

Pupil premium strategy statement – Myton School 2025-2026

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	1357 in Y7-Y11
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Neil Phipps Liz Curtis
Pupil premium leads	Charmaine Walker – Assistant Head Peter Connelly – Associate Assistant Head
Governor / Trustee lead	Pritesh Shah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (inc PLAC)	£263,913.00
Total budget for this academic year	£263,913.00

Part A: Pupil premium strategy plan

Statement of intent

At Myton School, we relentlessly pursue our aim of preparing all students for lifelong success. Our Pupil Premium strategy is rooted in our core values: developing self-assured learners, removing barriers to progress, working together across our community, and investing in futures.

We guide our students to CARE by becoming:

- **Community Minded** – always thinking of others
- **Aspirational** – setting high standards for themselves and their futures
- **Respectful** – of themselves, their peers, and their community
- **Engaged** – in their learning and the world around them

Our three-tiered approach to Pupil Premium is a whole-school responsibility and includes:

1. **Quality First Teaching** – responsive to individual needs and grounded in evidence-based strategies from the EEF Teaching & Learning Toolkit.
2. **Targeted Academic Support** – interventions that go above and beyond to close gaps and accelerate progress.
3. **Wider Strategies** – addressing attendance, wellbeing, and social-emotional development through a strong pastoral structure and family engagement.

We are committed to ensuring that all staff receive high-quality professional development, and that our teaching assistants and HLTAs are deployed effectively to support small group and 1:1 learning.

Our goal is for disadvantaged students to achieve in line with national expectations, with their progress and attainment monitored rigorously. Every teacher is accountable for the success of our PP cohort through performance management and ongoing reflection on practice.

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/teaching-and-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 0.8 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	In 2024–2025, the attendance gap between Pupil Premium (PP) and non-PP students has widened to 12.84% (PP: 80.28% vs non-PP: 93.12%), compared with a 9.26% gap the previous year. Nearly half of PP students (49.4%) are persistently absent (<90%), highlighting a significant attendance challenge within this group. This continues to be a key strategic priority.
3	Behavioural: 70% of suspensions in 24-25 were PP students, The previous year, this was 46% and the previous year was 50%.
4	Pupil Premium students participate in fewer extra-curricular and enrichment activities compared to their peers. This reduced engagement limits opportunities to develop social capital and a sense of belonging within the school community. It also contributes to lower aspirations and limited understanding of future destinations and career pathways. Without these experiences, pupils may miss out on developing the skills and networks needed to become active citizens who contribute positively to their community.
5	Participation in face-to-face activities such as parents' evenings tends to be lower for PP students, and parents/carers are not consistently accessing information shared in school notices and bulletins. We need to strengthen parental engagement and ensure they are able to support their child's home learning and homework. We will encourage families to foster independent learning skills at home, creating a collaborative approach that reinforces classroom learning and builds pupil confidence and resilience. 41% of Myton students and 60% of Oakley students taking part in BeReal 2025 were either/or/and FSM/PP/SEN/EAL 38% Taking part in Canvas of Culture 2024 were either/or /and FSM/PP/SEN/E These are significant character development opportunities that we offer at Myton, which are unique in their nature, platforming and celebrating diversity within our school.

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 (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	0.04	71.1	50.6	19.3	16.3	41.5
Target (2024-2025)	58.09	0.68	95.6	72.8	24.3	24.3	28.3
Actual 2024-2025	49	0.23	73.8	52	16.2	15.5	27.7

Pupil Premium KPIs

	2021-22 Results*	2022-2023 Results	2023-2024 Results	2024-2025 Target	2024-2025 Results
PP %E&M Standard Pass (4+)	40%	44	39.5	80	41.5
PP %E&M Strong Pass (5+)	21%	24	14	45	22
PP Progress 8	-0.73	-0.76	-0.82	0.54	-0.25
PP Attainment 8	31.4	35.74	30.93	48.49	32.48
SEND/EHCP %E&M Standard Pass (4+)	51	47/33	22.7	70/ 100	41.4/33.3
SEND/EHCP %E&M Strong Pass (5+)	34	23.5	18.22	20 / 16.7	17.2/0
SEND Progress 8 SEND/EHCP	-0.27/-2.6	-0.22/-1.97	-0.64/-0.48	0.45/0.76	-0.22/-0.14
PP and SEN Progress 8 SEND/EHCP	-0.9/-2.4	-0.96/-2.04	-1.11/0.4	-0.04/0.87	-0.44/-0.36

