about how we support our SEND pupils here:

<https://www.mytham.bolton.sch.uk/statutory/category/send/>

ATTENDANCE Academic Year 24-25 – Disadvantage pupil attendance (55 pupils)

Attendance percentage

School	94.0%
National	95.4%
Local Authority	95.3%

The headline data for attendance is just below national. Closer analysis shows that there are 6 children who have poor attendance – 4 out of 6 children are sibling groups and have significant social factors which have impacted attendance. School are supporting via our early help and preventative offer.

Attendance in pre-school classes in non-statutory. Mytham continue to track attendance and reinforce the importance of good attendance with these classes, but no formal issuing of fines is possible for these year groups

Challenges

Below are some of the challenges we face as a school. Identification of these barriers enables us to put effective solutions in place to ensure we overcome challenge to promote improved outcomes for our pupils.

Challenge number	Detail of challenge
1	Families can be reluctant to share their struggles at home. These include but are not limited to; food poverty, financial crisis, housing issues, substance abuse, domestic violence, absent parents due to criminality, mental health needs, family crisis and bereavement. School sometimes find it difficult to close early help assessments because families become over-reliant on support systems and struggle to implement and apply recommendations without the help from school and other engaging providers/ external agencies. This increases the workload of senior leaders and the school's pastoral team.
2	Health deprivation. We have found that children's health care appointments/ treatments have been delayed due to long waiting lists and cancelled/ missed appointments. This impacts the child's well-being and in some cases, attendance. Health of the parents and carers is also a great concern, with instances of initiating the Early Help process/ pastoral care involvement revealing that parents are suffering with mental health needs and emotional needs, stretching school's capacity to support families that need our support. School also has some difficulty in ensuring our pupils attend all appointments with external agencies – we have a number of pupils who DNA (do not attend) and are discharged from service, leading to re-referrals and further waiting for intervention and support for pupils.
3	Complexities around engaging external support. Longer waiting lists for referrals and increased demands on serves such as behaviour support/ SEND outreach services has meant that school has had to develop strategies and systems to support pupils

	awaiting intervention and support from these bodies. The financial implications of buying into these providers through service level agreements has a significant impact on school budget; particularly from an SEND perspective.
4	Supporting SEND & SEMH – Mytham’s % of children with special educational needs is well above average. There are also a significant number of children with SEMH, and this is increasing each year. Many of our children struggle with emotional regulation skills and this has an impact on behaviour for learning and readiness for learning. Our staff team face a number of challenges when ensuring effective support for pupils with these underlying needs whilst also driving forward the progress and attainment of the whole cohort.
5	School budget – senior leaders and SENDCOs at the school know the school needs well, and train the wider staff team accordingly to deliver the provision required to support needs (both targeted and wider holistic offer) – however, with access to further funding, this provision could be enhanced and strengthened further. Capacity to do this is capped due to budget restraints.
6	Many of our deprived children have low aspirations and self-belief. Pockets of the most deprived families at Mytham do not work (with which brings its own social challenge), and this can limit children’s aspirations and self-belief. Breaking the poverty cycle can be very challenging.
7	Community issues impact our school day. Little Lever has seen gradually increasing low-level antisocial behaviour concerns with vandalism, theft, drug use, under-age vaping and smoking becoming an increasing issue. Lack of provision for young people out of school is a community concern and leads to anti-social behaviour. Mytham have concerns about risks to pupils becoming groomed and involved in gangs as young adults induct younger children into gangs and anti-social group activities. This puts a proportion of our pupils; many of whom are disadvantaged; at risk.
8	Pupil and family mental health – Mytham have identified a growing number of families requiring support with emerging mental health needs. This includes pupil and parent anxiety, low mood, diagnosed mental health needs (parents) and worry concerns. This can create a barrier to accessing school (school refusal), accessing learning (behaviour for learning and readiness to learn) and home engagement with school.

