

Pupil Strategy Statement 23-24

Mytham Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Mytham Primary School
Number of pupils in school	2 to 11Yrs of age. 360 on roll (Nursery numbers fluctuate termly due to regular in-year intakes)
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2016 Focus on 2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	Feb 2024 & autumn term 24-25
Statement authorised by	Mrs Bogle (Head) and the school's Governing Body.
Pupil premium lead	Mrs Stacey Burke

Governor lead

Antony Davenport

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95, 465 (includes Ever 6, PLAC & Service children)
Recovery Premium £145 per pupil premium child Rec-Y6 Little Wandle & supporting materials (resources & books) White Rose maths (inc. resources & training) Homework Booklets & SATS prep booklets (Y1-Y6) SATS Springboard	£10, 295
School Led tutoring Grant	£4,275 (not including school's contribution)
HAF Funding (used for school holiday forest school provision)	£2,500
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	£112,535

Part A: Pupil premium strategy plan

Statement of intent

At Mytham we understand the impact that social disadvantage can have on educational and social outcomes for our pupils. The school community (including the teaching team, senior leadership team and governing body) are all committed to providing our disadvantaged pupils with the care, support and educational programmes they need and deserve to improve outcomes for all of our children.

At Mytham we understand the complexities around identifying disadvantaged pupils. We do so through pupil premium funding allocation, but also our strong nurturing links with families and our commitment to safeguarding our most vulnerable pupils. By identifying educational, social and emotional needs through the school's monitoring and assessment systems and vast pastoral care, we are committed to identifying all children who may be in need of additional or bespoke support.

Mytham staff want every child to be the best they can possibly be. We are 'aspirational for the school and pupils'. Our curriculum and ethos is underpinned by Mytham Values. We aim for our pupils to be Mytham STARS by following the Mytham Way – We are kind, we are respectful, we are resilient; we are the best we can be. You will see – and feel – that Mytham offers children more than just academic achievement. We also focus on looking after their emotional health and wellbeing.



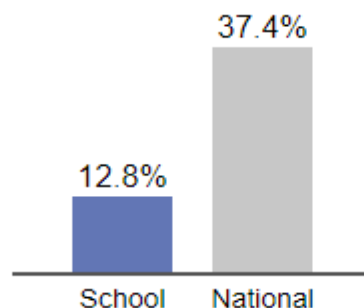
Contextual Information for Mytham Primary School

Gender

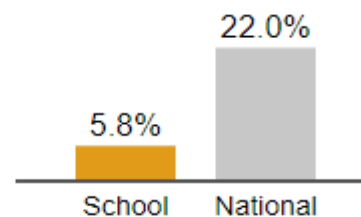


● 50.8% Boys
● 49.2% Girls

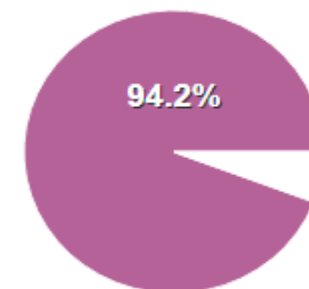
Minority Ethnic Background



EAL

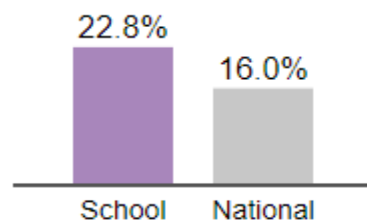


Joined in Reception or lower



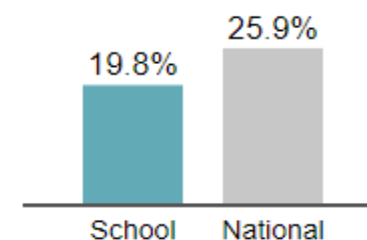
i Only includes pupils in Reception and above.

Pupils with SEND



	# Pupils	% Pupils	National
SEN Support	76	21.1%	13.5%
EHC Plan	6	1.7%	2.5%

Ever 6 FSM



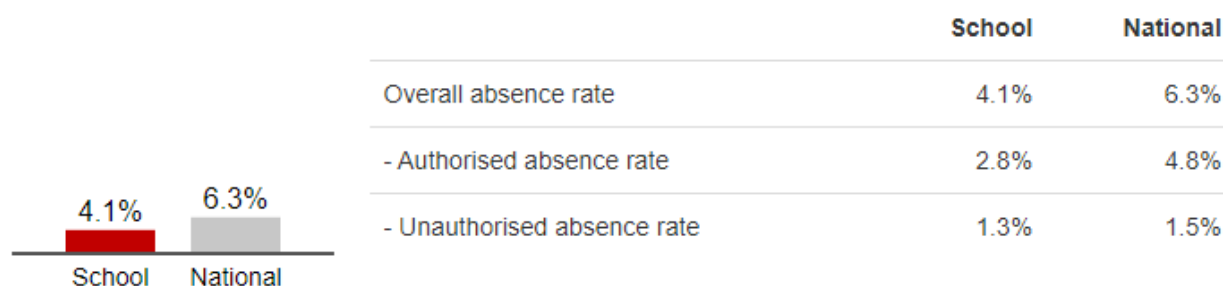
i Only includes pupils in Reception and above.

