

Pupil Strategy Statement 24-25

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	345
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)	2023-2026 Focus on 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn term 25-26
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	£102,600
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	TOTAL = £102,600

Part A: Pupil premium strategy plan

Statement of intent

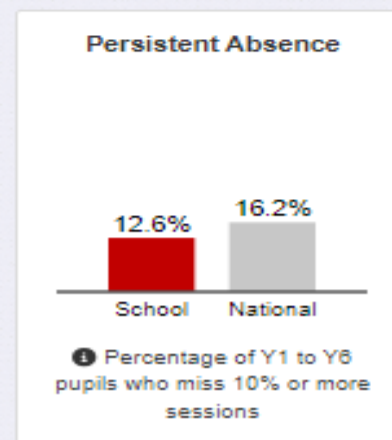
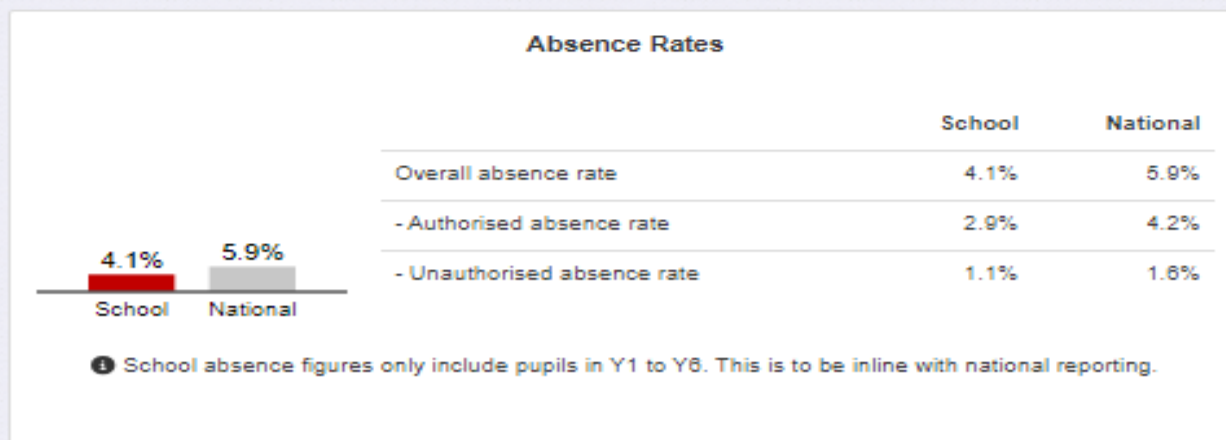
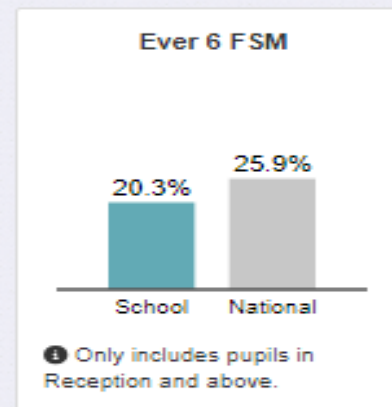
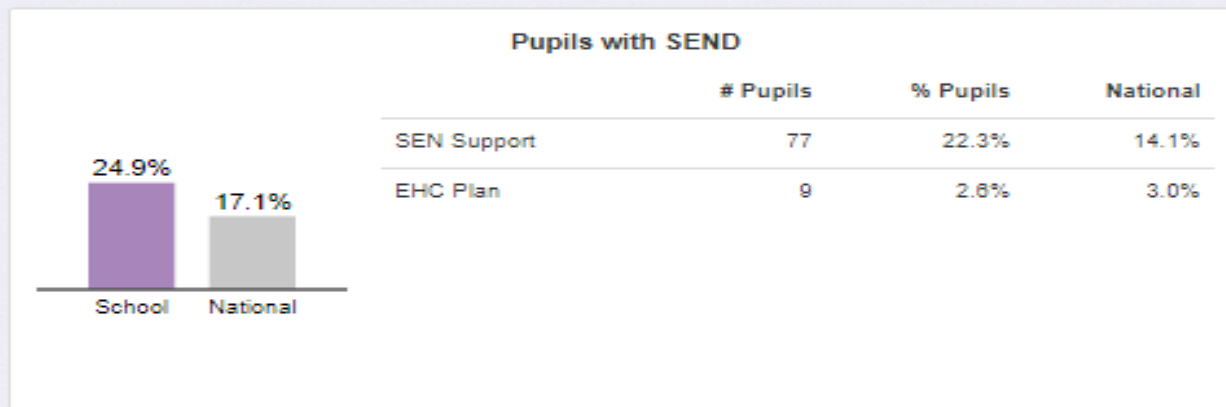
