



Pupil premium strategy statement

This statement details our academy's planned use of pupil premium funding for the 2025 to 2026 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 & Nursery Academy
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lynn Wicksey
Pupil premium lead	Tim Lodge
Governor / Trustee lead	Sarah Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
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	£22,725

Part A: Pupil premium strategy plan

Statement of intent

At Mytchett Primary and Nursery Academy our vision is for every pupil, irrespective of their background or challenges, to be happy and healthy; to contribute positively to their communities and achieve academic excellence.

Our intent is to close all gaps in attainment, attendance and engagement 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 and reading at the end of KS2 is lower when compared to non-disadvantaged pupils.
2	Attendance data from the past 12 months shows that some pupils fall short of our 97% attendance target, with contributing factors including late arrivals, periods of illness, and unauthorised absences.
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, EAL, known (or previously known) to social care.

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>End of KS2 reading, writing and maths outcomes in 2025-26 for disadvantaged pupils is at least in line with all disadvantaged pupils nationally by the end of 2025-26.</p> <p>50% of PPG pupils in YR achieve GLD. 50% of PPG pupils in Y1 pass the PSC. 100% of PPG pupils in Y6 achieved combined EXS in reading, writing and maths.</p>
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance in 2025-26 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
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>Reduction in stage 3 (and above) behaviour incidents among disadvantaged pupils.</p>
Pupils engage in enrichment activities on offer.	Increased levels of engagement and participation in enrichment and wider opportunities among disadvantaged pupils, including trips, residentials and extra-curricular school-run clubs.
Pupil premium pupils who belong to other vulnerable groups will be quickly identified and their support needs assessed.	Disadvantaged pupils' support needs are encompassed into ordinarily available provision and, when necessary, receive targeted support from the class teacher and support staff to ensure they achieve individual targets identified in SAPs.

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: **£8,521.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective implementation of Kite curriculum.</p> <p>PD for all staff at regular intervals throughout year to ensure effective delivery of curriculum.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>EEF (effective PD report) – Supporting high-quality teaching through effective PD and monitoring is pivotal in improving children's outcomes.</p>	1
<p>Ongoing phonics PD (ELS) and reading PD 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. SENCO to identify training needs and adjust training accordingly.</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>	1,4
<p>SLT monitor high quality teaching</p> <p>T & L lead delivers weekly PD – high quality teaching through effective implementation of the curriculum</p>	<p>High quality teaching- the best available evidence indicates that great teaching is the most important lever schools have to improve their outcomes.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,4

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

Budgeted cost: **£4,200.00**

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	1,4
Small group and 1:1 intervention 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	1,4

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

Budgeted cost: **£10,004.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support from Attendance Champion and admin champion. Embedding principles of good practice set out in the DfE's Improving School Attendance advice: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

<p>ELSA support – 3hours per week and includes Social Skills groups</p> <p>TLC (Daily lunchtime club)</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. 	<p>2, 3</p>
<p>Financial support to families experiencing difficulty affording encirclement offer, including trips, residentials and extra-curricular school-run clubs.</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.</p> <p>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>	<p>3</p>

Total budgeted cost: £ 22,725.00

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 2024 to 2025 academic year.

Academic year 2024-25

Attainment of disadvantaged pupils achieving at least the expected standard:

KS2 GLD – 20% (1/5 pupils)

PSC - 100% (1/1 pupils)

KS2 MTC full marks – 50% (1/2 pupils)

KS2 reading - 100% (1/1 pupils)

KS2 maths - 0% (0/1 pupils)

KS2 writing - 100% (1/1 pupils)

Our ELSA worked with some of our disadvantaged pupils and some of these pupils attended TLC lunch club. These interventions supported improved attendance and punctuality, promoted positive behaviour and self-esteem and helped to secure better engagement and relationships with families.

All disadvantaged pupils took part in the extra-curricular trips and residential that were offered by the school.

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
ELS (Essential Letters and Sounds) Phonics	Oxford Owl
Bucket Time	Attention Autism