

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	1377 in Y7-Y11
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Andy Perry, Head Teacher
Pupil premium lead	Alwyn Martin
Governor / Trustee lead	Bal Sahota

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,630
Recovery premium funding allocation this academic year	£57,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£294,630

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 staff. All students will have high aspirations of what they want to achieve in life, and 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 three principles underpinning our pupil premium (PP) strategy:

- Know your students; quality teaching that helps every child
- Above and beyond; targeted interventions
- No barriers; wider supporting strategies

Our intention is to narrow the attendance, achievement and progress gaps between PP pupils and their peers. Our plans will primarily focus on quality teaching as this has been shown to have the greatest impact on closing the disadvantage gap and at the same time will also benefit non-disadvantaged students at the school.

We have used the EEF toolkit to identify the most effective and impactful strategies to benefit our PP students and are focussing spend particularly on metacognition, developing self-assured and self-regulated learners and reading comprehension strategies. These also form a key part of the whole school improvement plan.

We will ensure our staff receive appropriate professional development and training and make effective use of TAs and Maths and English HLTAs to support smaller group learning, interventions and 1-2-1 work. Our wider strategies include working to improve attendance, supporting pupils' social, emotional and behavioural needs and communicating with and supporting parents/carers.

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)

Challenges

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

Challenge	Detail of challenge
1	Outcomes: 2022 GCSE data highlighted that high previous attaining PP boys had significantly lower progress and attainment than their non-PP peers.
2	Literacy: Assessment shows that PP reading ages are lower than non-PP; this lower comprehension impacts progress in all subjects and is a barrier to achieving higher grades. The average PP student reading age gap is 0.9 years worse than non-PP students. There is also a significant SEND overlap and 50% of SEND students Y7-11 are also PP
3	Attendance: PP attendance is significantly lower than non-PP (2021/22 gap 9.5%) and was also 2.4% lower than the national PP attendance.
4	Behavioural: PP students receive a higher number of poor behaviour points, both due to organisation and in class conduct, compared to non-PP students. Exclusions and disrupted learning will impact on their achievements. Even after adjusting for lower attendance PP students receive less merit points on average than their non-PP peers.
5	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.
6	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.
7	Positive Destinations: Only 84% PP pupils completing KS4 2020 were in education or full-time employment for 2 terms. This is below the national PP average of 88.4%. (Non-PP 95.6%)

Intended outcomes

Measure	Act 2021/22	Target 2022/23
Attendance – Years 7-11	82%	91%
Progress 8	-0.72	-0.4
Average Attainment (Gap vs National non-PP)	21.2	15
Grade 5+ Maths & English PP	21%	24%
Positive Destinations	84%	90%

Attendance will be monitored half-termly, Outcome Data twice annually and then at KS4 results

The following table 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
Outcomes: Eliminate the progress gap between our PP students and the national non-PP students.	By September 2025, the Progress 8 score for our PP students will match that of national non-PP students.
Outcomes: Achieve at least national PP Average Attainment 8.	By September 2025, Average Attainment 8 at least matches national PP.
Outcomes: % Pupils achieving Grade 5 or above in English and Maths better than the national PP average.	Government GCSE data shows this after 2025 results are published.
Attendance: Reduce attendance gap between PP and non-PP students.	By 2025 attendance average to be at least 93% & gap versus non-PP to be no larger than 2% and less than national gap
Extra-curricular: There will be an increased participation in extra-curricular activities and a wider offering to enrich student experiences.	There will be a proportional attendance of PP students to extra-curricular activities.
Behavioural: PP students achieve the same number of merits on average, as their non-PP peers.	There is no gap in merits earned between PP and non-PP students 2023/24.
Positive destinations: PP students will be prioritised for careers information to enable them to connect current schooling and their future	PP students have a clear plan in place for post-16 destinations and know what they need to achieve. The PP pupil retention % in our sixth form will match non-PP
Parental engagement: Lack of parental/carer engagement will not be a barrier to student involvement or achievement	PP parental/carer engagement with school events will be increased through focussed communications and targeted activities. Participation in parent's evenings for PP students will exceed 80%.

