

Pupil premium strategy statement (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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Myton Gardens Primary School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 to 2027-28
Date this statement was published	December 1 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sarah Sheepy
Pupil premium lead	Rosie Chenault

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£20,000

Part A: Pupil premium strategy plan

Statement of intent

We support the progress of disadvantaged pupils with a multi-faceted approach. First and foremost, the attainment and progress of PPG is prioritised in the classroom. All teachers are fully aware of those disadvantaged pupils within their cohort and academic/personal targets are set and progress is monitored rigorously through a combination of Wave 1 intervention and regular pupil mentoring. Senior leaders monitor the progress of disadvantaged children through careful scrutiny within termly Pupil Progress Meetings and the member of leadership team responsible for monitoring disadvantaged pupils continuously updates a register to track attainment, progress, attendance as well as any curriculum enrichment opportunities. As an organisation, we recognise that to truly close the gap between those who are and who are not disadvantaged, quality first teaching is the absolute priority.

A number of evidence-based interventions in addition to Wave 1 support within the classroom are also offered with disadvantaged pupils prioritised, including Time to Talk, Speech and Language intervention (following the use of Wellcomm for assessment), Colourful Semantics and Little Wandle Phonics Catch-Up sessions. All of these are monitored carefully with clear entry data and regular assessments to measure impact. Our intervention offer will obviously continue to grow as the school grows, based on the needs of our children.

In addition to academic support, we also strive to address any potential imbalance in curriculum enrichment opportunities. We offer our disadvantaged pupils a fully funded extra-curricular activity or peripatetic music lesson, including funding places at our wrap-around before and after school club provider (Onside Coaching). We also endeavour to represent our disadvantaged cohort across the many roles and responsibilities available in school.

Finally, we recognise that for a number of reasons, disadvantaged children are more likely to struggle with social, emotional and mental health needs, and therefore disadvantaged children are prioritised for SEMH interventions, in particular 'Lego Therapy' and Zones of Regulation intervention.

Key Principles:

- Quality first teaching led by class teachers is at the core of all provision.
- Careful deployment of TAs within the classroom to effectively enable class teachers to provide support for those children who need it most.
- All teaching staff will have a thorough understanding of their pupils and will dedicate time with them on a one-to-one basis
- We will address any barriers to learning faced by disadvantaged pupils.
- All disadvantaged pupils will regularly be offered access to a range of extracurricular activities

Challenges

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

Challenge number	Detail of challenge
1	<i>There is a disadvantage gap in the number of PP children meeting age-related expectations.</i>
2	<i>Small staff numbers in school poses challenges in the range of intervention we can offer, e.g. access to counselling.</i>
3	<i>A number of pupils entitled to PPG have been assessed, or are being monitored for, a Special Educational Need</i>
4	<i>The cost of living impacts children's engagement with curriculum enrichment activities and school visits</i>
5	<i>We have a number of attendance concerns that we are addressing with some of our PPG children.</i>

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
Increase the number of PP children achieving GLD at the end of Reception.	<i>7 out of 11 children who did not achieve GLD at end of Reception 24/25 were PPG (63.6% of PPG children did not achieve GLD)</i> <i>PP children prioritised for intervention programmes, such as small group tuition.</i> <i>PP children to receive targeted Wave 1 support from class teacher and TA</i>
Myton Gardens Learning Plans for Pupil Premium children to be rigorously implemented, monitored and measured. <i>66.7% of PP children are on the SEN register either with an assessed need or for monitoring.</i>	<i>Termly Myton Gardens Learning Plan review meetings with parents, teacher, SENCO and any other relevant adults.</i> <i>Use of Intervention Tracker to monitor and assess progress of intervention</i> <i>Class teachers to review progress of PP MGLPs weekly and amend as needed</i>

Enhance the academic, emotional and social skills of Pupil Premium pupils through targeted interventions, such as mentoring programs	• <i>PP pupils to be prioritised for SEMH interventions and support from external agencies if required (e.g. Lego Therapy)</i> • <i>PP pupils to receive increased support from teaching assistants and Family Support Worker.</i> • <i>Opportunities for parents of PP children to be supported through drop-in sessions and coffee mornings with a specific focus (e.g. Zones of Regulation or SEND)</i>
Pupil Premium pupils to access and engage with a range of curriculum enrichment activities, including opportunities to represent the school.	• <i>Pupils eligible for PP receive the full entitlement of opportunities so that they have the opportunity to excel in the wider curriculum.</i> • <i>PP pupils and their parents to be supported with accessing appropriate extra-curricular opportunities</i> • <i>An increased proportion of PP representation across school roles and responsibilities, such as School Council and House Captains.</i>

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole Staff Training – Further development of staff knowledge and understanding of PP, including CPD/Professional Learning, e.g. Zones of Regulation.	Targeted interventions and universal approaches have positive overall effects (+ 4 months) Effective feedback has a positive impact on progress (+ 6 months) The impact of mastery learning is significant (+ 5 months)	1,2, 3, 5
Pupil Progress Meetings – once termly meeting to discuss progress and to identify underachievers and class barriers.	Accountability encourages open debate and discussion amongst professionals and enables transparency within the decision making process when targeting pupils and barriers.	1,2,3, 5
Monitoring – Effective monitoring of staff deployment and quality of education, particularly around the active learning of disadvantaged children	Individualised instruction can be an effective approach to increasing pupil attainment. (+ 4 months)	1, 2, 3, 5

