

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year) 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	Mytchett Primary and Nursery Academy
Number of pupils in school	211 (plus Nursery= 31)
Proportion (%) of pupil premium eligible pupils	8.5% (18 children)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Sam Willans
Pupil premium lead	Donna Collins
Governor / Trustee lead	Sarah Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,390
Recovery premium funding allocation this academic year	£2,175
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	£21,565

Part A: Pupil premium strategy plan

Statement of intent

At Mytchett Primary and Nursery Academy our intention for all pupils, irrespective of their background or challenges, is to achieve excellence in all areas of their learning and personal development.

Our intent is to close all gaps in attainment of our disadvantaged pupils by ensuring high quality teaching and provision of targeted extra support.

Our robust monitoring procedures ensure that our disadvantaged pupils' social, emotional and cognitive barriers to learning are swiftly identified and understood, and appropriate targeted support is put in place where necessary, and carefully monitored, to ensure they make accelerated progress and improve their progress and attainment.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in all their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A number of pupil premium children (in EYFS, KS1 and KS2) have poor vocabulary and difficulties with oral language skills that impair active listening and the use of talk for learning. This impacts on their progress and attainment in all areas of the curriculum and in particular, reading and writing.
2	Engagement levels of disadvantaged boys in reading and writing are low. Pupil Premium children's attainment and progress in reading, writing and maths is not in line with all children.
3	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils, creating barriers to their learning and engagement.
4	Many pupil premium children have limited access to experiences which enhance Cultural Capital and are less likely to participate in extra-curricular activities.

5	Some pupil premium children also belong to other vulnerable groups e.g. SEND (39%) and EAL (28%).
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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
Improved oral language skills and vocabulary among disadvantaged pupils	<p>Teaching teams successfully implement The Mytchett Oracy Progression.</p> <p>Teaching teams use knowledge of tier two and three vocabulary.</p> <p>Progress is tracked and interventions successfully close gaps.</p> <p>Talk for learning is used effectively across the curriculum and improved active listening facilitates this.</p> <p>A culture of high expectations for talk is evident.</p>
Improved progress and attainment in reading, writing and maths among disadvantaged pupils	<p>KS2 reading, writing and maths outcomes in 2023/24 show that more than 90% of disadvantaged children met the expected standard.</p> <p>All disadvantaged children reach the expected standard in the phonics check at the end of Year 1.</p>
All disadvantaged children have high aspirations and self-belief	Pupil voice, learning walks and book monitoring evidence children's pride in learning, presentation of learning and positive response to feedback.
Pupils mental health and emotional needs will be supported so they are able to access the curriculum and engage in learning	<p>The Jigsaw Resilience and Engagement Scale for Pupils assessment indicates more than 90% of children score 41 or more, placing them in the green zone.</p> <p>ELSA team are deployed effectively and provide emotional support.</p>
Pupils engage in enrichment activities on offer	<p>Disadvantaged children attend at least one extra-curricular activity per half term.</p> <p>All vulnerable children attend trips, visits, residential and have the necessary school equipment and resources.</p>
Pupil premium children that fit into other vulnerable groups will be clearly identified and their support needs assessed	Pupil premium children are identified on the inclusion register. Barriers to learning are clearly identified and reflected in SAPs.

	<p>Additional teaching and learning opportunities are provided in a timely way through our universal and graduated approach.</p> <p>The progress and attainment of pupil premium children with additional support is reviewed termly in Pupil Progress Meetings and in SAP reviews with families, to ensure that gaps are closed and rapid progress is made.</p> <p>Teachers attend Class Clinics with the Inclusion Lead to discuss vulnerable groups and ensure correct support is put in place.</p>
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £990