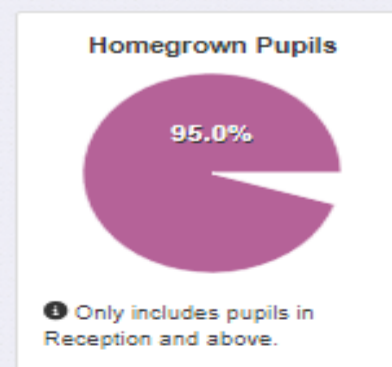
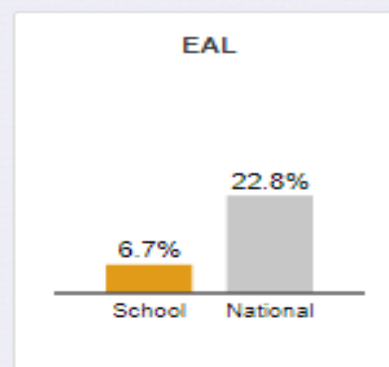
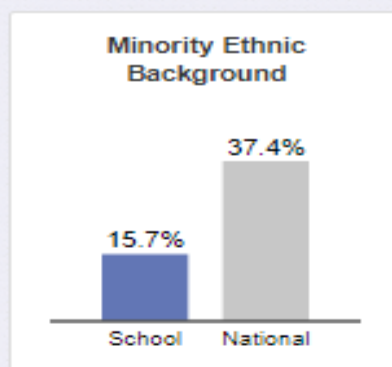
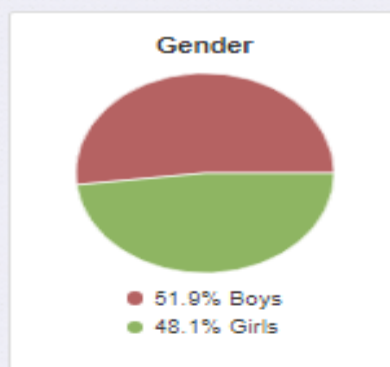
At Mytham we understand the impact that social disadvantage can have on educational and social outcomes for our pupils. The school community (including the teaching team, senior leadership team and governing body) are all committed to providing our disadvantaged pupils with the care, support and educational 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 have a large focus on the emotional health and wellbeing for our school community.



