

Pupil premium strategy statement

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	Mytchett Primary and Nursery Academy
Number of pupils in school	212 (plus Nursery= 40)
Proportion (%) of pupil premium eligible pupils	9.4% (20 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Sam Willans
Pupil premium lead	Emma Stacey
Governor / Trustee lead	Stacey Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£3,045
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	£29,945

Part A: Pupil premium strategy plan

Statement of intent

At Mytchett Primary and Nursery Academy our intent for all children, irrespective of background, is to achieve excellence in all areas of learning and personal development. Robust monitoring of progress and attainment is used to inform and plan quality first teaching and targeted catch up interventions. All staff have access to high quality CPD to ensure that quality first teaching and targeted support accelerate progress, including the progress of disadvantaged children who are already high attainers and so close the gap between disadvantaged pupils and non-disadvantaged pupils. At Mytchett, we believe that supporting well-being and the mental health of our children is equally as important as raising attainment. Our priorities focus upon the common and individual barriers our vulnerable pupils face. The school are committed to provide enrichment activities for all pupil premium children and for there to be no barriers to learning.

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

- ensure disadvantaged pupils are challenged in their learning
- act early to support 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
3	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils, which affects their learning and engagement
4	Low aspiration exists within a core group of children
5	Many pupil premium children have limited access to experiences which enhance Cultural Capital and are less likely to participate in extra-curricular activities

6	Many pupil premium children also belong to other vulnerable groups e.g. SEND
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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 among disadvantaged pupils	<p>Teaching team are supported by our Oracy Champion and Voice 21 training (www.voice21.org) to establish a framework to teach oracy explicitly.</p> <p>Talk for learning is used effectively across the curriculum and improved active listening facilitates this.</p>
Improved engagement, progress and attainment in reading, writing and maths among disadvantaged pupils	<p>Pupil premium children are targeted for support by the class teacher and support staff.</p> <p>The engagement, progress and attainment of pupil premium children is reviewed termly in Pupil Progress Meetings to ensure that gaps are closed and rapid progress is made.</p> <p>Learning walks, books looks and pupil voice evidence improved engagement of boys in reading and writing.</p> <p>Disadvantaged boys and girls make expected progress and meet age related expectations by the end of the year.</p> <p>Pupils reach the expected standard in the phonics check at the end of Year 1.</p>
All disadvantaged children have high aspirations and self-belief	<p>Pupil voice, learning walks and book looks evidence a strong resilience, growth mindset and positive focus on goals, indicating that all disadvantaged children have high aspirations.</p> <p>In liaison with www.delightcharity.org, disadvantaged children in KS2 and their teaching teams, will take part in two quality arts-based programmes that broaden their horizons, increase self-esteem and aspiration, and better engage them in learning.</p>

Pupils mental health and emotional needs will be supported so they are able to access the curriculum and engage in learning	Jigsaw REST assessment indicates an improvement in resilience and disadvantaged children engaging positively in learning. ELSA team are deployed effectively. The P.S.H.E. curriculum incorporates learning strategies for regulating and managing emotions.
Pupils engage in enrichment activities on offer	Disadvantaged pupils attend at least one extra-curricular activity per half term. Extra-curricular activities are offered and subsidised for pupil premium children. Discounts and subsidies are available for disadvantaged so that all children attend trips, visits, residential and have the necessary school equipment and resources.
Pupil premium children that fit into other vulnerable groups will be clearly identified and their support needs assessed	Pupil premium children will be identified on the inclusion register. Additional teaching and learning opportunities provided through our universal and graduated approach. The progress and attainment of pupil premium children with additional support needs is reviewed termly in Pupil Progress Meetings to ensure that gaps are closed and rapid progress is made.

