

Pupil Strategy Statement

Mytham Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mytham Primary School
Number of pupils in school	347 plus nursery 34 3/4YO & 2 2Y/O (nursery numbers fluctuate termly)
Proportion (%) of pupil premium eligible pupils	20.46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24, with a specific focus on current academic year 21-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
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	£90,940
Recovery premium funding allocation this academic year	£6,259
School Led tutoring	£4,725
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	£101,924

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. They 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; Successful, Thoughtful, Ambitious, Responsible and Strong in Mind, Strong in Body and Strong Together. 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.



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.
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. 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; particularly post-COVID is a concern. 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.
5	Complexities around engaging external support, particularly post-COVID. 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.

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.
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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.

	-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 through systematic use of pupil progress monitoring, professional discussion and timely assessment. -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. - continually revise key policies linked to learning such as 'marking and feedback policy' to ensure feedback to pupils has maximum impact on learning.
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 has a robust and systematic phonics system in place that is taught consistently and effectively. - SLT and the governing body recognise the value of staff CPD and have invested heavily in training around early reading and phonics. - Parental engagement in early reading and phonics is prioritised by school through working in partnership with families. Knowledge and

In year 2, disadvantaged pupils achieve in line with the national picture for reading and writing outcomes for SATS. They apply phonics knowledge confidently to their reading and writing. Pupils display solid skills in decoding and comprehension.

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 KS1. Reading is supported and promoted through 1:1 reading, guided reading, shared stories and reading for pleasure.
- Pupils are rewarded for engaging in reading and phonics at home through reading reward schemes and challenges set through online platforms such as 'Reading Eggs'.
- Everyone that reads with our children (including pupil Reading Buddies and Volunteers) promote a love of reading and a positive attitude towards reading.
- 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.

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.

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| | <ul style="list-style-type: none">- 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 developed 'the reading journey', the 'mark-making to writing journey' and 'maths journey'. These encapsulate all of the amazing ways we support the development of the skills and knowledge needed for these areas of learning across early years.- 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. |
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Children's emotional and social needs are supported effectively through highly effective safeguarding practices and robust pastoral and SEND provision across school.

- 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.
- 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 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.

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,475.80

Activity	Evidence that supports this approach	Costs	Challenge number(s) addressed
Release time for SENDCO x2 (EYFS/KS1 & KS2)		£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 – Reading comprehension IMPACT +6	£3,926.80 (pastoral)	
	EEF Toolkit – oral language intervention IMPACT +6 Evidence gathered from impact of support demonstrates worth-while investment for school.	£36,400 (class support)	
New phonics and reading scheme training for whole school (this is a package that includes ongoing CPD and materials for teaching and learning)	EEF Toolkit phonics IMPACT +5 School observation and monitoring has seen the impact of quality delivery of phonics and feel this is a worthwhile investment for pupil outcomes.	£8,000	
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	£6,000	
	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.		

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

Budgeted cost: £ 17,000

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.	£6,000	Challenge 2, 3, 5 & 6
Small group tuition after school based upon needs of children (gaps in learning) delivered by teachers. After school, Easter School and booster classes.	EEF Toolkit – Small group tuition IMPACT +4	£25 per hour x 10 weeks per group of learners (£250 per block) £3,000	
Set up and ongoing running of peer tutoring for reading (reading buddies) including purchasing of books	EEF Toolkit – Peer tutoring IMPACT + 5 School research and evidence demonstrates increased engagement of pupils	£2,000	
	Previous delivery of training sessions according to needs of pupils has impacted positively on behaviour, emotional needs and attitudes towards learning.	£6,000	

CPD to deliver interventions e.g
lego therapy, emotional coaching
etc. and replenish/ renew
resourcing for Chillzone and
therapy room

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

Budgeted cost: £29,448.20

Activity	Evidence that supports this approach	costs	Challenge number(s) addressed
Pastoral staff delivering behaviour intervention and support work	EEF Toolkit – Behaviour intervention IMPACT +4	£1963.40	Challenges 1, 4, 5 & 6
School counsellor/ therapist employed to work with specific families and children.	EEF Toolkit – social and emotional learning IMPACT +4	£7,800	
Social and emotional learning for 1:1 children based upon needs of individual child. Includes behaviour support package.	EEF Toolkit – parental engagement IMPACT +4	£5,000	
Purchasing resources to support the social, emotional and behavioural needs of the children e.g fidget toys, sensory resources.		£5,000	
Time spent by staff organising and maintaining Parental engagement in curricular and non-		£5,000	

curricular aspects of school, according to child's needs.

Payments toward the costs of educational visits and extra-curricular opportunities (enriching and improving outcomes) for disadvantaged pupils inc. Robinwood & Anderton Centre.

Forest schools – training, COD & equipment

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

£4,684.80

Total budgeted cost: £101,924

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 2020 to 2021 academic year.

- Majority of vulnerable children were offered in-school provision
- Pupil premium children all received additional pastoral support
- Pupil premium children were provided with a digital device to support accessing remote learning and online learning.
- Smaller class sizes with the teacher during lock down enabled intensive support and teaching to be delivered to children in class.

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
Commando Joe (PSED toolkit)	CJs education services