Year Groups



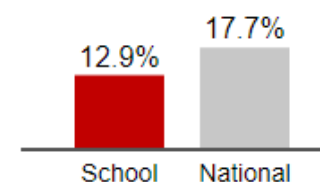
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Nursery 1	16	8	8	1	8	0	2	0	3.4%
Nursery 2	31	16	15	2	13	0	3	1	7.5%
Reception	42	22	20	5	16	4	7	0	6.6%
Year 1	31	17	14	2	11	5	3	0	4.1%
Year 2	39	20	19	1	15	8	11	1	3.6%
Year 3	50	22	28	0	24	10	12	0	3.6%
Year 4	51	24	27	3	27	10	11	2	4.9%
Year 5	50	31	19	4	23	11	15	1	3.8%
Year 6	50	23	27	3	22	14	12	1	4.6%

Absence Rates



i School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

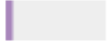
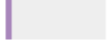
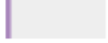
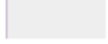
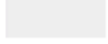
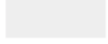
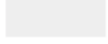
Persistent Absence



i Percentage of Y1 to Y6 pupils who miss 10% or more sessions

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

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	41 	11.4%
Moderate Learning Difficulty	27 	7.5%
Social, Emotional and Mental Health	22 	6.1%
Specific Learning Difficulty	20 	5.6%
Autistic Spectrum Disorder	5 	1.4%
Hearing Impairment	2 	0.6%
Other Difficulty/Disability	1 	0.3%
Physical Disability	1 	0.3%

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

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

School Location Deprivation is above average (21%-40%) according to school's IDSR (Inspection Data Summary Report)

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	Disadvantaged pupils often enter our school community with poorer language skills than their non-disadvantaged peers; at all age groups. This 'vocabulary' gap impacts learning outcomes across the whole curriculum.
3	For our families to understand the importance and impact of reading with your child. Generally, our disadvantaged children at Mytham have less exposure to story time/ shared reading experiences at home for many reasons. Many of our children prefer to spend time engaged with technology (I-Pads, mobile phones etc) than sharing books. Many of our disadvantaged pupils have less access to books than their peers. However, we find across all groups of learners this is an area for school focus as busy lives of parents (working long hours/ multiple jobs/ single parent families juggling priorities/ reliance of extended family and friends to provide wrap-around care) impacts the time they can spend at home engaged in reading. At Mytham we recognise that some of our families may also have poor literacy skills themselves; impacting on outcomes for their own children.
4	Health deprivation. We have found that children's health care appointments/ treatments have been delayed due to long waiting lists and cancelled 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 attention. 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.
5	Complexities around engaging external support. Longer waiting lists for referrals and increased demands on services 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.

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	A number of families at Mytham sit just below the threshold for social care involvement. These families, and our pupils are at risk of harm without careful monitoring and intervention. We have a requests to manage families at early help, or our teachers/ pastoral team supporting the lead of targeted early help, when school are concerned about capacity to monitor and impact what goes on inside the home. These home concerns and social concerns are extremely complex and difficult for school to monitor effectively. An increasing number of cases are referred to school, with school as lead professionals for safety planning in the home, domestic abuse cases, mental health issues and concerns about capacity to parent effectively. The level of risk school is expected to manage is becoming an increasing concern and school have raised this on a number of occasions with social care.

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
To close the vocabulary gap between disadvantaged and non-disadvantaged pupils through promoting the importance of reading and talk across the school.	-Pupils from all year groups engage in reading for pleasure on a regular basis. - All pupils at Mytham value reading and see the importance of reading. - Parents and carers have a deeper understanding of their role in reading at home and why this is important (through parent workshops/ stay and plays/ shared information) -Mytham provides children of all abilities with an array of rich and exciting reading books through direct teaching, shared reading, whole class novels, inviting book corners and more. -Systems such as reading volunteers and Reading Buddies enable all pupils, particularly those most disadvantaged, to have increased support with their reading.