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
QUALITY FIRST TEACH Improve outcomes for disadvantaged pupils across the curriculum with the implementation of POET	-reduced cognitive load -effective systems and approaches with scaffolded learning -high quality adaptive teaching practice

(Principles of Effective Teaching & Learning) across all key stages.	-effective metacognitive practices -consistency of approach
KEY STAGE 1 Disadvantaged pupils continue to achieve in line with the national picture for the % of children achieving the phonics screening pass mark. KS1 children can confidently apply their phonics knowledge to their reading to decode and sight read a variety of known and unknown words and sentences.	-Disadvantaged KS1 children have a phonics knowledge which is comparative with the non-disadvantaged peers nationally. -KS1 pupils pass the phonics screening check successfully, demonstrating necessary phonics ability. -KS1 children are able to apply their phonics knowledge to their reading and this supports reading fluency and accuracy. -KS1 children's reading abilities prepare them well for accessing the KS2 curriculum. -assessment & tracking systems are robust and quickly identify pupils who may be falling behind, supporting pupil progress meetings and agreed actions.
KEY STAGE 2 By the end of KS2 disadvantaged pupils at Mytham achieve in line with non-disadvantaged pupils (compared to national) across reading, writing and maths; improving success at High School and into their working lives.	-quality first teach approaches support disadvantaged pupils to make better than expected progress from their starting points. -targeted approaches and interventions are in place for children that need to catch up in reading, writing and maths. These are effective and impactful. -assessment & tracking systems are robust and quickly identify pupils who may be falling behind, supporting pupil progress meetings and agreed actions. -The English curriculum at Mytham reflects the recommendations from The Writing Framework to ensure high quality teaching and learning practices are in place.
EARLY YEARS Disadvantaged pupils to achieve in line with non-disadvantaged pupils (national picture) at EYFSP. By the end of Reception class, pupils have the personal skills, behaviour for learning and curriculum knowledge to enable them to succeed in KS1 and beyond.	-The early years curriculum offer is a progressive, well designed model which ensures pupils have the skills and knowledge needed ready for KS1 -Early Years practice promotes the importance of early reading and writing, ensuring children make good progress from their starting points -Mytham's communication and language offer in early years promotes the importance of early communication skills and vocabulary development. It is a robust offer which clearly demonstrates how we support pupils as they move through early years. -Mytham promote the importance of the characteristics of effective learning well, so pupils and families understand the importance of these. -Mytham has a robust offer in place to support parents and carers in helping their children make a positive start in the early years.

Early identification of Need and Support for Families	-Mytham has robust systems in place which enables families and their children to receive support required to improve outcomes for children. This includes support for families who may be struggling with things such as housing, mental health and financial difficulties. -Mytham has effective systems in place which ensure families with a social worker are prioritised for support. -Mytham's preventative offer is utilised to it's full effect by the wider staff team to support families via advice, signposting and supportive meetings. -Attendance systems and monitoring is robust. Poor attendance is investigated and addressed quickly to ensure children are accessing school and getting the most from their education. This includes addressing growing issues with school refusal. -Mytham's multiagency working is high effective, providing good levels of support for pupils and their families.
Address attendance concerns for the small number of disadvantaged families who are repeatedly late.	-direct work with pastoral team -Support via early help assessment -close monitoring by attendance team -supporting families to remove barriers to arriving at school on time -implement school's preventative offer

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.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching. Read the Education Endowment Foundation's (EEF) pupil premium guide for information about the tiered approach to spending.

1. Teaching Investing in high-quality teaching, for example:
 - training and professional development for teachers
 - recruitment and retention

- support for teachers early in their careers
- 2. Targeted academic support Additional support for some pupils focussed on their specific needs, for example:
 - one-to-one tuition
 - small group tuition
 - speech and language therapy
- 3. Wider approaches Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example:
 - counselling to support emotional health and wellbeing
 - help with the cost of educational trips or visits
- support for gifted pupils with music tuition and sports activities

Supporting EEF documentation and research:

[The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/EEF-Guide-to-the-Pupil-Premium)

[Metacognition and Self-regulated Learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning)

[Working with Parents to Support Children's Learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning)

