

Pupil premium strategy statement



This statement details our academy's planned use of pupil premium funding for the 2024 to 2025 academic year to 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 impact last year's funding had within our academy.

School overview

| Detail | Data |
|---|--------------------------------------|
| School name | Mytchett Primary and Nursery Academy |
| Number of pupils in school | 210 |
| Proportion (%) of pupil premium eligible pupils | 5.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 2023-2024 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Dee Hughes Executive Head |
| Pupil premium lead | Lynn Wicksey |
| Governor / Trustee lead | Katie Wilson Chair of Governors |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £17,760 |
| Recovery premium funding allocation 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 | £17,760 |

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 for all pupils and the provision of timely targeted interventions to enable all pupils to keep up.

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 pupils 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 | Attainment and progress of disadvantaged pupils in writing presents our largest gap. Reading and maths also present with gaps although not as significant as writing. |
| 2 | Our observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils, creating barriers to their learning and engagement. |
| 3 | Many pupil premium pupils have limited access to experiences which enhance cultural capital and are less likely to participate in extra-curricular activities. |
| 4 | Some pupil premium pupils also belong to other vulnerable groups e.g. SEND and EAL. |

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 progress and attainment in writing, reading (including assessed fluency rates), and maths among disadvantaged pupils | <p>KS2 reading, writing and maths outcomes in 2023/24 for disadvantaged pupils is at least in line with all pupils nationally by the end of KS2 2023-24.</p> <p>All disadvantaged children reach the expected standard in the phonics check at the end of Year1 and an increase in assessed fluency rates in UKS2.</p> |
| All disadvantaged children have high aspirations and self-belief | <p>Pupil voice, learning walks and book monitoring evidence children's pride in learning, presentation of learning and positive response to feedback.</p> <p>Families engage with teaching teams to support pupils' learning.</p> |
| Pupils mental health, emotional and social needs are supported so they are able to access the curriculum and engage in learning | <p>ELSA team are deployed effectively and provide emotional support.</p> <p>Effective ongoing emotional support is evident for disadvantaged pupils, they are engaged in learning and motivated to work hard.</p> <p>Qualitative data shows improved happiness within school in order that children are ready to learn.</p> <p>Positive outcomes from targeted FSW support</p> |
| Pupils engage in enrichment activities on offer | <p>High levels of engagement and participation in enrichment and wider opportunities among disadvantaged pupils.</p> |
| Pupil premium children that fit into other vulnerable groups will be clearly identified and their support needs assessed | <p>Disadvantaged pupils support needs are encompassed into ordinarily available provision and receive targeted support from the class teacher and support staff ensuring they achieve individual targets identified in support action plans (SAPs)</p> |

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: **£4,257.00**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Development of Kite writing curriculum.</p> <p>PD for all staff at regular intervals throughout year to ensure effective delivery of new curriculum.</p> | <p>Writing remains the lowest strand at the end of KS2. KS1 Literacy EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | 1 |
| <p>Ongoing phonics PD (ELS) ensures effective and timely interventions to ensure pupils keep-up</p> | <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 |
| <p>Support staff to have regular training. Inclusion lead to identify training needs and lead updates re subject knowledge and interventions</p> | <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> <p>Support staff to attend regular training sessions each term, focused on specific areas that have been identified to support the children they work with.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1672927112</p> | 1,2,4 |
| <p>P.E. coach to run lunchtime sport clubs and transport to inter- school fixtures beyond the school day, targeted to include pupil premium children</p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | 4 |

| | | |
|--|---|---------|
| T & L lead monitors high quality teaching | High quality teaching- the best available evidence indicates that great teaching is the most important lever schools have to improve their outcomes. | 1,2,3,5 |
| T & L lead delivers weekly PD – high quality teaching through effective implementation of the curriculum | https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching | |

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

Budgeted cost: **£3,432.00**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Training and coaching for LSAs delivered by Trust specialist to ensure quality support | 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 | 1,2,4 |
| Small group or 1:1 tuition in reading and phonics | EEF research states that on average, one to one tuition is very effective at improving pupil outcomes. One to tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,2,4 |

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

Budgeted cost: **£10,071.00**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| ELSA support – 3hours per week and includes Social Skills groups | 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 | 2 |

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|--|---|---|
| <p>Supervision by Kite Academy Trust</p> <p>TLC (Daily lunchtime club)</p> | <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> -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. | |
| <p>To engage the support of the Kite Family Hub and their team of family support workers to support children and families</p> | <p>EEF Tailoring school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>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.</p> <p>Come and Ask sessions for general support or more bespoke support provided via referral.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | 2 |
| <p>To engage the support of the Kite attendance team, the school's designated Senior Attendance Champion and the Surrey EWO to embed the principles of good practice set out by the DFE in the Working Together to Improve School Attendance document.</p> | <p>Half termly attendance tracking and support provided as needed. Our own evidence indicates that monitoring and support impacts on improved attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | 2 |
| <p>Support to families experiencing difficulty affording trips, visits, after school activities and school uniform and equipment.</p> | <p>Children will gain first hand experiences and increase their knowledge of the work and learning will be reinforced.</p> <p>Children will have positive engagements, feel included and social and emotional needs will be supported through these activities. Children often develop new passions and skills they may not have otherwise had.</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p> <p>https://www.early-education.org.uk/cultural-capital</p> | 3 |

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Total budgeted cost: £ 17,760.00

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 2023 to 2024 academic year.

Academic year 2023-2024
 Attainment of disadvantaged pupils achieving at least the expected standard:
 PSC - 0%
 KS2 Reading - 50%
 KS2 Maths - 75%
 KS2 Writing - 50%
 KS2 Combined 25%
 There is still a significant gap between the attainment of disadvantaged and non-disadvantaged children.
 Our ELSA worked with some of our disadvantaged children. This intervention supported improved attendance and punctuality, promoted positive behaviour and self-esteem and helped to secure better engagement and relationships with families.
 Participation of disadvantaged children in sports both in and out of school increased as a result of a sports coach delivering on-site lunchtime sports clubs and facilitating the participation of children in offsite fixtures.

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 |
|------------------|------------------|
| | |
| Bucket Time | Attention Autism |

Service pupil premium funding (optional)

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

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| How are service pupil premium funding was spent last academic year |
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| Details |
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| ELSAs support the emotional wellbeing of service children when a need is identified. We monitor achievement and identify gaps in service children's education caused by moving between schools which we address with targeted support. |
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| What was the impact of that spending on service pupil premium eligible pupils? |
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Further information (optional)

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