

Pupil premium strategy statement – Myton School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1391 in Y7-Y11
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andy Perry, Head Teacher
Pupil premium lead	Liz Curtis
Governor / Trustee lead	Bal Sahota

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (inc PLAC)	£237,700
Recovery premium funding allocation this academic year	£67,824
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£305,524

Part A: Pupil premium strategy plan

Statement of intent

Myton School prepares all our students for lifelong success by developing self-assured learners; removing barriers; working together and investing in futures. All students will have high aspirations of what they want to achieve in life, and will know how to get there. There will be a culture of inclusion and acceptance alongside a programme of extra-curricular activities to encourage personal growth.

We have a three tiered approach to our pupil premium (PP) strategy and it is the responsibility of all leaders in the school:

1. Quality teaching that supports the individual needs of every child
2. Above and beyond; targeted interventions
3. No barriers; wider supporting strategies

Our plans will primarily focus on high quality teaching using EEF strategies that are proven to raise attainment in disadvantaged cohorts whilst at the same time benefitting all students at the school. The goal to raise the attainment of our disadvantaged cohort is a focus in every school system and a clear feature of accountability through Performance Management for all teachers.

We will ensure our staff receive appropriate professional development and training, make effective use of TAs and HLTAs to support smaller group learning, interventions and 1-2-1 work. Our wider strategies include a pastoral staffing structure who have a focus on working together with young people and their families to improve attendance as well as supporting pupils' social, emotional and behavioural needs.

We will evaluate progress of our PP pupils against all students nationally with the minimum aim that our PP students perform in line with the national cohort.

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/teaching-learning-toolkit)

Challenges

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

Challenge	Detail of challenge
1	Literacy: Communication skills. Gap of 0.81 years between reading age and chronological age for PP and non PP (Non-PP reading age +0.45 months above chronological age, PP -0.36months below chronological age)
2	Attendance: In 2022-2023, there was a gap of 9.44% in attendance between PP and non-PP students. 61.5% of PP students were classed as persistently absent (below 90%)
3	Behavioural: 50% of suspensions in 2022-2023 were of PP students despite making up 17% of the student numbers.
4	Extra-curricular: Pupil premium students participate in fewer extra-curricular activities than their peers. We would like all pupils to have the same level of engagement.
5	Parental engagement: Participation in face-to-face activities such as parent's evenings tends to be lower for PP students and parents/carers are not accessing information shared in school notices and bulletins.

Intended outcomes

The following table sets out the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved. Progress towards these outcomes will be measured 3 times a year. Actions will be put in place for individual students through the use of summit meetings and alignment meetings where outcomes fall below targets. The whole school KPIs are below with those particularly pertinent to PP and Covid Catch up highlighted in yellow, the other KPIs give useful context.

	A8	P8	E&M Stand Pass (4)	E&M Strong Pass (5)	E&M High pass (7)	EBacc Strong Pass	EBacc Entries
Actual (2017-18)	52.65	0.18	77%	54%	NA	26%	
Actual (2018-19)	50.91	0.05	73%	52%	NA	30%	55%?
Actual (2019-20)*							
Actual (2020-21)*							
Actual (2021-22)	52.1	0.11	80%	58%	22%	23%	40%
Actual (2022-2023)	50.39	0.03	75 %	52.4%	17%	17.8%	31.5%
Target (2023-2024)	56.07	1.05 (0.30)	91.5%	69.7%	27.3%	33.9%	41.0%
Predicted (2023-2024)	52.86	0.45	80.1%	57.60%	19.6%	26.2%	41.0%

Wider KPI's and destinations

	Latest National	2022-23 Results	2023-2024 Targets
Yr 11 Positive Destinations	90.5%	96% (10tbc)	100%
Y11 Positive Destinations (SEND / PP)		100%	100%
% Y11 staying P16 / of those, % staying with us		92/50	93/55
% recruitment to year 12 from other schools		27%	30%
Y13 Positive Destinations		97%	100%
Y13 Progression to HE - L4 and above		71% (60% 1 st choice)	72%
P16 Retention (academic)	n/a	99%	100%
P16 Retention (vocational)	n/a		100%
Overall Attendance (Y7-11) *	90.7%	90.2%	95%
Persistent absence (Y7-11) *	28.3%	27.8%	14.5%
PP attendance **	88.6%	81.8%	88.6%

FT suspensions (% students) (Y7-11) (SEND / PP / PP&SEND)	14% 21/22 (16.02% PP)	11% (47% PP, 35% SEND))	
Repeat suspensions		29 students representing 58% of all suspensions	

Pupil Premium KPI's

	2021-22 Results*	2022-2023 Actual	2023-2024 Target	2023-2024 Predicted Data A
PP %E&M Standard Pass (4+)	40%	47	77.3	52.3
PP %E&M Strong Pass (5+)	21%	26	502.3	20.5
PP Progress 8	-0.73	-0.76	0.91	-0.41
PP Attainment 8		35.74	46.99	36.06
SEND/EHCP %E&M Standard Pass (4+)	51	47/33	62.2 / 66.7	34.9 / 33
SEND/EHCP %E&M Strong Pass (5+)	34	23.5	29.7 / 16.7	27 / 0
SEND Progress 8 SEND/EHCP	-0.27/-2.6	-0.22/-1.97	1.11 / 0.86	0.15/-0.2
PP and SEN Progress 8 SEND/EHCP	-0.9/-2.4	-0.96/-2.04	0.84 / 0.91	-0.85/0.3

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.