	-Our oldest children at Mytham act as reading ambassadors by sharing their love of books with younger pupils and their peers via peer reading initiatives and involving the children in the monitoring of reading opportunities across the school. -All subject leaders take responsibility for promoting subject specific vocabulary and supporting class teachers in the use of this during lessons and the wider school day. -School teachers raise the profile of the importance of vocabulary through the pedagogy and practice within their own classrooms. -children falling behind are quickly identified so that keep up and catch up intervention is put in place to support their progress in reading. -school invests in reading and has new, high quality texts to support this -long term ks cycle overviews for English, combined with class 'unmissibles' ensure a broad and varied reading diet for all pupils as they move through school. -By the end of KS1, pupils demonstrate solid basic skills in the decoding and comprehension. -By the end of KS2, outcomes for reading are at least in line with the national picture, with disadvantaged pupils making better than expected progress in order to close the attainment gap between disadvantaged Mytham pupils and national non-disadvantaged pupils.
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.	-Early identification of disadvantaged pupils enables school to quickly notice when they are falling behind or not fulfilling their full potential. This enables quality first teach and additional layers of support and intervention to be adapted to meet their needs quickly. -Pupil premium children are tracked closely alongside their peers though systematic use of pupil progress monitoring, professional discussion and timely assessment. - School Teaching & Learning Handbook clearly outlines expectations for waves of provision, including quality first teach. This ensures standards and expectations are consistent across all classes, for all pupils. -All members of the teaching team set the bar high for our pupils; we share our aspirations for their futures with our children and it is evident throughout teaching and learning at Mytham. - Quality CPD through in-school training and external providers ensure that SLT and the governing body invest in the teaching team. This up-skills all staff linked to appraisals and whole school priorities, positively impacting outcomes for pupils. - Mytham promotes the use of metacognitive and retrieval practices to strengthen pupils' ability to recall previous learning and to make links in their learning between different skills and knowledge that they have developed during their educational journey at Mytham.

	-systematic use of pupils knowledge organisers carefully maps out what children must know and remember, across the curriculum. - Continually revise key policies linked to learning such as 'marking and feedback policy' to ensure feedback to pupils has maximum impact on learning. -Support staff have access to bespoke, high quality CPD so TLAs and SNAs make the biggest impact they possibly can on pupil outcomes. -Robust appraisal and professional reviews are linked to comprehensive SDP – linked directly to school priorities. -School invests in high quality schemes of work such as Whiterose Maths to ensure a mastery approach and deep learning is achieved through our curriculum offer and subsequent teaching and learning. This includes the importance of CPD and resourcing.
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.	- School Teaching & Learning Handbook and English policy clearly outline expectations for waves of provision, including quality first teach and the delivery of phonics at Mytham. This ensures standards and expectations are consistent across all classes, for all pupils. - School has a robust and systematic phonics system in place that is taught consistently and effectively (Little Wandle) - SLT and the governing body recognise the value of staff CPD and have invest heavily in training for all staff. - Parental engagement in early reading and phonics is prioritised by school through working in partnership with families. Knowledge and skills are shared with families through parent/ teacher discussions and organised events such as workshops and meetings. Homework links to what children have been learning in phonics and this enables parents to support their child at home. - Reading links directly to the teaching of phonics, and children are provided with reading materials that match their phonics knowledge. - School has invested in a wide variety of quality texts to engage all children in early reading. - Phonics booster groups and interventions effectively support children that are identified as falling behind. - Systematic tracking of phonics progress and attainment is in place. This enables teachers to plan effectively for different groups of learners and to quickly identify those children needing additional support.

	- The profile of reading is high across the school. Reading is supported and promoted through 1:1 reading, guided reading, shared stories and reading for pleasure. In KS2 there is additional focus on reading fluency and comprehension skills and knowledge through reading clinics and whole class reading. Additional layers of support are planned via interventions targeting gaps in reading. - Pupils are rewarded for engaging in reading and phonics at home through reading rewards. Teachers ensure expectations at home are clear so that children read frequently and widely at home too. - School have established links with the local library, and regular visits are planned throughout the year. All children at Mytham have a library card that they can also use with their families. - Everyone that reads with our children (including pupil Reading Buddies and Volunteers) promote a love of reading and a positive attitude towards reading. All volunteer readers are trained to support pupils by our English leaders. - Mytham promotes the use of metacognitive and retrieval practices to strengthen pupils' ability to recall previous learning and to make links in their learning between different skills and knowledge that they have developed during their educational journey at Mytham. - Reading across the curriculum, through topic work in a variety of subjects, enables children to see the value of reading through a variety of subjects. - Every class has 'unmissable texts' that we replenish and restock regularly to ensure all pupils have access key texts across all year groups. By the time a child reaches Y6, they will have had a rich reading diet as a result of being immersed in the high quality key texts we have identified as a school.
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.	- The Characteristics of Effective Learning are celebrated and embedded so that children (and their families) are aware of how they learn and why this is valuable. - Mytham promotes the use of metacognitive and retrieval practices to strengthen pupils' ability to recall previous learning and to make links in their learning between different skills and knowledge that they have developed during their educational journey at Mytham. - The revised early years curriculum has been embraced by the early years team. The seven key principles of effective practice and educational programmes have been used to effectively develop a bespoke Mytham early years curriculum and offer. - The early years team have had lots of opportunities to develop their CPD through team meetings, SLT led training and training from external providers. This has ensured high quality teaching and learning across early years.

