

Pupil premium strategy statement – 2024/2025

This statement details our school's use of pupil premium 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	Murrow Primary Academy
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	34 pupils, 32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Aimee Garner, Nancy Irvine Co - Headteachers
Pupil premium lead	Abi Shepherd (SENDCo)
Governor / Trustee lead	Susannah Connell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50, 320
Recovery premium funding allocation this academic year	£0
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	£50, 320

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Murrow Primary Academy is to provide all pupils with the opportunity to achieve to their full potential, irrespective of their background or the challenges they face. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or gaps in learning. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged pupils can be:

- less support at home;
- weak language and communication skills;
- lack of confidence;
- more frequent behaviour difficulties;
- attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied, and different approaches may need to be taken to support different children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment about the impact of disadvantage. To ensure our approaches are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and fine motor skills in Reception have historically been lower for pupils eligible for PP than for other pupils. This slows reading and writing in subsequent years.
2	Concentration and focus skills amongst children is lower for PP children than for other children. This slows progress in all subjects in subsequent years.
3	Children struggling to access learning due to social and emotional difficulties.
4	Attendance and punctuality issues.

5	Aspirations of children and parents at the school have traditionally been poor. Life experiences are limited for a large number of the PP children. Parental engagement with learning is limited.
---	---

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
Improved oral language skills and vocabulary.	<p>Assessments and observations show significantly improved oral language among disadvantaged pupils. This is evident alongside other sources of evidence, such as engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Speech and language needs will be assessed as a baseline.</p> <p>Children identified early for S&L support.</p> <p>Staff work alongside the S&L therapist to ensure activities can be reinforced in class.</p> <p>Regular opportunities to develop oral language skills are planned within the curriculum.</p> <p>High - quality texts are used to expose children to tier 2 and 3 vocabulary.</p>
EYFS GLD	Achieve outcomes inline or above national average by the end of Reception.
Reading	<p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p> <p>Close the gap with peers by the end of the year.</p>
Writing	<p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p> <p>Close the gap with peers by the end of the year.</p>
Maths	<p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p> <p>Close the gap with peers by the end of the year.</p>
Phonics in Key Stage 1	<p>Achieve at least in line with national average expected standard in Phonics Screening Check in Year 1.</p> <p>Close the gap with peers by the end of the year.</p>
Improved and sustained attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Ensure attendance of disadvantaged pupils is at least 96%.</p> <p>Punctuality of all families is improved.</p> <p>All absences are carefully monitored and persistent absenteeism is addressed swiftly.</p> <p>% of persistent absentees improves, meaning children miss less education.</p>
Social and emotional issues are addressed. Appropriate support is	<p>Children are engaged and ready to learn.</p> <p>Positive outcomes on Pupil Voice/surveys.</p>

<p>offered to enable children to be ready to learn.</p>	<p>Improvements in children's happiness at school. Boxall Profile used to show progress made. Pre and post intervention assessments completed by SENDCO/Mental Health and Wellbeing Lead.</p>
<p>Aspirations of all pupils improve.</p>	<p>A variety of enrichment experiences and opportunities are offered to all pupils, including those in receipt of PP.</p>
<p>Improved parental engagement with home learning and ability to support learning.</p>	<p>Homework to be completed regularly, where parental engagement is low (monitored by class teachers). Parent workshops and shared learning sessions delivered in school. Linked to other wider school initiatives. Additional support provided in school where needed.</p>

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle training and resources.	<p>PP children passing the phonics screening as been lower than their peers in recent years.</p> <p>Progress in phonics and Early Reading provides the foundations for future success.</p> <p>Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching/learning/toolkit/phonics</p>	1, 2
Drawing club, Mrs Wordsmith and CUSP used to develop vocabulary throughout school from Reception to Year 6.	Development of vocabulary and oral language skills.	1
<p>Enhancement of maths teaching and curriculum planning inline with DfE and NCETM.</p> <p>Work with Maths Hub to implement Mastering Number programme across Reception and KS1.</p>	<p>DfE have released non statutory guidance in conjunction with NCETM, drawing on evidence based approaches. The prioritisation of key objects will be used throughout school.</p> <p>Focus on improving mathematics in Early Years and KS1.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance/reports/early/maths</p>	2
Consistent approach to reading using the CUSP approach.	<p>See EEF toolkit: https://educationendowmentfoundation.org.uk/support/4/schools/school/improvement/planning/1/high/quality/teaching</p> <p><i>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</i></p>	2

