

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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-	Murrow Primary Academy
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Ruth Bailey
Governor / Trustee lead	Karen Luck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,145.00
Recovery premium funding allocation this academic year	£6,235.00
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	£61,380.00

Part A: Pupil premium strategy plan

Statement of intent

At Murrow Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Murrow, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we are required to publish online information about how we have used the Premium. Many studies have been reviewed to ensure our provision is backed up by research and the most impactful outcomes.

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 in Reception and KS1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing in subsequent years.
2	Concentration and self-regulation skills amongst children is lower for PP children than for other children. In Upper KS2 this slows progress in all subjects in subsequent years.
3	Pupils in KS1 and KS2 who are SEND and PPG have gaps in Phonics and reading.
4	Through COVID and after PP children have suffered significant social and emotional difficulties – Behaviours for learning specifically in KS2 children need supporting.

5	Aspirations of children at the school are not always positive. Life experiences are limited for a large number of the PP children.
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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 in Reception and KS1 to improve reading and writing in subsequent years. (1)	Pupils eligible for PP in Reception and KS1 make rapid progress by the end of the year so that these pupils meet ARE for reading and speaking.
Improve the concentration and self-regulation skills amongst children in Upper KS2 to improve outcomes (2)	Identified children can focus on learning for a longer period of time so that all pupils eligible for PP meet age related expectations
KS1 and KS2 pupils who are PPG and SEND have fewer gaps in reading and phonics (3)	PP children to receive Quality first teaching in reading and phonics and will have fewer gaps identified through the monitoring tool. They will make expected progress.
Children with SEMH issues will be addressed and therefore children will be more able to focus on learning. Improve outcomes in reading, writing and maths (4)	Boxall profile and or Happiness Scale to be used to assess and reflect progress made. Specific children will achieve ARE in Year 6 for Reading Writing and Maths.
The aspirations of children eligible for PP improve (5)	Children are exposed to new experiences; children are able to talk about these. Children are able to reflect, be resourceful, collaborate and be resilient and can give examples of this. Pupils with PP should make rapid progress by the end of the year.

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: £ 4680.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking Training (1, 4 and 5)	<p>One in 10 children have a diagnosable mental health problem - according to a recent report by think tank, Centreforum - that's the equivalent of three in every classroom and around 720,000 children across the country</p> <p>One of the organisations flying the flag for early intervention is Drawing and Talking, which provides low-cost training courses to adults, teaching them a short-term intervention therapy method for use with children who are on the waiting list for CAMHS or other external agencies, or for those who are beginning to show signs of anxious-avoidant insecure attachment.</p> <p>https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues</p>	<p>3 members of staff</p> <p>£260 for the course x3 £780.00</p> <p>1 day of work x 3 £300</p> <p>Total £1080</p> <p>Only two staff members trained</p>
Whole staff training session – PPG and EEF – how this works, the research and evidence (1, 2, 3, 4, 5)	<p>2 hour training on the EEF research and the impact of the work of all the staff. (Teachers and Learning assistants)</p>	<p>12 people</p> <p>2 hours</p> <p>£1200</p> <p>Two terms – used Matt Potts ppt</p>
Whole staff training session – Phonics and The Write Stuff – Jane Considine (1, 3)	<p>2 hour training on inset day. Phonics – how to deliver effectively and consistently.</p> <p>Improve confidence – knowledge of structure of writing</p> <p>https://www.janeconsidine.com/about</p> <p>Evidence based and research informed training and structures for success, enabling you to help shape the future of pupils in primary schools.</p>	<p>12 people</p> <p>2 hours</p> <p>£1200</p> <p>12 people</p> <p>2 hours</p> <p>£1200</p>

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

Budgeted cost: £ 44700.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Catch up – PPG children in year 3 and 4 – weekly one day a week.</i> (3)</p>	<p>External teacher is employed to work on gaps with children in Year 3 and 4 to enable progress and fill in gaps. Quality first teaching Small group tutoring +4</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/graduate-coaching-programme</p>	<p>8 children Pam Reynolds (£150 day rate x 38 weeks) One day a week. £5700</p>
<p><i>Teaching Assistants in each class – additional to the Class Teaching assistant and Teacher.</i> (3)</p>	<p>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 opportunities and catch up opportunities after lunch daily to address misconceptions and areas to develop. (EEF Feedback poster – Verbal feedback and time to review the work)</p> <p>Three additional teaching assistants are provided one for each class. Feedback +6months</p>	<p>30 children in three classes. (Yr 1 – Yr 6) 3 Teaching assistants £39000</p>
<p><i>Teaching assistant and teacher delivering Oracy program in EYFS.</i> (1)</p>	<p>Whole class delivery with 1:1 additional lessons for PPG children in EYFS, Yr 1 and 2. Talk BOOST Oral Language interventions EEF +6.</p> <p>KS1 and KS2 to introduce Jane Considine – the Write stuff which reinforces grammar and language through the planned learning journey.</p> <p>We continue to use Mrs Wordsmith in Assemblies weekly to extend vocabulary across the school.</p> <p>Progress Tracked and evidenced. Only one child still under Speech</p>	<p>6 children across 3 year groups. NELI training for EYFS – 2children Speech Talk boost Year 1 and 2 – 6 children (Cost see above)</p>