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: **£9,155**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy Project in conjunction with Voice 21 to develop Talk for Learning, to teach oracy explicitly. School Oracy Champion and Lead to be trained and provide CPD for all staff through INSET and Twilight training	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. EEF Improving Literacy in KS2: Promotes purposeful speaking and listening activities that support pupils' language development. https://oracy.inparliament.uk/speak-for-change-inquiry	1,2,3,4

Implement phonics package- CPD training for EYFS and KS1 staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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.	1,2
Support staff to have regular training. Inclusion lead to identify training needs and lead updates re subject knowledge and interventions	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.	1,2,3,4
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.	4,5,6

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

Budgeted cost: **£11,544**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Tutoring in Maths and English led by experienced school 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.	1,2,4,6
Wellcomm screening and intervention in Reception and Year 1 led by trained LSA	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	1,3

Weekly 1:1 or small group additional learning support with experienced teacher	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>+4 months impact</p>	1,2,4,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£9246**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support – 6hours per week and includes Social Skills groups</p> <p>Supervision by Kite Academy Trust</p>	<p>EEF: Interventions which target social and emotional learning seek to improve pupils' interaction with others and self management of emotion.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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. 	1,2,3,4,6
<p>Kite Academy Trust Family Support Worker Team</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>	3,4
<p>Kite Inclusion Officer</p>	<p>Half termly attendance tracking and support provided as needed.</p>	3,4

Support to families experiencing difficulty affording trips, visits, after school activities and school uniform and equipment.	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 through these activities. Children often develop new passions and skills they may not have otherwise had.	4,5
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Total budgeted cost: £ 29,945

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.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.</i></p> <p>Establish targeted interventions in Maths for disadvantaged pupils falling behind age related expectations: – intervention for 1st Class at Number has not been implemented as a result of cohorting and staffing issues. School has purchased the Power of 2 support book and this was trialled in Yr 6. This is now used in Year 4 and 6. The aim is to secure early number skills. Children identified as not making expected progress were screened using Sandwell Maths Assessment, and targets set in liaison with Maths and Inclusion leaders. Full delivery of intervention not completed.</p> <p>School purchased Wellcomm screening package and training through Surrey Speech and Language Service. Impact was not measured as long periods of school absence meant intervention was not able to be carried out or reviewed. ELKLAN – 2 members of staff trained to deliver intervention in 2021-22</p>	
Progress in Reading: Improve Boys engagement in reading across the school and increase number of PP children achieving ARE	Increase % of FSM boys achieving from 20% (2019-20) to 44.4% (20-21)
Progress in Writing: Improve number of PP children in KS2 to 60% achieving ARE	33% of FSM achieved ARE in writing 2020-21
Progress in Mathematics: Close gaps for identified children	Unable to quantify impact as result of Covid restrictions and intervention not taking place

through access to Intervention program: 1 st Class@ Number	
Ensure Phonics attainment is maintained. To ensure Phonics Screen Check is in line with 2018-19 following lockdown	Year 1 – 83% Pass Rate (PP children supported using phonics Boosters) Year 2 – 86% pass rate for Phonics screening (Delayed results) 100% Pupil Premium pass rate.
Training and development of Speech and Language Champions across whole school to deliver and support Wellcomm Screening, ELKLAN and Talk Boost (EY) to identify and target support at early intervention stage Introduce Oracy Project across the school to promote social equity and reduce gaps in speaking and listening	2 LSA and Inclusion leader trained in delivering Wellcomm screening and target setting. 1 additional LSA trained in ELKLAN – within the Nursery team The impact is that SALT difficulties are highlighted earlier and targets are specific, based on the screening, and intervention can be implemented quickly without the immediate need for external referral. Graduated Response is in place. Only those children with delayed or disordered speech are supported by Surrey SALT. Oracy Project introduced Sept 2021 links with Voice 21, is key action within Academy Improvement Plan (2021-22).
Qualified Sports teacher employed to run invited PPG children to lunch time club. Weekly Physi-Fun sessions	All invited children took part and demonstrated high levels of engagement and enjoyment.

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	Jan Lever
WELLCOMM language screener	GL Assessment
ELKLAN Speech and Language Support	ELKLAN
Oracy Project	Voice 21

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Experienced teacher working 1:1 to support academic learning, no service

	families deployed during last academic year.
What was the impact of that spending on service pupil premium eligible pupils?	<p>50% of our Service children are EAL.</p> <p>Reading: 100% ARE. All but 2 children made above expected progress.</p> <p>Writing: 100% ARE with most children making better than expected progress</p> <p>Maths: 100% ARE with most pupils making above expected progress.</p>

Further information (optional)

All families identified as disadvantaged or vulnerable offered laptop or data to access online learning provided by school. Seesaw online subscription was purchased to support home learning during lockdown was increased to enable full functionality for staff and families.

All Pupil Premium invited to come to learn at school and from Jan 2021- 85% took up this offer. The remaining 15% were supported remotely.