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: £82k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Leader: 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) • Mastery learning (+5 mths) • Metacognition and self-regulation (+7 mths) • Reading comprehension strategies (+6 mths) • Small group tuition (+4 mths) <p>CPDL is targeted on school priorities including the above and is featured in performance management.</p>	1, 2, 7
Overstaffing in English: English boost option.		1, 2, 7
Recruitment & training of HLTA in English and Mathematics departments		1, 2, 7
Specific resources and CPD for Literacy and Numeracy support / intervention programmes: Bedrock & Sparx		1, 2, 7

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, 7
English boost year 7-8	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	
Functional skills 9-11		
HLTA: in class support		
HLTA small group work	Small group tuition EEF (educationendowmentfoundation.org.uk)	
HLTA to support with:	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Reading age testing for all students		
Bedrock for all 7+8		
Reading aloud – adult and P16		
Handwriting interventions		
YORK test/ LASS test/ GL Dyslexia screen to diagnose specific barriers		
Nessy for Dyslexia interventions	Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning	
High attainer lead – brilliant club, academic mentoring, careers		

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

Budgeted cost: £123k

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP lead to direct strategy 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 Attendance-REA-protocol-Addendum-Nov21.pdf (d2tic4wvo1iusb.cloudfront.net)	1,3,5,6,7
Laptop loan	Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	1,2
Rewards		
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
Pastoral Leaders to assist HoY		3,4,6
Nurture support		1,3,4,7
Mental Health support		1,3,4,7
Career conversations		1,3,7

Total budgeted cost: £ 295k

Part B: Review of the previous academic year

Outcomes for disadvantaged students

2021/22 KS4 results were affected by curriculum adjustments post-COVID with some students reducing exam entries. Limited year on year comparison is possible but in table below comparative data is (2018/19)

Measure	Myton PP	National Non-PP	National PP
Progress 8	-0.72 (-0.79)	0.15 (0.13)	-0.55 (-0.45)
Average Attainment	31.4 (30)	52.6 (50.3)	37.5 (36.7)
Grade 5+ Maths & English	21% (21%)	57% (50%)	29.5% (24.7%)

Although the results in closing the gap versus National non-PP are disappointing, the school PP outcomes of Progress and Attainment have improved more than National PP since 2018/19; which is the last pre-covid published data.

Outcomes: Actual GCSE Maths & English results showed a strong linkage between attendance and performance. However, the average GCSE grade of PP students was more than 2 grades lower than their non-disadvantaged peers, probably due to their lower attendance and reading ability (see scatterplot in Additional information.) GCSE results highlighted the poorer relative performance of HPA PP students and this has been added into the key challenges.

Literacy: The average reading age gap between PP and non-PP reduced slightly from 1.1 to 0.9 years. (see table in Additional information) This reflects increased reading in form times, small reading group interventions and use of programmes such as Bedrock.

Attendance: COVID isolations continued to impact attendance and the gap between PP students and their peers increased to c10% for 2021/22 with the gap greatest in the older year groups where there were a number of non-attenders. We revisited our processes and put in place additional

resources in school (nurture, mentoring and counselling) to support pupils who were finding it difficult to re-engage with school. The majority of PP students with <75% attendance showed improved attendance in the summer term 2022 following the additional support but the lowest attending cohort (Y10 girls) have not sustained that improvement over the holidays. The first half term of 2022/23 shows overall improved attendance versus last year but individual year groups are deteriorated by new (largely anxiety-based) non-attenders.

Tutoring: Building on the revision skills work undertaken with all Year 10 pupils, we provided Year 10 PP students with key GCSE revision materials and offered after-school tuition to students identified as underperforming although only half of the students offered tuition attended regularly. Maths homework clubs for all students now run at lunch-times.

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: Although PP parents/carers are routinely offered details of holiday clubs, food support we introduced priority booking for parents evenings and increased the contact about attendance. Over half PP families were contacted about their child's absence from school bringing an opportunity to discuss any barriers.

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 (2021/22: 36 PP exclusions 44 non PP)

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

Additional information

Reading Age Data 2022/23:

<i>Average reading year gap</i>			
	<i>PP</i>	<i>Non-PP</i>	<i>Gap</i>
7	<i>(0.8)</i>	<i>0.8</i>	<i>(1.6)</i>
8	<i>(0.3)</i>	<i>1.1</i>	<i>(1.4)</i>
9	<i>(0.1)</i>	<i>0.7</i>	<i>(0.7)</i>
10	<i>(0.7)</i>	<i>(0.2)</i>	<i>(0.5)</i>
11	<i>(0.8)</i>	<i>(0.8)</i>	<i>-</i>
<i>Average</i>	<i>(0.5)</i>	<i>0.3</i>	<i>(0.9)</i>

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