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use specialist or specific support to improve overall provision.	Effective deployment of TAs and teachers enables high quality, inclusive teaching.	1, 2, 3, 5
Phonics Intervention – Targeted intervention groups	Phonics has a positive impact overall (+5 months) with very extensive evidence.	1, 2, 3
Independent Speech and Language therapist leading intervention	50% of PPG children have been identified as having a Speech and Language need. Developing the	1, 2, 3

	correct speech structure can increase children's ability to problem-solve. The new level of growth in language prepares them with the vital skills that will aid them in their academic career. Practical social skills help children build stronger bonds with future peers and friends.	
SEND supported - Accelerate progress of vulnerable pupils to ensure they meet age related expectations.	SEND supported provides a complete strategic and responsive approach to meet the needs of all children particularly those with additional needs.	1,3
Educational Psychologist - The Educational Psychologist will work alongside the SENCo to offer advice and guidance for children with high levels of need.	Effective and robust at identifying and addressing needs.	1,3

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Activities Music Tuition Extra-Curricular Clubs Subsidised (50%) curriculum enrichment activities (school trips)	Pupils who participate in extra-curricular activities experience higher levels of academic achievement. Students who participate frequently in extra-curricular activities tend to have higher grades, better test scores, and more positive educational experiences in general.	4
TA providing small-group sensory circuits, Zones of Regulation check-ins and social stories work - Provide emotional support and guidance to pupils with emotional difficulties and poor social skills	The average impact of behaviour interventions is four additional months' progress over the course of a year.	1,3
Specialist Dance Teacher – a term spent in each year group and all-year in SRP	Pupils who participate in extra-curricular activities experience higher levels of academic achievement. Students who participate frequently in extra-curricular activities tend to have higher grades, better test scores, and more positive educational experiences in general. Benefits of physical activity and movement for mental health.	3,4
School Visits – The cost of all school visits is 50% subsidised by PPG for PP pupils	Evidence suggests that increased cultural capital helps children do better in school.	1,4

Parent Support Advisor - Targeted support to disadvantaged pupils and families.	Parental engagement has a positive impact on average of 4 months' additional progress.	1,2,3,4,5
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Total budgeted cost: £ 20,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2024–25 Review of Intended Outcomes – Pupil Premium

Context:

Myton Gardens Primary School opened in September 2024 with one Reception cohort. As a new school, systems, staffing and provision were still being established throughout the year. Pupil Premium funding was therefore primarily used to ensure strong foundations in quality first teaching, early identification of need, and equitable access to enrichment and pastoral support.

Academic Outcomes:

- Due to the very small cohort size, attainment outcomes should be interpreted with caution.
- Pupil Premium pupils were prioritised for Wave 1 classroom support and early interventions, particularly in communication and language and early phonics development.
- Although a higher proportion of Pupil Premium pupils did not achieve GLD by the end of Reception, progress was evident for individual pupils, particularly where targeted Speech and Language and nursery-to-school transition support had been implemented.
- Early phonics and language intervention allowed staff to identify barriers quickly, informing more robust provision plans moving into Year 1.

Inclusion and SEND:

- A significant proportion of Pupil Premium pupils were identified as having emerging or established SEND needs.
- Pupil Premium funding supported early SEN monitoring, external professional advice and close collaboration between class teacher, SENDCo and families.
- These processes established strong foundations for consistent support, Myton Gardens Learning Plans and parent partnership, which are now embedded practices.

Social, Emotional and Wellbeing Outcomes:

- Pupil Premium pupils were prioritised for SEMH support, including emotional regulation work and structured pastoral check-ins.

- Engagement, confidence and readiness to learn improved for individual pupils as the year progressed, supporting smoother transitions into daily routines and learning expectations.

Wider Opportunities and Enrichment:

- Pupil Premium funding ensured equitable access to enrichment opportunities from the outset, including music, dance and whole-class experiences.
- No Pupil Premium pupil was excluded from curriculum enrichment or wider school opportunities due to financial barriers.

Attendance and Engagement:

- Attendance was closely monitored due to the small cohort size. Where concerns emerged, early family support and communication were prioritised.
- This proactive approach has informed more structured attendance strategies now in place.

Overall Impact:

While cohort size limits quantitative comparison, the impact of Pupil Premium spending in 2024–25 is reflected in:

- Strong foundations in inclusive practice and early identification of need
- High levels of pastoral support and family engagement
- Equitable access to enrichment and wider curriculum experiences
- Clear priorities shaping a more targeted and ambitious strategy for 2025–26
- The learning from our first year has directly informed the refinement and expansion of the current Pupil Premium strategy as the school continues to grow.

Externally provided programmes

Programme	Provider
Jigsaw PSHE	Jigsaw PSHE LTD
My Happy Mind	myHappyMind
Specialist Dance Programme	Suzanne Cantwell, Off-Balance Dance
Mastering Number	NCETM
Fluency Bee	WhiteRose Hub