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: £12986.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
11 hours disaggregated time for instructional coaching	<p>Our Pupil Premium strategy is designed to ensure that disadvantaged students receive high quality teaching and targeted support to close attainment gaps. Central to this strategy is our commitment to the Myton Classroom, which provides a consistent framework for teaching and learning across the school. The Myton Classroom emphasises clear explanations, modelling, scaffolded challenge, retrieval practice, and structured feedback—all of which align closely with the recommendations from the EEF T&L Toolkit particularly in areas such as metacognition, feedback, and collaborative learning. The Myton Classroom is a vehicle for implementing the most impactful strategies identified by the EEF. For example, the emphasis on retrieval practice and modelling supports cognitive science principles, while live marking and cold calling enhance feedback and engagement. By embedding these strategies into daily practice, we ensure that PP students benefit from the most effective teaching approaches available.</p> <p>The FIRST Approach and Positive Discrimination To ensure PP students are prioritised in every classroom, we implement a FIRST policy:</p> <ul style="list-style-type: none"> • F – Feedback First: PP students receive targeted, high-quality feedback to accelerate progress. • I – Identify Gaps in Knowledge: Teachers use formative assessment to pinpoint and address misconceptions. • R – Rewards: Positive reinforcement is used to celebrate effort and achievement. • S – Strategic Seating: Seating plans are thoughtfully designed to maximise engagement and support. • T – Tackle Barriers and Provide Resources: We remove practical barriers to learning by offering tailored resources and interventions. • This approach ensures PP students are consistently prioritised in planning, marking, and classroom interactions. <p>Professional Development and Instructional Coaching Improving teaching quality is the most effective way to raise attainment for disadvantaged students. Our teacher development programme is built around an instructional coaching model, using</p>	1, 2, 3

	Tom Sherrington's Walkthrus to embed best practice. This model is fully aligned with the EEF's Professional Development Guidance, which highlights the importance of sustained, iterative, and evidence-informed CPD. Coaching cycles focus on key elements of the Myton Classroom, ensuring that all staff are supported to deliver consistently excellent lessons.	
Director of Literacy Working with staff delivering training and advice	Weekly T&L items in the staff bulletin and HoD weekly bulletin regarding Literacy – supporting struggling readers, planning for reading, improving Tier 2 vocabulary, Oracy, Intervention referrals, supporting Dyslexic students. Monthly training with TAs. CPD with HoDs last year and being reviewed this year regarding planning for Reading in SoLs and explicit vocabulary instruction. All LASS/ Dyslexia results shared with staff with strategies to support.	1, 2, 3
Specific resources and CPD for Literacy and Numeracy support / intervention programmes: Bedrock & Sparx	All Year 7 and 8 students on Bedrock, plus KS4 EAL students – fortnightly monitoring, catch ups and rewards. Last 2 years has shown greater improvement with PP students, who have on average a lower starting point.	1, 2

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

Budgeted cost: £128995.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Director of Literacy Small group intervention (inc Lexonic)	Our HLTA Maths and Director of Literacy provide targeted academic support to help boost language development, literacy and numeracy.	1, 2
HLTA Maths in class support And small group work	<p>Testing reading ages enables all staff to target interventions and support at the right students.</p> <p>Use of screening (LASS or Dyslexia) for SEND with disadvantaged students enables support to be engaged in a speedier, more targeted fashion.</p> <p>Lexonik Advance reading intervention aimed at students reading between 1 and 3 years below their actual age. Small groups of 4, 1 hour a week, for 6 weeks. All PP students to be on the rota first.</p>	1, 2
Reading aloud – adults and P16	95 Year 12 students trained as Reading Mentors. Students assigned according to Reading Age either a daily session for 6 weeks or weekly meetings with Reading Mentor long term.	1, 2
Teaching assistant interventions: Nessy and TTRS for Dyslexia interventions Reading Age test/ LASS test/ SLCN	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching assistant interventions, such as literacy or Fresh Start, Handwriting, touch-typing, Nessy and TTRS are targeted at disadvantaged pupils who are also SEND that require additional support and can help previously low attaining pupils overcome barriers to learning.</p>	1, 2
Dyslexia screener and reading pens	Reading Pen training and loans for our Dyslexic PP students to use in lessons and exams to increase independence.	1, 2
Careers appointments – PP prioritised	<p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>We provide PP students with priority access to careers appointments, ensuring they receive personalised guidance on post-16 options, further education, and employment opportunities. We also offer targeted activities such as university visits, guest speakers, and mentoring programmes to help students connect their academic efforts with future success. By embedding these</p>	4