[Teacher Feedback to Improve Pupil Learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning)

[Preparing for Literacy | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/preparing-for-literacy)

[Improving Literacy in Key Stage 1 | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1)

[Improving Literacy in Key Stage 2 | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2)

[Making Best Use of Teaching Assistants | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants)

[Effective Professional Development | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/effective-professional-development)

[Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

[Improving Mathematics in the Early Years and Key Stage 1 | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

[Improving Mathematics in Key Stages 2 and 3 | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

Provision Overview: A layered Approach

The EEF Guide to the Pupil Premium

The tiered approach to Pupil Premium spending

High quality teaching

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils

Professional development to support the implementation of evidence-based approaches

Mentoring and coaching for teachers

Recruitment and retention of teaching staff

Technology and other resources to support high quality teaching and learning

Targeted academic support

One to one, small group or peer academic tuition

Targeted interventions to support language development, literacy and numeracy

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

Wider strategies

Supporting pupils' social, emotional, and behavioural needs

Supporting attendance

Extracurricular activities

Extended school time

Breakfast clubs and meal provision

Communicating with, and supporting, parents



For further support and resources search "EEF Pupil Premium"

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SENDCO x2 (EYFS/KS1 & KS2) Additional pastoral, SEN and TA support hours both in class and also during break and lunch times. EYFS – staff CPD – Attention Autism and early language intervention approaches Phonics and reading scheme training & resourcing for whole school (this is a package that includes ongoing CPD and materials for teaching and learning), also includes high quality reading texts for pupils. SLT release time to produce and deliver CPD to wider staff team in relation to POET – effective teaching principles Staff coaching – coaching model to be implemented to further support CPD needs of staff linked to whole school priorities and priorities outlined within this plan. Additional release time for subject leaders committed to curriculum evaluation and development to impact QFT approaches – Personal Development – bespoke curriculum linked to school context and pupil needs)	EEF Toolkit – Reading comprehension IMPACT +6 EEF Toolkit – oral language intervention IMPACT +6 Evidence gathered from impact of support demonstrates worth-while investment for school. EEF Toolkit phonics IMPACT +5 EEF Toolkit reading comprehension strategies IMPACT +6 In-house monitoring evidence of impact EEF Toolkit – Metacognition and self-regulation IMPACT +7 EEF Toolkit – Feedback IMPACT +6 School have seen the impact of ‘sticky knowledge’ and aim to enhance the curriculum further through further quality CPD linked to behaviours for learning. EEF Toolkit – Feedback model impact (linked to POET) +6	4 2, 3, 4 4 4 4 & 6

	EEF Toolkit – individualised instruction (linked to POET) +4 EEF Toolkit – mastery learning (linked to POET) + 5 EEF toolkit -parental engagement +4	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention work for targeted children and groups of children around reading, writing and maths skills. Delivered by teachers and TAs Small group tuition based upon needs of children (gaps in learning) for English & maths delivered by teachers/tutors. During school, before/ after school, Easter School. (Focus on Y1 phonics and Y6 boosters)	EEF Toolkit - Teaching assistant interventions IMPACT +4 Interventions impact evaluated by SENDCOs and class teachers and selected accordingly. EEF Toolkit – Small group tuition IMPACT +4 EEF toolkit – phonics - +5	4 4

Working with external services to support attendance. Training for attendance officers, pastoral lead to support families with attendance concerns via preventative and EHAs	EEF toolkit – oral language intervention +6	2, 6, 8, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time pastoral lead (qualified social worker) plus part-time pastoral support worker. These staff deliver whole school approaches, PD curriculum, small group and 1:1 intervention and run clubs and leader groups focused on special and emotional wellbeing, behaviour, family concerns, safeguarding concerns, behaviour within the community and mental health of pupils and their families	EEF Toolkit – Behaviour intervention IMPACT +4	1, 2, 3, 4, 6, 7 & 8
Pastoral Lead – training to be a THRIVE practitioner and then disseminating training and carrying out small group/ 1:1 intervention work for identified pupils.	EEF Toolkit – social and emotional learning IMPACT +4 EEF Toolkit – parental engagement IMPACT +4 EEF Toolkit – social and emotional learning +3	1, 4, 6 & 8