Contextual Information for Mytham Primary School



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

Year Groups										
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate	
Nursery 1	15	7 	8 	0 	6 	0 	3 	0 	5.4% 	
Nursery 2	30	15 	15 	3 	14 	0 	5 	0 	5.6% 	
Reception	46	25 	21 	4 	18 	9 	11 	1 	7.1% 	
Year 1	36	19 	17 	4 	10 	4 	5 	1 	5.5% 	
Year 2	30	18 	12 	2 	8 	5 	7 	0 	2.4% 	
Year 3	40	20 	20 	2 	14 	8 	9 	3 	3.9% 	
Year 4	49	21 	28 	1 	20 	11 	13 	0 	2.3% 	
Year 5	50	24 	26 	3 	24 	12 	10 	3 	5.1% 	
Year 6	49	30 	19 	4 	19 	12 	14 	1 	4.7% 	

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	53 	15.4%
Social, Emotional and Mental Health	32 	9.3%
Moderate Learning Difficulty	28 	8.1%
Specific Learning Difficulty	13 	3.8%
Autistic Spectrum Disorder	6 	1.7%
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/>

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. 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/ 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.

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. The early help process has also been revised in academic year 24-25 in line with LA expectations, meaning SENDCOS, pastoral and SLT have had to undergo training and adapt to new approaches and systems.
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 request 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. Mytham's response has been to develop a Preventative offer for many aspects of concern, but this brings about increased workload for staff.

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.

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| | <ul style="list-style-type: none">- 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.- 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: £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. Staff in EYFS released to deliver language intervention work. 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. 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 – 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	Challenge 2, 3, 5 & 6

Further maths training for staff focused on improving verbal reasoning skills and mastery of maths of pupils linked to Whiterose and LA training. Maths leads to be released to support monitoring and CPD needs.	further through further quality CPD linked to behaviours for learning.	
	EEF Toolkit – Mastery learning IMPACT +5 Maths monitoring by SLT and subject leaders	
Homework support via homework booklets for Y1-Y6	EEF Toolkit homework IMPACT +5	

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

Budgeted cost: £9,600

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	EEF Toolkit - Teaching assistant interventions IMPACT +4 Interventions impact evaluated by SENDCOs and class teachers and selected accordingly.	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, before/ after school, Easter School. (Focus on Y1 phonics and Y6 boosters)	EEF Toolkit – Small group tuition IMPACT +4	
CPD to deliver interventions e.g emotional coaching, mental health 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.

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

Budgeted cost: £38,000

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 EEF Toolkit – social and emotional learning IMPACT +4 EEF Toolkit – parental engagement IMPACT +4	Challenges 1, 4, 5, 7 & 8
Contributions to school trips, extra-curricular clubs, after-school club provision running costs and over-heads and holiday forest school (HAF)	Feedback from families, early help assessment and caseload meetings	Challenges 1, 5 & 8

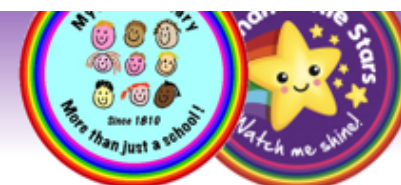
	Mytham believes in a 'character building' curriculum to support life skills and personal development skills that will enhance pupil success beyond the school walls.	Challenges 6 & 7
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Total budgeted cost: £102,600

EARLY YEARS 23-24

Comparing Mytham EYFSP to local and national data

Narrative for this is in the EYFS end of summer data report.



Percentage achieving expected	School	Bolton	National
● Communication and Language (COM)	80% ↓	75% ↑	79% ↓
● Personal, Social and Emotional Development (PSE)	85% ↑	79% ↓	83% ↓
● Physical Development (PHY)	80% ↓	83% ↓	85% ↓
● Literacy (LIT)	60% ↓	66% ↓	70% ↑
● Maths (MAT)	70% ↓	72% ↓	77% →

* 5 pupils with or in the process of applying for an EHCP. 4 of these are boys.

* One third of the cohort have an active early help assessment for SEND, behaviour or social care involvement.

* 6 disadvantaged pupils in cohort. Outcomes just below local and national picture – one child has EHCP, one awaiting EHCP, 2 children LAC.

KEY STAGE 1 - 2023-24

Comparing Mytham phonics check to local and national data



	School						Bolton						National		
	2022		2023		2024		2022		2023		2024		2022	2023	2024
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	%	%	%
Y1	51	67%	40	63%	32	81%	4,051	77%	3,952	79%	3,821	80%	76%	79%	80%
Y2	51	92%	50	94%	39	87%	4,001	88%	4,085	89%	4,110	89%	91%	89%	0%

*Disadvantaged pupils performed above the local and national average.

*Y1 pupil on holiday during screening – would have passed the check.

*Pupils who did not pass in Y2 have an EHCP or significant SEND needs. All other children have now passed. Daily phonics continues in Y3 for target pupils,

Headline Data for Key Stage 2



Reaching ARE	School	Bolton	National
Combined ARE	65% ↑	62% ↓	61% ↑
Reading	80% ↑	73% ↓	74% ↑
Writing	71% ↑	71% ↓	72% →
Maths	84% ↑	75% ↓	73% ↑
Grammar, Punctuation & Spelling	78% ↑	75% ↓	72% ↑

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

Service Pupil Premium Funding

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.