	<p>interventions within a broader framework of academic and pastoral support, we aim to build self-efficacy, raise aspirations, and empower PP students to make informed, ambitious choices about their futures.</p>	
EAL interventions	Targeted support and interventions dependent on need	1, 2, 4
Small group interventions (academic)	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Intensive support can help pupil learning if provided in addition to, and linked with, normal lessons. Targeted academic interventions, delivered through after-school or lunchtime sessions help all students to close gaps in learning and build confidence. By offering interventions outside of regular lesson time, we ensure that students do not miss core curriculum content while still benefiting from additional input. Creating a culture where PP students are actively encouraged and supported to attend these sessions helps to improve academic outcomes</p>	5
Director of Inclusion and Curriculum Plus	<p>The Director of Inclusion works closely with students to plan bespoke targeted interventions to help them boost development and progress. This role involves creatively collaborating with staff on and offsite to explore varying pathways of support based on the needs of the young person. It also involves sourcing relevant external consultancy to assist the young person in reaching their academic potential despite being unable to access their mainstream classes in full. Our director of inclusion also manages the timetable and access for pupils to Young People First as well as Guardian Ballers.</p>	
Curriculum Plus Tutor	<p>Works with small groups or on a 1:1 basis to facilitate the young person with their learning, revision and development of good classroom habits to support with their academic engagement. The curriculum plus tutor also works across site to collate resources and build supportive learning pathways to help pupils catch up with any learning gaps but also develop academic confidence.</p>	
CIC/PCIC co-ordinator	<p>We also have a CIC/PCIC co-ordinator who oversees CIC/PCIC pupils in terms of their well-being, academic progress and provision. She co-ordinates visits to AP to check in on key pupils, attends team around the family meetings and regularly keeps Virtual Schools up to date with any suspensions/actions regarding our CIC/PCIC pupils.</p>	

	She also completes all the PEPs for the pupils and applies for PP+ funding where appropriate.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120775.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Laptop Loan	<p>digitalDivide-Infographic-03 - digitalDivide-Infographic.pdf</p> <p>The 'digital divide' outlines the impact that not having access to a device for learning at home. Where requested, we will loan laptops to students to use at home</p>	5
5 PLs to allow HOY to lead on: Parental Engagement Attendance Extra-curricular attendance Careers Behaviour Support Breakfast	<p>Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p> <p>The EEF/YEF Rapid Evidence Assessment (REA) on attendance interventions (2022) is a national review exploring which strategies are most effective in improving school attendance. It found that while the evidence base remains limited, the strongest impact comes from personalised approaches that focus on relationships and communication — particularly mentoring, targeted support, and regular engagement with parents and carers.</p> <p>At Myton, this is reflected in our Year 11 mentoring programme, where staff meet regularly with identified students to provide encouragement, track progress, and address barriers to attendance. These conversations are often supported by direct communication with parents, ensuring that families are aware of attendance expectations and that support is consistent both at</p>	2, 3, 4, 5

	<p>school and at home.</p> <p>The school has also adopted Rob Tarn’s staged model, which aligns closely with these findings. His framework focuses on exploring and removing barriers through early identification, personalised support, and clear, ongoing communication between students, families, and staff to sustain long-term improvements in attendance. See link: Attendance-REA-protocol-Addendum-Nov21.pdf (d2tic4wvo1iusb.cloud-front.net)</p>	
Sports Coach	<p>Physical activity EEF</p> <p>Our Sports Coach (TA3) offers targeted Sports Intervention sessions for students at Myton School, providing crucial support that extends far beyond physical activity. Through personalised small group work and gym sessions, students focus on developing emotional regulation techniques, build social and leadership skills. This holistic approach ensures that our most disadvantaged students receive the tailored interventional support they need to thrive both academically and personally.</p> <p>Our Sports Coach runs extracurricular activities at lunch time targeting our disadvantaged students. Increased engagement improves outcomes.</p>	2, 4, 5
Rewards	<p>A rewards system is now in place that provides weekly, half termly, termly and yearly recognition. PP students are being represented in this by ensuring they get a proportion (relative to year group) of the rewards and recognition.</p>	2, 3, 4, 5,
SEMH Tutor	<p>Our SEMH tutor supports in the day-to-day running of curriculum plus providing regulatory support and activities for pupils who are struggling during the school day. She also had a caseload of pupils she completes 1:1 SEMH coaching after completing assessments/observations of the type of support they would most benefit from receiving and frequency. She also works alongside our Mental Health lead to track and monitor pupils accessing Mental Health support at school and the impact that is having on their well-being and engagement at school.</p>	

