

Pupil premium strategy statement – Myton School 2024-2025

This statement details our school's use of pupil 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	1360 in Y7-Y11
Proportion (%) of pupil premium eligible pupils	20% (266 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andy Perry, Head Teacher
Pupil premium leads	Liz Curtis, Deputy Headteacher Neil Phipps, Deputy Headteacher
Governor / Trustee lead	Bal Sahota

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (inc PLAC)	£227,850
Total budget for this academic year	£227,850

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 lead our students to CARE by becoming Community Minded, Aspirational, Respectful and Engaged. The four Values underpin the work which we do at Myton.

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://educationendowmentfoundation.org.uk)

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 0.8 years between reading age and chronological age between PP and non PP. Non-PP reading age is +0.05 months above chronological age, PP students are -0.8 months below chronological age. This gap for disadvantaged students between their reading age and chronological age has increased year on year.
2	Attendance: In 2023-2024, there was a gap of 9.26% in attendance between PP and non-PP students. The previous year the gap was 9.44%. 46.4% of PP students were classed as persistently absent (below 90%), which is a decrease on the previous year (61.5%). The gap between PP and non-PP students who are PA was 30%.
3	Behavioural: 46% of suspensions in 2023-2024 were of PP students despite making up 18% of the student numbers. The previous year this figure was 50%.
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 parents' 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 highlighted; the other KPIs give useful context.

It is worth noting that as this year group did not sit SATs in Year 6 due to Covid, Progress 8 targets are based upon a range of other internal calculations. A8 however remains comparable to previous years.

Whole School KPIs

	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
Actual (2023-2024)	48.3	0.07	71.1	50.4	19.3	16.3	41.5
Target (2024-2025)	58.09	0.68	95.6	72.8	24.3	24.3	28.3
Year 10 Data C	52.69	0.2	83.6	63.6	19.6	19.6	26.9
Year 11 Data A	51.8	0.21	81.3	60.3	19.5	17.6	27.2

Pupil Premium KPIs

	2021-22 Results*	2022-2023 Actual	2023-2024 Target	2024-2025 Target	2024-2025 Year 10 Data C	Year 11 Data A
PP %E&M Standard Pass (4+)	40%	47	77.3	80	50	42.5
PP %E&M Strong Pass (5+)	21%	26	50.3	45	28.3	27.5
PP Progress 8	-0.73	-0.76	0.91	0.54	-0.23	-0.27
PP Attainment 8		35.74	46.99	48.49	38.5	37
SEND/EHCP %E&M Standard Pass (4+)	51	47/33	62.2 / 66.7	70/ 100	35 / 40	30.8/33
SEND/EHCP %E&M Strong Pass (5+)	34	23.5	29.7 / 16.7	20 / 16.7	19.2	15.4/16.7
SEND Progress 8 SEND/EHCP	-0.27/-2.6	-0.22/-1.97	1.11 / 0.86	0.45/0.76	-0.73/-0.28	-0.54/0.2
PP and SEN Progress 8 SEND/EHCP	-0.9/-2.4	-0.96/-2.04	0.84 / 0.91	-0.04/0.87	-0.83/-0.23	-0.98/0.62

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Director of Literacy Working with staff delivering training and advice	<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 Myton Classroom. 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 Myton Classroom principles incorporate these strategies. The CPD plan is centred around the principles in the 'Myton Classroom'. Time and resources are provided to equip staff to improve their knowledge and understanding of meeting the needs of disadvantaged pupils.</p>	1, 2
11 hours disaggregated time for CPD on 'Myton Classroom' informed by the EEF		1, 2
		1, 2
		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: £96873