	- Early years promote the use of Forest Schools approaches to run alongside our outdoor learning. This style of learning offers children, particularly disadvantaged pupils, the opportunity to learn in new ways, to embrace the world around them and to improve their wellbeing in the outdoors. - Mytham has a comprehensive early years policy which exemplifies what teaching and learning should look like at Mytham, ensuring consistency in approaches across EYFS. - The early years curriculum is progressive and builds on skills and knowledge as they move through early years in a systematic and organised way. This ensures children have the building blocks needed to reach end of reception expectations (ELGs). - Children in early years love to read and to be read to. This has been developed by working in partnership with our parents and families to raise the profile of reading through workshops, stay and plays and more. - Children in early years that are falling behind or 'not on track' are identified quickly through child-centred assessments such as WELLCOMM, and through practitioner observation and knowledge. Staff ensure these children receive the help and support they need quickly (e.g initiate the early help process). Early years pedagogy and the learning environment is carefully constructed to reflect the needs of the children. - Planned 'WOW' experiences through-out the year provide an exciting curriculum linked to cultural capital development and opportunities to expose children to new vocabulary and memorable experiences.
Children's emotional, social and learning needs are supported effectively through highly effective safeguarding practices and robust pastoral and SEND provision across school.	- A comprehensive SEND policy clearly exemplifies expectations at Mytham to support pupils through waves of provision. This ensures our pupils get the help and support they need across all cohorts. - Pastoral and SEND members of staff are non-class based or have designated time out of class to ensure that they are able to manage their workload; this ensures children in their care are supported effectively. - Engaging with external agencies such as behaviour support and Ladywood Outreach ensures children are supported effectively through multi-agency working. - Parent partnership is prioritised and families get the support they need to help to reduce the impact of environmental factors on children's wellbeing. Our school wellbeing website page supports families via advice and signposting on a range of subjects such as mental health and SEN support.

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|--|---|
| | <ul style="list-style-type: none">- Out of class support offers children safe spaces to relax and socialise, such as the 'Chill-Zone' run by members of the teaching team and pastoral team during morning & lunch breaks.- 1:1 pastoral care and designated time with on-site counsellor ensures children and their families receive the help they need as soon as possible.- Designated senior mental health workers and mental health first aiders are trained to support pupils and staff.- School counsellor and MHST team ensure a graduated response to mental health needs is prioritised for pupils and their families.- Designated safeguarding leads take part in supervision to offer support and develop their capacity and impact.- School has a strong preventative offer or 'universal approach' to ensure the needs of all pupils are met.- Full time pastoral lead works closely with SENDCos and SLT to ensure joined-up thinking which ensures our most vulnerable pupils are identified and support is put in place swiftly. This includes caseload meetings with external agencies. |
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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)

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

[Working with Parents to Support Children's Learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

[Teacher Feedback to Improve Pupil Learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

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

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

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

[Making Best Use of Teaching Assistants | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

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

[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)

The EEF Guide to the Pupil Premium

The tiered approach to Pupil Premium spending



Education
Endowment
Foundation

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: £47,264

Activity	Evidence that supports this approach	Costs	Challenge number(s) addressed
Release time for SENDCO x2 (EYFS/KS1 & KS2)	EEF Toolkit – Reading comprehension IMPACT +6	£1,149.00	Challenge 2, 3, 5 & 6
Additional pastoral, SEN and TA support hours both in class and also during break and lunch times. Staff in EYFS released to deliver language intervention work.	EEF Toolkit – oral language intervention IMPACT +6 Evidence gathered from impact of support demonstrates worth-while investment for school.	£36,400 (class support)	
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.	EEF Toolkit phonics IMPACT +5 EEF Toolkit reading comprehension strategies IMPACT +6 In-house monitoring evidence of impact	£5,000 This includes staff-release costs with supply cover £200 per day	
CPD linked to delivery & assessment of foundation subjects, metacognition, self-regulation and self-regulation, feedback, and training for teachers on supporting disadvantaged pupils.	EEF Toolkit – Metacognition and self-regulation IMPACT +7 EEF Toolkit – Feedback IMPACT +6	£2,000 This includes staff-release costs with supply cover £200 per day	

Further maths training for staff focused on improving verbal reasoning skills and mastery of maths of pupils linked to Whiterose and LA training. This includes scheme of learning and resources needed for effective delivery.	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 – Mastery learning IMPACT +5 Maths monitoring by SLT and subject leaders	£2,000 This includes staff-release costs with supply cover £200 per day.	
Homework support via homework booklets for Y1-Y6	EEF Toolkit homework IMPACT +5	£715.00	

