

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	100
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
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	£61,380.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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
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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	Gaps develop in Learning – the gaps widen if not addressed.
4	Through COVID and after PP children have suffered significant social and emotional difficulties – They need assistance in managing behaviour and readiness to learn
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.

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
Improve the oral language skills and fine motor skills for pupils eligible for PP in Reception Class	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
Improve the concentration and focus skills amongst pupils eligible for PP in Year 4 5 and 6	Specific PP children show an improvement in their happiness scale. Pupils eligible for PP in all classes make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
PP children will have fewer gaps in their learning	PP children to receive Quality first teaching and will have fewer gaps identified through the monitoring tool Classroom monitor. They will make rapid progress.
SEMH issues will be addressed and therefore children will be more able to focus on learning. Improve outcomes in reading, writing and maths	Boxall profile and or Happiness Scale to be used to assess and reflect progress made.

	KS2 data will show that high and low attainers in KS1 have narrowed the progress gap by the end of the academic year.
The aspirations of children eligible for PP improve	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: £ 2,900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train HLTA to a Level 4 Speech and Language Course	Oral Language support and intervention +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	12 children in KS1. £300 Course Time off £50 x 4 = £200
<i>Whole staff training session – Phonics and writing (1, 4)</i>	2 hour training on inset day. Phonics – how to deliver effectively and consistently. Training morning on Grammar and Writing for Learning Assistants Evidence based and research informed training and structures for success, enabling you to help shape the future of pupils in primary schools. +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	12 people 2 hours £1200 12 people 2 hours £1200

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

Budgeted cost: £ 35,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistants in each class – additional</i>	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	27 children in three classes. (Yr 1 – Yr 6)

<i>to the Class Teaching assistant and Teacher.</i>	<p>daily to address misconceptions and areas to develop. (EEF Feedback poster – Verbal feedback and time to review the work)</p> <p>Two teaching assistants are provided one for each class. Feedback +6months</p>	<p>2 Teaching assistants £20253 = £40506.00</p> <p>50% of cost £20,253.00</p>
<i>Learning Assistant Full time ELSA, NELI, etc</i>	<p>Focussed attention on SEMH issues to encourage learning and also specific targeted support in small groups and 1:1. Learning assistant not in class every afternoon. Enabled to deliver daily Fizzy, ELSA and NELI sessions, Number Shark and Word shark and Woodland Wellbeing Lunch club</p>	<p>1 Teaching assistant 75% £20253 @67% £13,570.00</p>
<i>Working Memory Activities</i>	<p>Working memory games according to the EEF provides and additional 3 months progress to children. Examples of these:-</p> <p>Playground markings – 100 square, counting lines</p> <p>Numbershark program – daily repetitive program to ensure children are confident in the number system.</p> <p>Attack Spellings – daily spelling interventions.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory</p>	<p>45 KS1 children Lunch time activities – linked to PE and also Maths</p> <p>3 Year 5 PPG girls</p> <p>12 children across KS2</p>
<i>Daily Reading with Learning Assistants or Class Teacher</i>	<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</p> <p>11 KS1 children</p>
<i>Extending School day</i>	<p>Easter School for Year 6 children – all children invited but specific focus on PPG children.</p> <p>After school club for Year 6 and Year 2 children.</p> <p>EEF + 4 and + 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>8 KS1 children</p> <p>4 Year 6</p> <p>OT for teacher</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	3 days £1500
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA trained Teaching assistant works with children to improve their resilience and self regulation</i>	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.	5 children Included above
<i>Drawing and Talking therapy.</i>	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.	3 children 30 mins 12 session 1 TA. Included above
<i>Play Therapist works with children to overcome issues that prevent them being ready to learn.</i>	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.	1 child £45 per week 30 weeks per child. £1350
<i>Wide Awake Club</i>	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.	20 children £15 x 38 x 5days = £2850

Total budgeted cost: £ 42,422.00]

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 external assessments during 2021/2022 show that the performance of disadvantaged pupils was 4 of 6 67% working at Expected and with 100% making expected progress in KS1, Year 2. In Year 1, 5 of 8 children achieved their phonics pass rate. One is SEND and PPG and has attendance issues which we are addressing through our CIN meetings. The phonics scheme has been reviewed, future coaching on delivering the scheme is planned and close focus on them will be key next year. When looking at progress the area where FSM are not making progress is in Year 5 and 6 – the rest are working at or better where their tracking shows they should be.

As the impact of COVID continued to manifest itself, our children needed more support for their SEMH issues. We worked with our ELSA trained TA, drawing and talking therapy, links with Mental Health team for families and children as well as our other in house Mental Health support.

Overall attendance in 2021/22 was 92.5% compared to 92.3% in 2020/21 and for our disadvantaged children 2021/22 was 90.0% compared to 84.6% in 2020/21 – an improvement but still below national expectations. One PPG child in Year 6 has an attendance of 52% this year compared to 41% in 2020 2021. This is due to hospitalisation and medical issues and a bone marrow transplant. 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 learning assistant to provide specific intervention and SEMH work for our PPG children. 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 Provision
Drawing and Talking	Drawing and Talking
ELSA	Cambridgeshire SEND services
NELI	Nuffield Early Language Intervention
Talk Boost	ICAN

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.