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support via out of hours interventions	Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2
Director of Literacy Small group intervention	Intensive support can help pupil learning if provided in addition to, and linked with, normal lessons.	
HLTA Maths: in class support	Peer tutoring, working in pairs or small groups to provide support for one another is a key strategy in our Curriculum Plus provision.	
HLTA Maths: small group work	Our HLTA Maths and Director Literacy provide targeted academic support to help boost language development, literacy and numeracy.	
Reading aloud – adult and P16 Librarian assistant	Testing reading ages enable all staff to target interventions and support at the right students.	
Handwriting interventions	Use of screening for SEND with disadvantaged students enables support to be engaged in a speedier, more targeted fashion.	
YORK test/ LASS test/ GL Dyslexia screen to diagnose specific barriers	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	
Nessy for Dyslexia interventions	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Careers appointments – PP prioritised	Teaching assistant interventions, such as literacy or Fresh Start, are targeted at disadvantaged pupils who are also SEND that require additional support and can help previously low attaining pupils overcome barriers to learning.	
EAL interventions		
Director of Inclusion and Curriculum Plus Curriculum Plus Tutor Specific provision aimed at meeting the needs of the most disadvantaged students	The Director of Inclusion works closely with students to plan bespoke targeted interventions to help them boost development and progress.	

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

Budgeted cost: £97,977

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) Poor attendance at school leads to negative outcomes. Our Pastoral Leaders support a sense of belonging, facilitating breakfast and other interventions, and chasing attendance. These PLs engage hard to reach parents to support their children more effectively.	1,2,3,4, 5
Laptop loan		1,2
Sports Coach		2,3,4
Rewards		2,3,4
Year 11 revision booklets and resources	Sports participation Toolkit Strand Education Endowment Foundation EEF	1
Subsidised extra curricular activities – music, DofE, trips	Attendance-REA-protocol-Addendum-Nov21.pdf (d2tic4wvo1iusb.cloudfront.net)	4,5
Breakfast club		3
Uniform support		4
SEMH Tutor	Our Sports Coach runs extra curricular activities before and after school targeting our disadvantaged students. Increased engagement improves outcomes.	3,4,6
Mental Health support		1,3,4
Career conversations – PP prioritised	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,3,4
Unifrog subscription for careers planning	Social and Emotional skills support effective learning and positive outcomes later in life. Our SEMH Mentor in the Inclusion team delivers support for students struggling with their mental health. This is overseen by a Mental Health lead who oversees support and interventions. SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)	

	<p>Our Careers Lead prioritises disadvantaged students to provide them with aspirational targets for their future. This is supported by the Unifrog platform which enables pupils in all years to engage in high quality careers advice and guidance.</p>	
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Total budgeted cost: £ 227,850

Part B: Review of the previous academic year 2023-2024

Outcomes for disadvantaged students

	2021-22 Results*	2022-2023 Actual	2023-2024 Actual
PP %E&M Standard Pass (4+)	40%	44 %	39.5 %
PP %E&M Strong Pass (5+)	21%	24 %	14 %
PP Progress 8	-0.73	-0.76	-0.82
PP Attainment 8		35.74	30.93

Outcomes: The average A8 score for disadvantaged students (A8 30.93) was lower than their non-disadvantaged peers (A8 51.64). This was also a decline on the previous year. A significant factor for this was their lower attendance: disadvantaged students had an attendance of 9.26% lower than their non-disadvantaged peers. The P8 figure for 2024 (-0.82 compared to 0.24 for non disadvantaged pupils) was lower than that of the previous two years 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 Progress 8 score for disadvantaged pupils across all state funded schools was -0.57. We are still tracking behind this data. Nationally non-disadvantaged pupils score P8 0.16 resulting in a gap of 0.73. Our gap, at over 1, is considerably wider than this.

Attendance figures have shown improvement year on year in most year groups. Myton has remained above national and local figures for attendance. However, the gap between disadvantaged and non-disadvantaged students continues to be a priority. Disadvantaged students who are persistently absent (<90%) was slightly above national average, but attendance overall for disadvantaged students was below that of the national picture.

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 and targeted disadvantaged students. Staff were deployed to collect students for intervention and remind them and their families. We have continued to factor this into our planning for intervention systems this year and have continued to provide the Key Stage 4 pastoral team additional time to focus on attendance and monitoring.

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. Disadvantaged students continue to receive a proportionately high number of suspensions at a rate of 30.7%. Although this figure is high, it is well below the national rate of 45.6%. Strategies such as a new Inclusion structure, a change to the way internal Refocus is completed, and greater resources into the Pastoral Team effectively supported behaviour for disadvantaged groups and this work is ongoing.

Externally provided programmes

Programme	Provider
Therapeutic external providers eg equine therapy	Circles, Hooves in Harmony, LAMP
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, Young People First