Quality Teaching (for example, CPD, recruitment and retention) Budgeted cost: £82k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Leader TLR: literacy plan	<p>EEF Tiered Approach 1 – Teaching:</p> <p>Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching and should support middle and high attainers too. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.</p> <p>The School Development Plan has prioritised a number of approaches that are recommend in the T&L Toolkit. These include:</p> <ul style="list-style-type: none"> • Feedback (+6 mths) • Metacognition and self-regulation (+7 mths) • Reading comprehension strategies (+6 mths) • Oral language interventions (+6mths) <p>The T&L principles incorporate these strategies. The CPD plan is centred around the T&l principles, and is featured in performance management targets.</p>	1, 2
English Boost KS3 TLR		1, 2
Overstaffing in English: English boost option.		1, 2
11 hours disaggregated time for evidence informed research		1, 2
Specific resources and CPD for Literacy and Numeracy support / intervention programmes: Bedrock & Sparx		1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £90k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support:	Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2
English boost year 7-8	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	
Functional skills 9-11	Small group tuition EEF (educationendowmentfoundation.org.uk)	
HLTA Maths: in class support		
HLTA Maths: small group work		
HLTA to support with:		
Reading age testing for all students	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Reading aloud – adult and P16		
Handwriting interventions		
YORK test/ LASS test/ GL Dyslexia screen to diagnose specific barriers – Deputy SENCO	Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning	
Nessy for Dyslexia interventions		
Careers appointments – PP prioritised		
EAL interventions		

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

Budgeted cost: £123k

Activity	Evidence that supports this approach	Challenge number(s) addressed
5 PLs to allow HOY to lead on: Parental Engagement Attendance Extra-curricular attendance Careers	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) Outdoor adventure learning Toolkit Strand Education Endowment Foundation EEF Sports participation Toolkit Strand Education Endowment Foundation EEF	1,2,3,4, 5
Laptop loan	Attendance-REA-protocol-Addendum-Nov21.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2
Rewards	Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	
Year 11 revision booklets	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1
Subsidised extra curricular activities – music, DofE, trips	SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)	5
Breakfast club		3
Uniform		4
Nurture support		3,4,6
Mental Health support		1,3,4
Career conversations – PP prioritised		1,3,4

Total budgeted cost: £ 295k

Part B: Review of the previous academic year

Outcomes for disadvantaged students

	Target	2021-22 Results	2022-2023 Results	2023-2024 Predicted
PP %E&M Standard Pass (4+)	77.3	40%	47	52.3
PP %E&M Strong Pass (5+)	52.3	21%	26	21.7
PP Progress 8	0.91	-0.73	-0.76	-0.41
PP Attainment 8	46.99		35.7	36.06

Outcomes: The average GCSE grade of PP students (A8 36.75) was 1.5 grades lower than their non-disadvantaged peers (A8 50.44), probably due to their lower attendance and reading ability. The P8 figure for 2023 (-0.76) showed a decline from 2021-2022 (P8 -0.73) and therefore there is still a great deal of work to be done. To allow direct comparison with National data, it is noted that the national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and Progress 8 -0.55. We are still tracking behind this data. Nationally non-disadvantaged pupils score P8 0.15 resulting in a gap of 0.70. We are slightly below this with a P8 gap of 0.79 between disadvantaged and non disadvantaged students.

Attendance: COVID isolations continued to impact attendance and the social cohesion of some students in this year group. We have since revisited our pastoral staffing and put in place additional resources in school (pastoral leaders) to support pupils who are finding it difficult to re-engage with school. Last year PP attendance was 82% which despite being below the whole cohort (90.2%) was higher than national averages for PP (FFT).

Intervention: Building on the revision skills work undertaken with all Year 10 pupils, we provided Year 11 PP students with key GCSE revision materials. After school intervention was offered in most subjects though attendance of key PP students was limited. We have factored this into our

planning for intervention systems this year to include pick ups for targeted students and a shared booking system so all leaders and mentors can support with attendance.

Extra-curricular: As a result of PP parent and student feedback, we increased the publicity of available enrichment activities and are operating “social” sports clubs. We have also been able to target opportunities, such as holiday clubs, at students based on their preferences.

Engagement: Attendance at all school events involving parents is monitored for engagement. Disadvantaged students are contacted first and given priority time to book slots at parents evenings.

Behaviour: We monitored the number of positive behaviour points received and shared this information with all staff regularly. However, we continue to see a significantly higher level of exclusions and poor behaviour points in PP students versus non PP – data required here

Externally provided programmes

Programme	Provider
Equine Therapy	Circles, Hooves in Harmony, Alpaca Experience
Science & Maths one to one tutoring in school for Y11 mainly SEND	Independent tutors
Alternative provision for students unable to engage with the full school curriculum	Various including Emscote and Vineyards
Mentoring & Counselling programmes	Various including Dare to Dream, One Nation, Lifespace, Relate

Reading aga data

Year	Whole cohort	Non-PP	PP	SEND	SEND+PP
Y7	+0.63	+0.87	-0.37	-0.05	-2
Y8	+0.77	+0.98	-0.1	-0.35	-0.73
Y9	+0.63	+0.92	-0.25	-1.10	-2.35
Y10	+0.53	+0.67	-0.19	-0.73	-0.74
Y11	-0.31	-0.23	-0.89	-1.06	-0.77

KS4 2022 Data showing linkage with reading and attainment

(Shows some of the outlying PP student performance)

Scatterplot

KS4 Pupil scatterplot 2022 264 pupils highlighted by Pupil Premium