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

Budgeted cost: £8,275

Activity	Evidence that supports this approach	Costs	Challenge number(s) addressed
Intervention work for targeted children and groups of children around reading, writing and maths skills. Delivered by teachers and TAs	EEF Toolkit - Teaching assistant interventions IMPACT +4 Interventions impact evaluated by SENDCOs and class teachers and selected accordingly.	£2,000	Challenge 2, 3, 5 & 6

Small group tuition based upon needs of children (gaps in learning) for English & maths delivered by teachers/tutors. During school, after school, Easter School.	EEF Toolkit – Small group tuition IMPACT +4	£4,275 (School led tutoring grant contribution) £49 per hour via approved external tutoring provider.	
CPD to deliver interventions e.g lego therapy, emotional coaching, mental health training, Diana Award training, wellcomm, Elklan	EEF toolkit – oral language intervention +6 Previous delivery of training sessions according to needs of pupils has impacted positively on behaviour, emotional needs and attitudes towards learning.	£2,000	

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

Budgeted cost: £56,996

Activity	Evidence that supports this approach	costs	Challenge number(s) addressed
Full time pastoral lead (qualified social worker) plus part-time pastoral support worker. These staff deliver whole school approaches, 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 EEF Toolkit – social and emotional learning IMPACT +4 EEF Toolkit – parental engagement IMPACT +4	£40,638	Challenges 1, 4, 5, 7 & 8

School counsellor/ therapist employed to work with specific families and children.

Feedback from families, early help assessment and caseload meetings

£5850

Challenges 1, 5 & 8

Contributions to school trips, extra-curricular clubs, after-school club provision running costs and over-heads and holiday forest school (HAF)

Mytham believes in a 'character building' curriculum to support life skills and personal development skills that will enhance pupil success beyond the school walls.

£10,508

(Includes £953.50 towards costs of Robinwood)
(£2500 from HAF funding)
Mini-bus costs £150 per trip

Challenges 6 & 7

Total budgeted cost: £112,535

Part B: Review of outcomes in the previous academic year

EARLY YEARS

Early Years Profile

Attainment data



	School	Bolton	National
Good level of development	71%	64%	67%

Percentage achieving expected	School	Bolton	National
Communication and Language (COM)	81% ↓	75% ↓	80% ↑
Personal, Social and Emotional Develc	81% ↓	81% ↓	83% ↑
Physical Development (PHY)	84% ↓	83% ↓	85% ↑
Literacy (LIT)	71% ↑	66% ↑	70% ↑
Maths (MAT)	81% ↑	72% ↑	77% ↑
Understanding the World (UTW)	90% ↑	75% ↑	80% ↑
Expressive Arts and Design (EXP)	87% ↓	81% ↑	85% ↑
Good Level of Development (GLD)	71% ↑	64% ↑	67% ↑

The school is performing ahead of Bolton and National in **Good Level of Development**.

Any drops in pupils achieving expected standards in areas of the Early Years Foundation Stage Profile are small.

Literacy was a whole school priority and this remains above the local and national picture.

Maths is also significantly above local and national attainment.



KEY STAGE 1

Headline Data for Key Stage 1



	School	Bolton	National
Combined ARE	50%	56%	56%
Reading	66%	68%	68%
Writing	50%	60%	60%
Maths	68%	70%	70%
Science	76%	75%	79%

Phonics



	School	Bolton	National
Achieved by the end of Year 1	63%	79%	79%
Achieved by the end of Key Stage 1 (Year 2)	94%	89%	89%

End of Year 1 phonics attainment was below Bolton and National.

However, end of KS1 was above Bolton and National.

This is a two year trend.

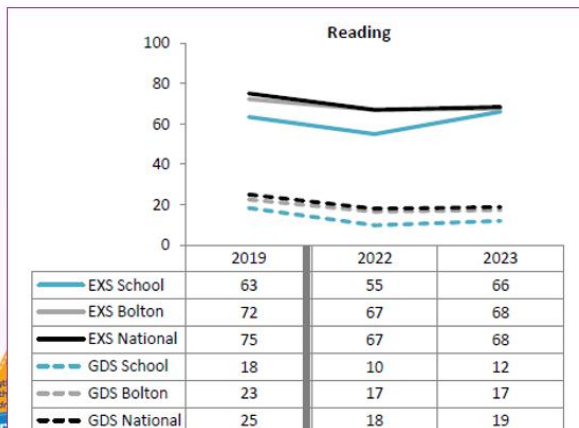
It is worth noting that each child's data is worth around 3%, whereas usually it is worth 2%. This does have a big impact on data.

Year 2 Reading

Three Year Trend



	School	Bolton	National
Reading	66%	68%	68%



On a three year trend, reading has now moved into an upward trend.

There is very little difference between Mytham, Bolton and National attainment.