Strengthening school's behaviour support approaches via Positive Regard Training and Team Teach training (support for SEND and pupils with SEMH and behavioural needs). This includes supporting parental engagement		1, 3, 4, 8
Contributions to school trips, extra-curricular clubs, after-school club provision running costs and over-heads and holiday forest school (HAF)		1, 6

Total budgeted cost: £97, 845

Part B: Review of outcomes in the previous academic year

Intended outcome	Success criteria
To close the vocabulary gap between disadvantaged and non-disadvantaged pupils through promoting the importance of reading and talk across the school.	A range of communication and language strategies are being implemented successfully across EYFS. These include: -5 Golden Rules -Language Through Listening -Nursery/ reception narrative -wellcomm These are supporting our children to make good or better progress from their starting points in CAL. SALT programmes being delivered systematically across KS1 & 2 by a dedicated member of staff. Reading pupil voice – very positive picture in terms of engagement and motivation to read. Revised Child Friendly knowledge organisers have a keen focus on the critical vocabulary for each subject and these are being taught systematically across KS1 & 2
KEY STAGE 2 By the end of KS2 disadvantaged pupils at Mytham achieve in line with non-disadvantaged pupils (compared to national) across reading, writing and maths; improving success at High School and into their working lives.	Although children's attainment outcomes were not in line with national, all pupil premium children made good progress from their starting points All pupil premium children were provided with places at Easter club and after school boosters All pupil premium children were priority readers and received higher levels of support and intervention. 50% of Y6 pupil premium children were also SEND
KEY STAGE 1 In year 1, disadvantaged pupils achieve in line with the national picture for the % of children achieving the phonics screening pass mark. Year one children can confidently apply their phonics knowledge to their reading to decode and sight read a variety of known and unknown words and sentences.	100% of Y1 pupil premium children passed their phonics check. End of KS1 phonics results were above the local and national picture All disadvantaged pupils targeted for support via phonics breakfast club.

EARLY YEARS For disadvantaged pupils to achieve in line with non-disadvantaged pupils (national picture) at EYFSP. By the end of Reception class, pupils have the personal skills, personal belief and curriculum knowledge to enable them to succeed in KS1 and beyond.	Although data was not comparative to non-disadvantaged peers, this was due to other barriers, such as complex SEND needs. All pupils made good or better progress from their starting points. Children also transitioned well to KS1 due to the package of support in place and the effective delivery of Mytham's curriculum which prepared them well for the next stage in their academic journey.
Children's emotional, social and learning needs are supported effectively through highly effective safeguarding practices and robust pastoral and SEND provision across school.	Implemented Mytham's preventative offer successfully. Safeguarding monitoring and checks were extremely positive. CPD delivered in relation to SEMH & SEND needs for all staff Mytham's pastoral team have had a big impact on the quality of provision and offer at our school – supporting pupils and their families beyond the school gate.

Service Pupil Premium Funding

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
WhiteRose Maths	Whiterose Education
Little Wandle (Revised Letters & Sounds)	Wandle Learning Trust
Science – Development Experts	No Nonsense Spelling scheme

How our service pupil premium allocation was spent last academic year

We use the Service Pupil Premium Grant funding to ensure our service children receive the highest quality of education and social/ emotional support. Children from military backgrounds can require additional support during particularly challenging times, often linked to family circumstances. The pupil premium lead tracks the progress and attainment of this group of pupils termly, and all service children are discussed as part of pupil progress. Any additional support or targeted work is put into place quickly in response to pupil need. These children are also prioritised for access to our pastoral team, as and when it is needed, for direct work sessions and family support.

The impact of that spending on service pupil premium eligible pupils

- Our service children are happy and thriving at Mytham.
- Our children make good progress from their starting points and receive timely support through quality-first teach and targeted work.
- Families have access to the support they may need, quickly.