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Oracy Champion and Lead provide CPD for all staff through INSET and Twilight training to introduce Oracy Progression, development of the use of tier two and three vocabulary	<p>EEF (Education Endowment Foundation) evidence links levels of language and communication with life outcomes. Interventions to support oral language skills can have a significant impact on progress across a year.</p> <p>EEF Improving Literacy in KS2: Promotes purposeful speaking and listening activities that support pupils' language development.</p> <p>https://oracy.inparliament.uk/speak-for-change-inquiry</p>	1,2,3
CPD training DfE validated phonics programme (ELS) Intervention training for EYFS and KS1. All staff to be trained to use ELS.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	1,2
Support staff to have regular training. Inclusion lead to identify training needs and lead updates re subject	<p>EEF Effective Professional Development: High quality staff PD is essential to follow EEF principles. PD is planned and delivered both at school and MAT levels, to ensure content and need is specific to our school context.</p>	1,2,3,5

knowledge and interventions	Support staff to attend regular training sessions each term, focused on specific areas that have been identified to support the children they work with. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1672927112	
P.E. coach to run lunchtime sport clubs and transport to inter- school fixtures beyond the school day, targeted to include pupil premium children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	4

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

Budgeted cost: **£13,762.75 (includes 1543.75 extra if needed for tutoring)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring in Maths and English (reading and writing) led by experienced teachers	EEF evidence: Indicates that tuition can be effective, delivering approximately 5 additional months progress on average. Results from studies is consistent and strong, for subjects like reading and maths. Effects on pupils from disadvantaged backgrounds tend to be particularly positive. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120	1,2,5
Wellcomm screening and intervention in Reception and Nursery	EEF Research that examines the impact of teaching assistants deployed in everyday classroom environments where teachers and teaching assistants work together effectively, leads to increases in attainment. https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision	1,2,5
Weekly 1:1 or small group additional learning support with experienced teacher	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	1,2,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition +4 months impact	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£6,812.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support – 6hours per week and includes Social Skills groups Supervision by Kite Academy Trust	EEF: Interventions which target social and emotional learning seek to improve pupils’ interaction with others and self-management of emotion. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Three broad categories of SEL interventions can be identified: -School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; -Universal programmes which generally take place in the classroom with the whole class; and -More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	1,3,5
Kite Academy Trust Family Support Worker Team	EEF Tailoring school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. Our own experience tells us that swift early help can support families in crisis in a timely way, minimising impact on children and leaving resources free to support children in other ways. Come and Ask sessions for general support or more bespoke support provided via referral. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4,5
Kite Inclusion Officer	Half termly attendance tracking and support provided as needed. Our own evidence indicates that monitoring and support impacts on improved attendance.	3,4
Support to families experiencing difficulty affording trips, visits, after	Children will gain first hand experiences and increase their knowledge of the work and learning will be reinforced. Children will have positive engagements, feel included and social and emotional needs will be supported	3

school activities and school uniform and equipment.	through these activities. Children often develop new passions and skills they may not have otherwise had.	
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Total budgeted cost: £ 21,565

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 2021 to 2022 academic year.

<p>Academic year 2021-2022</p> <p>Writing: 60% of our PP children met or exceeded the age-related expectation compared to 67% of all children. 3 children were working below ARE, 1 child was working at a low attainment level, 2 children were working at a middle attainment level, and 8 were working at a high attainment level.</p> <p>Maths: 70% of our PP children met or exceeded the age-related expectations compared to 81% of all children. 0 children were working below ARE, 0 children were working at a low attainment level, 5 children were working at a middle attainment level, and 9 were working at a high attainment level.</p> <p>Reading: 50% of our PP children met or exceeded the age-related expectations compared to 78% of all children. 3 children were working below ARE, 0 children working at a low attainment level, 4 children were working at a middle attainment level, and 7 were working at a high attainment level.</p> <p>Phonics: 100% of Pupil Premium passed compared to 90% of all children.</p>

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
Jigsaw REST	JIGSAW Jan Lever
WELLCOMM language screener	GL Assessment

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How are service pupil premium funding was spent last academic year
Details
ELSAs support the emotional wellbeing of service children when a need is identified. who support. We monitor achievement and identify gaps in service children’s education caused by moving between schools which we address with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?
Our service premium children make good progress: Writing: 0 children were working at a low attainment level, 1 child was working at a middle attainment level, and 4 were working at a high attainment level. Maths: 0 children were working at a low attainment level, 0 children were working at a middle attainment level, and 5 were working at a high attainment level. Reading: 0 children were working at a low attainment level, 2 children were working at a middle attainment level, and 3 are working at a high attainment level. Phonics: 100% of service premium children passed compared to 90% of all children.

Further information (optional)

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