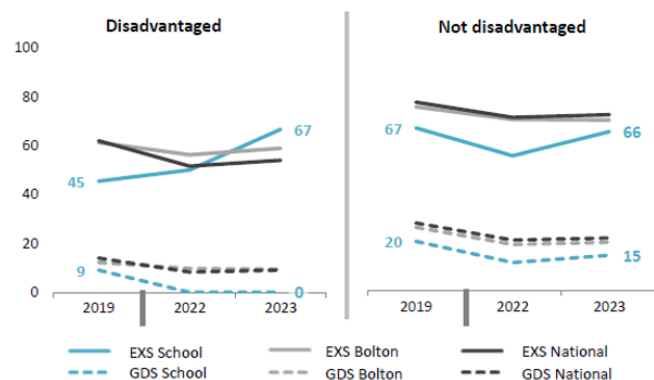
7 children are working at pre-key stage 1 levels in reading.

Year 2 Reading

Disadvantaged



	School	Bolton	National
Reading	66%	68%	68%



Disadvantaged pupils in reading achieved better than Bolton and National for ARE.

We believe that this is because disadvantaged pupils were prioritised for reading with an adult in school.

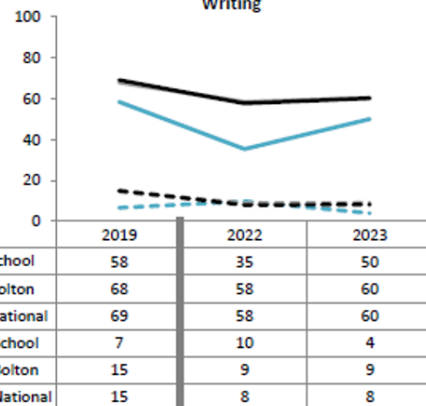
Year 2 Writing

3 year trend



	School	Bolton	National
Writing	50%	60%	60%

Writing



Writing attainment at age-related expectations has improved.

Number of children achieving greater depth in writing has dropped slightly.

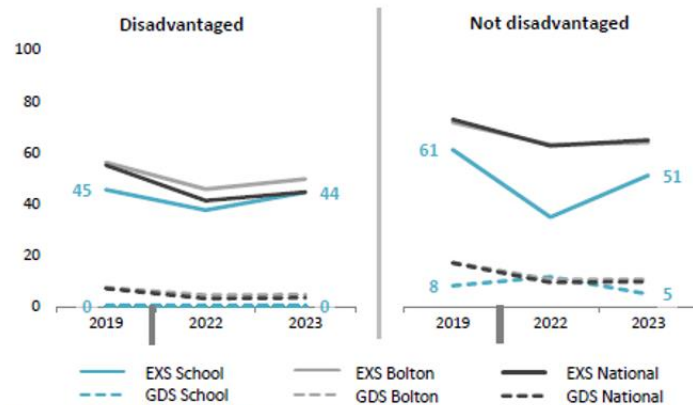
6 children are working at pre-key stage 1 levels in reading.

Year 2 Writing

Disadvantaged pupils



	School	Bolton	National
Writing	50%	60%	60%



Disadvantaged pupils achieved in line with National data for age related expectations.

This group of pupils were prioritised for tutoring.

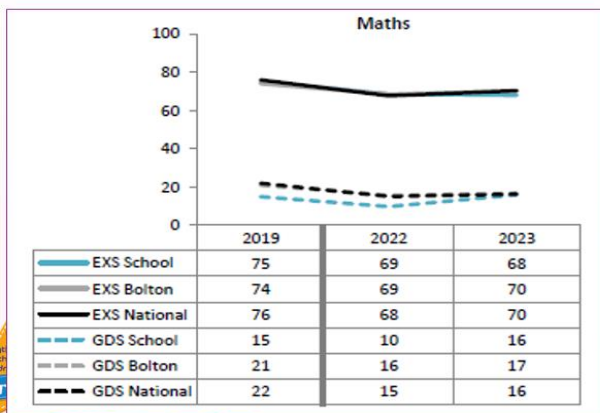
This is a similar picture to last year.

Year 2 Maths

3 year trend



	School	Bolton	National
Maths	68%	70%	70%



Boys and girls attainment for age related expectations is in line with Bolton and National.

Greater depth is also in line with Bolton and National.

This is a similar picture to last year.

