

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Myland Community Primary School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	13.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2025/2026
Date this statement was published	June 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Miss D Griggs
Pupil premium lead	Mr A Everden
Governor lead	Mr. S Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 14,696
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	£84,556

Part A: Pupil premium strategy plan

Statement of intent

At Myland Primary we believe that all children can and will achieve, irrespective of any barriers to learning, receiving the highest quality of education to ensure that they become life long learners and enabled citizens.

Not being able to read is the biggest barrier to children's academic achievement and life chances. Therefore, reading is at the heart of all we do. We believe it is the single most important transferrable skill that we can give all children. This is even more the case with pupils from a disadvantaged background. It is a powerful opportunity to impact pupils' lives.

When reading, pupils make constant, subconscious intertextual connections which are relevant across the curriculum. It develops enhanced knowledge and understanding of the world and is a place to develop socially and emotionally. The development of empathy and self-esteem and intrinsic motivation can all be found in learning and loving this skill. All of these skills are vital for personal, social, external and academic outcomes.

Literature Review: The impact of reading for pleasure and empowerment

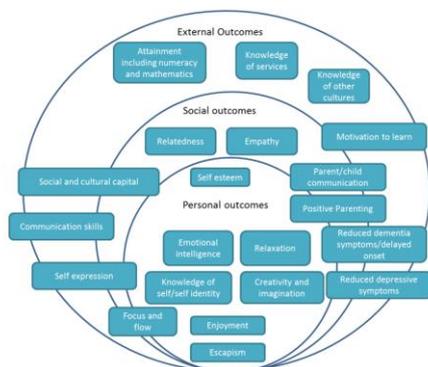


Figure 1: Literature Review: The impact of reading for pleasure and empowerment (June 2015)

Reading is at the heart of all we do, as we believe it is the single most important transferable skill that we can give the children. The aim of our pupil premium strategy is to support all disadvantaged pupils in reaching their goals, making good progress whatever their academic starting point. We always consider the challenges faced by vulnerable pupils and the outcomes addressed in this statement will support all children's needs, whether or not they are disadvantaged.

Our approach centres around consistent high quality, effective teaching which focuses on the academic, personal, social and emotional needs of all pupils. Support is targeted, where needed, throughout the school in order to achieve maximum impact on

pupils' progress. Diagnostic assessment and evidence-based practices are an important aspect of our approach aimed at meeting the needs of all learners.

Our overarching aim is to ensure that all disadvantaged pupils are both supported and challenged in their work and that any intervention or additional support required is put in place as soon as any need, academic or emotional, is identified. As a school community, we have high expectations of all children, working together to raise pupils' outcomes, celebrating their achievements in all areas of the curriculum.

The current situation:

- On average, children are making above expected progress, this is more than that of their non-disadvantaged peers.
- Children show a love of reading, actively choose it in school and have a wide knowledge of books.
- Some children do not know how to choose books which lead to a less engaged reading experience, or do not have a strong foundation to choose a book

For this new Pupil Premium Strategy, we used a Disadvantaged Reflection Tool to support our areas of focus (Essex). This showed we had extensive evidence of embedded practice in many areas; however, we needed to further consider how we quantified the impact of Pupil Premium. Because of this, we now closely monitor pupils' progress, we assess pupils' Boxall targets to show progress in the short and long term and we have also set up an Action Research Project with clear quantifiable goals.

Challenges

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

Challenge number	Detail of challenge
1	High incidence of social, emotional and mental health difficulties in families and children leading to issues at home which impact upon school. Children present with anxiety, reduced ability to focus and difficulties with their attitude to learning.
2	Social factors such as family break ups and the need for outside agency support (social services, counselling, family support workers).
3	Significant gaps in children's emotional resilience
4	Baseline and entry to school assessments showing lower than average receptive and expressive language skills. Difficulties in children's foundational vocabulary skills is impacting on learning in all areas of the curriculum, including social development.

5	A minority of pupils who are disadvantaged, even with careful planning and high-quality teaching, are not making expected progress. Through further discussion, we feel this could be long term gaps that are being reinforced. This needs additional careful consideration for these pupils.
6	Lack of experience in choosing books from a library that would interest them. When observing classes in the library disadvantaged children could not access the books due to not having the necessary skills in choosing books that would interest them. They are motivated to read and go to the library, but unsure on how to choose relevant books.