KS1 and KS2 TAs	Effective deployment of staff to deliver structured interventions or 1:1 support. HLTA deployed in KS1 to offer phonic catch up support. TAs across KS2 deliver phonics or reading catch - up where identified.	2
Reading fluency intervention delivered across KS2.	Effective deployment of staff to deliver, evidence-based interventions to improve outcomes. Children reaching expected standard in reading will be inline or above with national.	2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured additional phonics sessions targeted at disadvantaged pupils that require further support	Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension). https://educationendowmentfoundation.org.uk/education-evidence/teaching/learning/toolkit/phonics EEF improving Literacy in KS1.	1, 2
Structured interventions for Maths across school	Pupils' historical attainment show disadvantaged pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made.	2
Structured interventions to support development of reading fluency and comprehension in KS2	EEF Improving Literacy in KS2	2
Teaching Assistants in each class, additional to the class teacher	Quality first small teaching groups has been seen from EEF to move learning on. In our mixed year group classes, children are therefore provided with additional adult support so that teachers can provide additional learning and catch-up opportunities. Misconceptions and gaps in learning are addressed through targeted feedback. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1700404295	1, 2, 3

Teaching assistant to deliver ELSA and SEMH support	Targeted interventions using ELSA trained assistant to provide support for children with social and emotional difficulties.	1, 2, 3
Structured interventions to support children with identified gaps in Year 5 and 6	Pupils' historical attainment, and with recent disruption to school, show pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made.	1, 2, 3, 4
Analysis of data from assessments to quickly identify children that need targeted support Termly Pupil Progress meetings Regular monitoring of the targeted interventions in place (pre and post-intervention assessments completed)	See EEF research guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	2
Accelerated Reader	An EEF report found that the programme appears to be effective in supporting weaker readers.	1, 3
TT Rockstars and Numbots	The EEF Teacher Toolkit states 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. These platforms are used alongside quality first teaching. It suggests that technology should be used to supplement other teaching.	3
Extending school day and providing after-school catch up clubs and Booster for Year 6 children	All children are invited to attend Year 6 Booster sessions. Targeted invites for children falling behind EXS. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DFE's 'Improving School Attendance' advice.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Triple P parenting programme to support parents with strategies at home.</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Effective targeted early support led by fully trained staff.</p>	4,6
<p>Teaching Assistant mental health and wellbeing support; ELSA trained to support children with resilience and self-regulation</p>	<p>Focused attention on SEMH issues to ensure children are ready to learn. Targeted small group and 1:1 sessions, adapted to meet specific needs.</p> <p>Metacognition and self-regulation – supporting children to recognise and manage their own emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Children need to be ready to learn. Social and emotional learning approaches have a positive impact on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 3, 4, 5

<p>Full time Pastoral Lead, providing mental health and wellbeing support; ELSA trained.</p> <p>Zones of Regulation training and implementation throughout school.</p>	<p>Focussed attention on SEMH issues to ensure children are ready to learn. Targeted small group and 1:1 sessions, adapted to meet specific needs.</p> <p>Metacognition and self-regulation – supporting children to recognise and manage their own emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Children need to be ready to learn. Social and emotional learning approaches have a positive impact on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2, 4, 5</p>
<p>Drawing and Talking Therapy sessions</p>	<p>Children in the post pandemic work are becoming increasingly unable to manage their own emotions and therefore this is an area that we are working on improving their mental health and resilience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2, 3, 4, 5</p>
<p>Subsidised clubs, trips and residential visits</p>	<p>Children from lower income families may not be able to attend extra-curricular provision, trips or residentials and this will disadvantage their access to a broad and balanced curriculum.</p>	<p>All</p>
<p>Wake Up Club led by TA, including sensory circuits</p>	<p>Early morning games and activities to improve self-regulation and grounding before starting the morning learning. EEF +7.</p> <p>It is a chance to work collaboratively. We are using happiness scale to monitor the impact of this activity.</p>	<p>2, 4, 5</p>
<p>Parent workshops/stay and play sessions</p>	<p>Parental engagement has a positive impact on outcomes. This is most effective with parents of younger children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3, 4, 5, 6</p>

Total budgeted cost: £

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 2023 to 2024 academic year.

Our whole school attendance for 2023-2024 was 94.96%.

End of key stage statutory assessments for 2023-2024.

75% of children reached GLD by the end of EYFS which was above national average.

69% of children in Year 1 passed the Phonics Screening Check which was below national average.

At Key Stage 1:

80% achieved expected standard in reading, with 20% achieving greater depth. This is above national average.

67% achieved expected standard in writing, with 7% achieving greater depth. This is above national average.

73% achieved expected standard in maths. This is above national average.

Combined was 60% which was above national average.

At Key Stage 2:

55% achieved expected standard in reading, with 9% achieving greater depth. This was well below national average.

64% achieved expected standard in writing. This was below national average.

45% achieved expected standard in maths. This was well below national average.

Combined was 27% which is well below national average.

We started to work with children and families on improving attendance and punctuality. Groups to support social and emotional difficulties were delivered by the ELSA trained TA.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle	Little Wandle Letters and Sounds Revised
Drawing and Talking Therapy	Drawing and Talking
ELSA	Cambridgeshire SEND Services
CUSP	Unity Schools Partnership
Learning by Questions	LBQ

TT Rockstars and Numbots	TT Rockstars and Numbots
Accelerated Raeder	Renaissance Learning