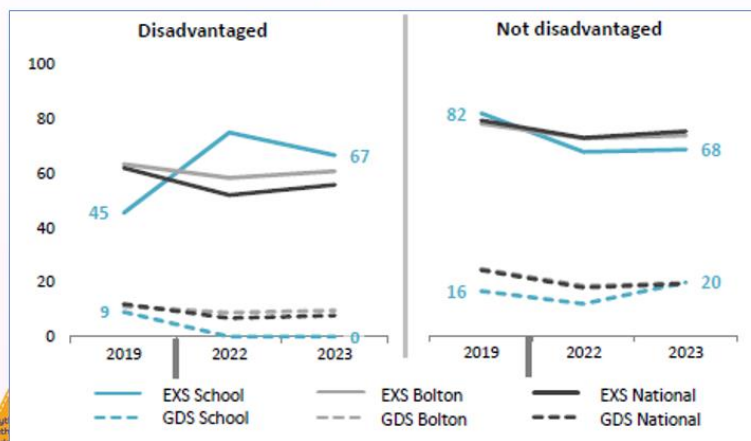
4 children are working at pre-key stage 1 levels in maths.

Year 2 Maths

Disadvantaged pupils



	School	Bolton	National
Maths	68%	70%	70%



Disadvantaged pupils remain above Bolton and National attainment for our Year 2 pupils.

Systematic approach to basic arithmetic skills really helped and assisted these pupils.

KEY STAGE 2

Headline Data for Key Stage 2



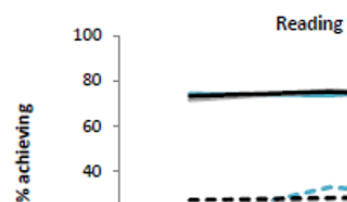
	School	Bolton	National
Combined ARE	58%	63%	59%
Reading	77%	73%	73%
Writing	62%	73%	71%
Maths	68%	77%	73%

Year 6 Reading

3 year trend



	School	Bolton	National
Reading	77%	73%	73%



	2019	2022	2023
EXS School	74	73	77
EXS Bolton	71	75	73
EXS National	73	75	73
Higher School	19	33	28
Higher Bolton	24	28	26
Higher National	27	28	29

Reading attainment continues to be above Bolton and National.

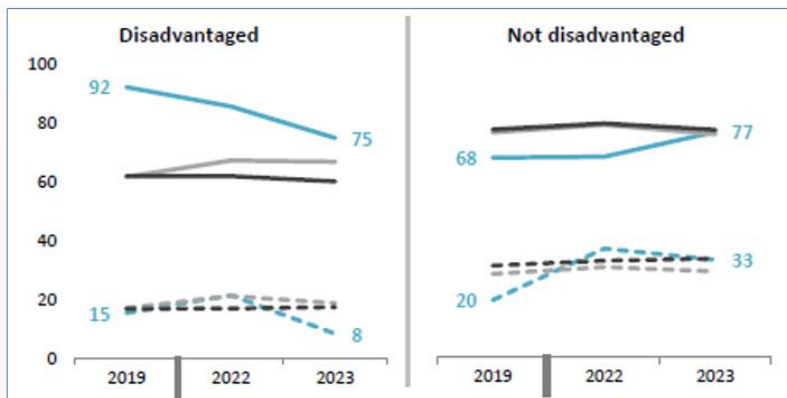
Greater Depth is also in line with Bolton and National.

Year 6 Reading

Disadvantaged



	School	Bolton	National
Reading	77%	73%	73%

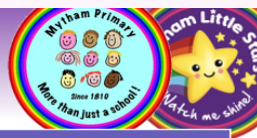


Disadvantaged pupils achieved very well for both age related expectations and higher standard.

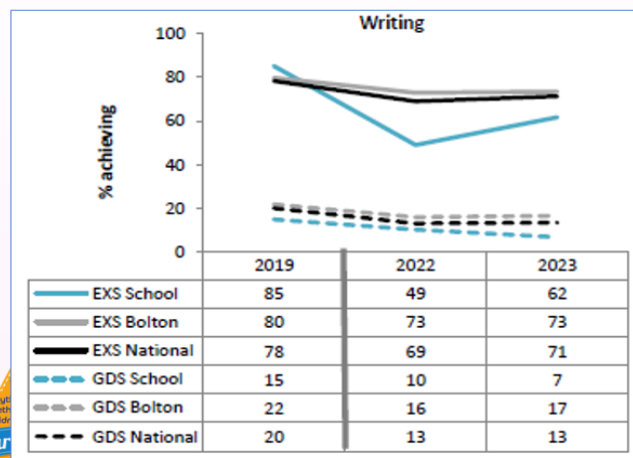
A significant amount of pupils who were targeted for intervention, and were disadvantaged, declined booster groups.

Year 6 Writing

3 Year Trend



	School	Bolton	National
Writing	62%	73%	71%



Writing was significantly improved on the year before, and is closer to local and national picture.

There were a greater number of children (12) than in previous years who were working at pre-key stage 2 levels.