<p><i>Working Memory Activities</i> (1, 2, 3)</p>	<p>Working memory games according to the EEF provides and additional 3 months progress to children. Examples of these:- Playground markings – 100 square, counting lines Plus 1 Math program – daily repetitive program to ensure children are confident in the number system. Attack Spellings – daily spelling interventions. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory 2 of the 3 girls all achieved Working at expectations.</p>	<p>45 KS1 children 3 Year 5 PPG girls Lunchtime activities organised 12 children across KS2 (Cost – see above)</p>
<p><i>Daily Reading with Learning Assistants or Class Teacher</i> (1, 3)</p>	<p>3x a week focus on Yr 1 – Yr 6 of our PPG are heard read – 1x guided session with Teacher and two other sessions with LA During these sessions reading comprehension strategies are addressed and the children are mentored through to enable them to then respond accurately and confidently. EEF +6 months.</p>	<p>19 KS2 children 11 KS1 children (Cost see above)</p>

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

Budgeted cost: £12755.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELSA trained Teaching assistant works with children to improve their resilience and self regulation</i> (4 and 5)</p>	<p>Meta cognition and self regulation EEF research +7 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>5 children JC in KS1 – 5 children KL in KS2 – 4 children 1:1 then light touch in addition £15 x 5 x 38 = £2925</p>
<p><i>Drawing and Talking therapy.</i> (4 and 5)</p>	<p>Meta cognition and self regulation EEF research +7 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>9 children (3 at one time) 3 only 30 mins 12 session 1 TA. £15 x 12 x 3= £540 x3 £1620.00</p>

<p><i>Play Therapist works with children to overcome issues that prevent them being ready to learn.</i> (4)</p>	<p>Meta cognition and self regulation EEF research +7 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>3 children 5 children £45 per week 12 weeks per child. £1620 3 groups in one year £4860.00</p>
<p><i>Wide Awake Club</i> (4 and 5)</p>	<p>Encourage attendance and engagement Early morning games and activities to improve self regulation and grounding before starting the morning learning. EEF +7. It is a chance to work collaboratively. We are using happiness scale to monitor the impact of this activity. University of Aberdeen have published findings in their report Developmental Medicine and Child Neurology- which sites a positive relationship between attainment and exercise in schools.</p>	<p>20 children – on average 37 children £15 x 38 x 5days = £2850</p>
<p><i>Improve aspirations and widen the experiences of PPG children.</i> (5)</p>	<p>Year 6 trip to Young Voices – Arts Participation EEF +3</p>	<p>Pay for 2 children £200 Young Voices Subsidise school trips for PPG children. £10 per child per year. £300 0 including the pre payment for Graffham water.</p>

Total budgeted cost: £ 62135.00

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 2020 to 2021 academic year.

Our internal assessments during 2020/2021 suggested that the performance of disadvantaged pupils often remained lower than their disadvantaged peers. A smaller number of them also made good progress within Key Stage 2, based on their Key Stage 1 starting points.

The Covid-19 pandemic and related school closures, both in 2019-2020 and in 2020-2021, disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended, across the whole school year.

The impact of this was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure which was aided by our excellent and flexible remote learning offer. Our teaching staff also provided first-class support to all families through our online learning tool, with some offering 1:1 sessions where support was required. Our mental health lead also provided drop in sessions remotely for families who were struggling and were referred after the phone calls were made. Access to technology devices and the educational resources they needed to learn effectively from home was supported by the provision of laptops through the DfE Scheme. We also delivered paper packs of all worksheets etc each week.. Staff also telephoned disadvantaged families at least weekly during school closures to offer emotional as well as practical support.

Overall attendance in 2020/21 was 90.3% and for our disadvantaged children it was significantly less at 81.5%. 3 of our disadvantaged children were CEV and out disadvantaged families were very nervous. At times when all pupils were expected to be at school, the absence rates for some of our disadvantaged pupils was higher than their peers. Attendance of disadvantaged pupils is improving in our school and we are determined to further narrow the gap between them and their non-disadvantaged peers. Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to the Covid-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and their families and targeted interventions where required such as employing a part-time teacher during the

Summer term of 2021 for targeted recovery intervention work. We are building on that approach with the activities detailed in this plan.

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
Play Therapy	Alternative Approaches
ELSA Training	Cambridge SEND Team arranged.
Drawing and Talking Therapy	Drawing and Talking
Jane Considine	The Write Stuff
NELI	