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
Pupils are supported with their emotional and social barriers to learning in order for the development of their attitude to learning.	Boxall Profiles will show progress at more than expected. This progress will be reflected in pupils' attainment data. This has shown good progress in previous strategies. However, continues to be on the plan due to the ongoing nature of the need.
Disadvantaged children continue to make expected, or better, progress. When this is not the case support is put in place starting with increased classroom support and developing to interventions.	Vast majority of pupils make better than expected progress, with every child making at least expected progress.
Children not only show a love of reading but have the skills necessary to access the brilliant collection of books we have in the school.	Action Research into how we can support this progress. This will outline the barrier, action and success criteria.

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: £62,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead employment	There is extensive evidence that supporting children in their social and emotional development impacts greatly upon their academic achievement and life long ability to achieve. (See EEF Social and Emotional Learning)	1, 2, 3, 4
Ongoing Thrive training, TPP and subscription	There is extensive evidence that supporting children in their social and emotional development impacts greatly upon their academic achievement and life long ability to achieve. (See EEF Social and Emotional Learning)	1, 2, 3, 5
Employment of Teaching Assistants (including specific Tas to support with phonics)	There is extensive evidence that Phonics teaching and reading comprehension strategies have high impact on reading. The use of additional Teaching Assistants has moderate impact with moderate evidence. At Myland Primary, we employ to a high standard to ensure the best outcomes for our children. (EEF Teaching and Learning Toolkit) Torgerson, C. J., Brooks, G., & Hall, J. (2006). <i>A systematic review of the research literature on the use of phonics in the teaching of reading and spelling</i> . Notes that systematic phonics instruction helps children develop better decoding abilities, leading to improvements in reading fluency and comprehension.	4, 5
Trauma Perceived Practice Training for all staff	Blodgett, C., & Lanigan, J. D. (2018). <i>The association between adverse childhood experience (ACE) and school success in elementary school children</i> . The findings indicate that children with higher ACE scores tend to have lower academic performance, more behavioural issues, and poorer attendance.	1,2,3,4

Training to support Reading for Pleasure	Clark, C., & Rumbold, K. (2006). Reading for pleasure: A research overview. The review points out that children who read for pleasure frequently are more likely to achieve higher scores in reading assessments, develop a broader vocabulary, and exhibit better writing skills.	6
Forest Schools Training	Harris, F. (2017). The nature of learning at forest school: Practitioners' perspectives The study found that forest schools offer unique opportunities for experiential learning, where children engage with the natural environment in meaningful ways. Within the study teachers reported improvements in children's attention, behaviour, and engagement in learning activities.	1-6
PP Spotlight Plans	The last two years we have successfully developed our One Plan proforma to positively impact pupil's progress. For those who have not made expected progress they will be given one with regular additional meetings to support them in achieving. Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i> . The meta-analysis indicates that personalised learning plans can significantly enhance student engagement, motivation, and academic performance.	5
Talk for Reading Training for all children	Although our children's attainment is effective some children do not make as much progress as we believe could be possible. We are adjusting our teaching method to engage and give more children a life long love of reading. Evidence has not been published yet. However, it aligns with our school belief on the importance of reading and our long term aim for the pupils.	4,5,6

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

Budgeted cost: £14,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted Interventions</i>	EEF recognise the benefit of targeted interventions that support pupil's.	4,5

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

Budgeted cost: £7,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child First Trust Subscription	There is a strong amount of evidence that supporting children's emotional wellbeing through the use of counselling and family's mental health through family support workers has a high impact upon children's ability to learn and achieve. This is also the case for Speech and Language Therapy and the use of oral language interventions. (See EEF Teaching and Learning Toolkit)	1, 2, 3, 4, 5
Rock Steady	There is moderate evidence that arts support in schools has a moderate impact for a relatively low cost. (See EEF Teaching and Learning Toolkit)	1, 2, 3
Books to ensure the library is efficiently stocked.	Mol, S. E., & Bus, A. G. (2011) <i>To read or not to read: A meta-analysis of print exposure from infancy to early adulthood</i> . States early exposure to quality books correlates with higher academic achievement. The research shows that children who are exposed to a variety of high-quality books develop stronger language skills, better reading comprehension, and more advanced cognitive abilities.	6

Total budgeted cost: **£84,556**