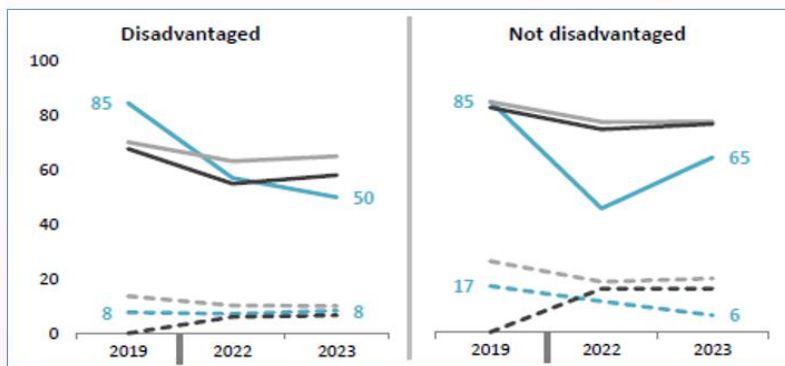
Mytham were moderated for writing, giving year 6 staff valuable insight into how to confidently assess writing, not only in year 6 across the school.

Year 6 Writing

Disadvantaged



	School	Bolton	National
Writing	62%	73%	71%



Disadvantaged pupils attainment was below local and national attainment levels.

5 out of 13 disadvantaged children were also on the SEND register, with some children having significant SEND needs.

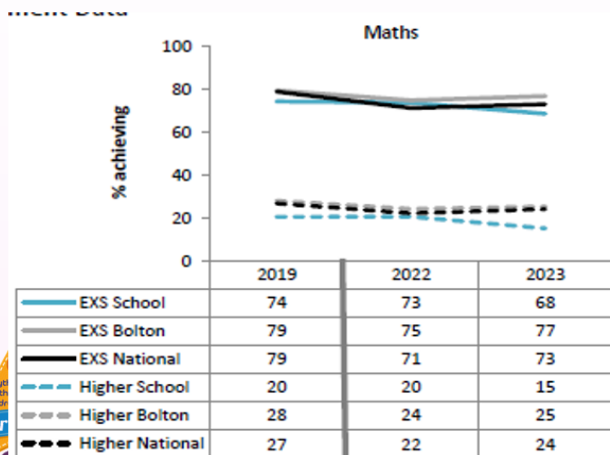
There were also some of these children who had other barriers to attaining ARE, such as poor attendance, emotional needs and challenging home lives.

Year 6 Maths

3 year trend



	School	Bolton	National
Maths	68%	77%	73%



Attainment is slightly below Bolton and national attainment levels.

Greater depth attainment has dropped compared to previous years.

However, there were many children who attained 107+, which had they gone on to achieve GD would have brought this percentage significantly up.

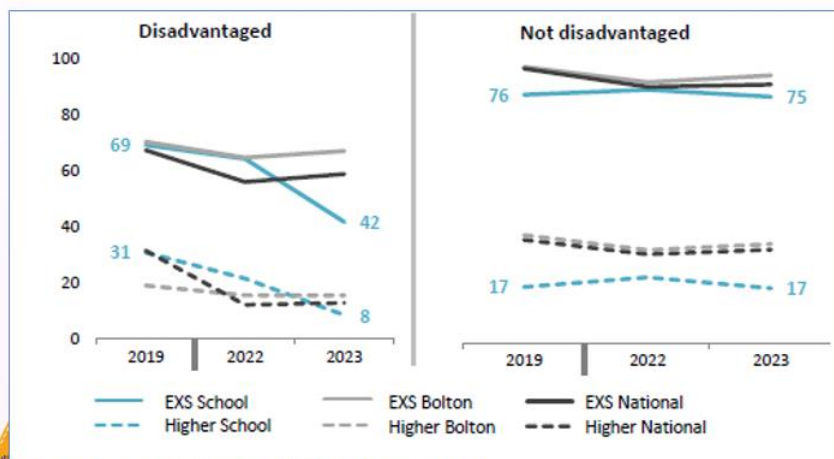
There were 8 children whose scaled scores were at 97+ this was from a very low starting point.

Year 6 Maths

Disadvantaged



	School	Bolton	National
Maths	68%	77%	73%



Disadvantaged pupils attainment is significantly below similar children in maths.

Once again, many of these children did not attend booster sessions that were targeted at disadvantaged pupils.

Pupil premium strategy outcomes 22-23

- EYFSP outcomes at the end of the Reception year was above the national picture
- Disadvantaged achieved in line or better than the national picture for Reading, writing and maths in KS1
- Disadvantaged pupils achieved in line or better than the national picture for maths and reading in KS2
- Writing in ks2 was below national picture for disadvantaged pupils (although SEND, SEMH and attendance issues were a contributing factor to this)
- Mytham is closing the writing gap between school and the national picture for all pupils.

-Phonics outcomes at the end of Y1 was below national, but these pupils catch up by the end of Y2 with all pupils, including disadvantaged performing above the national average.

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