

Pupil Strategy Statement

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	328 plus nursery 40 3/4YO & 2 2Y/O (nursery numbers fluctuate termly)
Proportion (%) of pupil premium eligible pupils	22%
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 22-23
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
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	107,060
Recovery Premium £145 per pupil premium child Rec-Y6 (71 pupils) Wellbeing group Little Wandle Reading Eggs COMMANDO JOE	10,295
School Led tutoring Grant	10,692
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	£127,650

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 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.



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. 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.
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.

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. - 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. - 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.

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.

- 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 and social 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.

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| | <ul style="list-style-type: none">- 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.- 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. |
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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

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)	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.	£3,926.80 (pastoral) £36,400 (class support)	
Phonics and reading scheme training 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 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 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.	£6,000	

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

Budgeted cost: £42,579.06

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
Intervention linked with external providers e.g behaviour support and ladywood	EEF Toolkit 1:1 support IMPACT +5 Behaviour intervention IMPACT +4	£5,136	
Small group tuition after school based upon needs of children (gaps in learning) delivered by teachers/tutors. After school, Easter School and booster classes.	EEF Toolkit – Small group tuition IMPACT +4	83 pupils receive 12hr blocks of tutoring Total £17,820 60% = £10,692 school led tutoring £7,120 pupil premium	
Set up and ongoing running of peer tutoring for reading (reading buddies) including purchasing of books for reading	EEF Toolkit – Peer tutoring IMPACT + 5 School research and evidence demonstrates increased engagement of pupils	£2,000	

for pleasure and replacement books for LWKS2		£5,623.06	
CPD to deliver interventions e.g lego therapy, emotional coaching, mental health training, Diana Award training and replenish/ renew resourcing for Chillzone and therapy/ behavioural/ sensory and emotional needs.	Previous delivery of training sessions according to needs of pupils has impacted positively on behaviour, emotional needs and attitudes towards learning.	£6,000	

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

Budgeted cost: £29,595.14

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-curricular aspects of school, according to child's needs.		£5,000	
Payments toward the costs of educational visits and extra-curricular opportunities (enriching and improving outcomes) for disadvantaged pupils inc. Robinwood & Anderton Centre.	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	
After school wellbeing group, planned and delivered by TLAs		£146.94	
Forest schools – training, COD & equipment			

Total budgeted cost: £127,650

Part B: Review of outcomes in the previous academic year

KEY STAGE 1 IMPACT:

- 100% of our disadvantaged children passed the phonics screeners by the end of KS1, so too did Free School Meals eligible children.
- The bottom 30% most deprived children out performed those in the rest of Bolton.
- In Y2 reading SATS disadvantaged pupils achieved in line with the national picture
- In Y2 writing disadvantaged pupils achieved in line with the national picture.
- Disadvantaged pupils and free school meal pupils achieved significantly better than Bolton and National for age related expectations.
- 30% most deprived pupils attainment age related expectations and greater depth was in line with Bolton and National.

KEY STAGE 2 IMPACT:

- In reading, disadvantaged pupils achieved very well for both age related expectations and higher standard.
- In reading, attainment for children classed as disadvantaged was 20% better than the Bolton average.
- In reading, low attaining pupils achieved in-line with Bolton average, demonstrating good progress made since KS1.
- In writing disadvantaged pupils attainment was in line with Bolton, so too were Free School Meals pupils.
- In maths disadvantaged pupils are attaining in line with Bolton for age-related expectations.
- In maths Disadvantaged pupils are achieving Greater Depth at a higher rate than Bolton.

EYFS IMPACT:

	School	Bolton	National
Good level of development	68%	64%	65%

- Communication & language – above Bolton & national
 - Literacy – above Bolton & in line with national
- (these strands were of particular focus for pupil premium spends for the academic year 21-22)

Pupil premium strategy outcomes

- Pupil premium children made good progress from their varying starting points; often in line or better than the local or national picture for disadvantaged pupils.
- 92% of children left KS1 after passing the phonics screening check.
- High quality reading materials are available across EYFS & KS1
- A high quality synthetic phonics scheme has been purchased, staff trained, and is now being implemented and embedded across EYFS & KS1.
- Staff have delivered a wide variety of interventions and booster groups to support children falling behind
- Disadvantaged pupils had access to a wide variety of enrichment activities and experiences to support their learning.
- A robust pastoral offer has been extended and enhanced, enabling vulnerable pupils & their families to receive the support they need quickly.
- Funding for staff training and CPD has enabled teachers, teaching assistants & SNAs to support pupils well in the classroom.

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)	Reading Eggs
Little Wandle	Collins Big Cat
Healthy Families school package (LA package)	