Mental Health Lead	Our Mental Health lead oversees all internal and external consultancies that are working with young people to support with their Mental Health and SEMH needs. She networks with different agencies ensuring we have a broad bank of support to draw upon for young pupils raised in alignment but also families. She tracks and monitors referrals that come in on her SEMH tracker which is updated weekly and accessed by other SEMH practitioners working onsite. She also case holds pupils who are being supported at the highest level due to significant concerns with their mental health and the young person awaiting or with a CAMHS assessment in place.	
Career conversations – PP prioritised Unifrog subscription for careers planning	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. SYM873648 Careers-Education- Infographic (d2tic4wvo1iusb.cloudfront.net)	4
Lesson Resources Provided	All year 11 PP students are provided with relevant resources for their subjects (eg English revision guides, copies of texts), as well as revision packs. Other year groups allocated resources as needed	1, 2
Information sharing and staff awareness	Effective information sharing and heightened staff awareness of Pupil Premium is an important part of our approach . When teachers and support staff are fully informed about which students are disadvantaged, they can proactively implement targeted strategies. This ensures PP students receive timely feedback, tailored support, and are prioritised in classroom interactions. Regular updates, data sharing, and collaborative planning enable staff to identify barriers to learning early and respond with appropriate interventions. By embedding this awareness into our culture, we foster a more inclusive and responsive learning environment where every PP student is known, supported, and challenged to succeed.	1, 2, 3
Enrichment activities	We will ensure that disadvantaged students have equitable access to enrichment opportunities. By prioritising PP students for educational trips, extracurricular clubs, and cultural experiences, we help broaden their horizons, build cultural capital, and foster a sense of belonging. Representation on school councils and leadership groups empowers these students to have a voice in shaping their school experience, boosting confidence and engagement	5
Budget for school related purchases	To further support our disadvantaged students, we have introduced a dedicated personal Pupil Premium budget. This funding can be accessed to purchase essential school equipment, revision guides, reading books, and subject specific resources. It	1, 2, 3, 4, 5,

<p>+</p> <p>Discount on school uniform from our uniform providers from January</p>	<p>also enables access to enrichment opportunities such as music lessons and contributions towards educational trips, removing financial barriers that might otherwise limit participation.</p>	
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Total budgeted cost: £ 262, 758.01

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged students

	2022-2023 Actual	2023-2024 Actual	2024-2025 Actual
PP %E&M Standard Pass (4+)	44 %	39.5 %	40%
PP %E&M Strong Pass (5+)	24 %	14 %	22.5%
PP Progress 8	-0.76	-0.82	N/A
PP Attainment 8	35.74	30.93	32

Outcomes: The average A8 score for disadvantaged students (A8 32) was lower than their non-disadvantaged peers (A8 48.8). This is a slight improvement on the previous year, with a small narrowing of the gap.

Attendance shows several positive trends this year. Persistent absence has decreased compared with 2023–24, and lower school year groups (Years 7 and 8) continue to demonstrate stronger attendance. Overall attendance remains broadly in line with national and local figures. However, the attendance of disadvantaged students remains a key focus, with 80.3% attendance and almost half (49.4%) persistently absent. The gap between disadvantaged and non-disadvantaged students has widened to 12.8%, and addressing this attendance gap remains a central priority for 2025–26.

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.

Behaviour: We monitored the number of positive behaviour points received and shared this information with all staff regularly. PP students continue to receive a proportionately high number of suspensions. During Autumn term 1 24-25 this was 74%. We have seen a decrease this year, with the proportion now at 65.9%. 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
Mentoring & Counselling programmes	Guardian Ballers, YPF