

# Pupil premium strategy statement – 2025-26

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	103
Proportion (%) of pupil premium eligible pupils	2
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Aimee Garner and Nancy Irvine, Co-Headteachers
Pupil Premium lead	Rachael Weeks (SENDCO)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45 800
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

# 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	Poor early reading, writing and maths skills.
2	Attendance and punctuality issues.
3	Low parental engagement, particularly with education.
4	Low aspirations and limited exposure beyond the village environment for children and parents.

## 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/accelerated progress in Early Reading, Writing and Maths skills for disadvantaged pupils.	<p>Assessments and observations show significantly improved early reading and maths skills among disadvantaged pupils. This is evident alongside other sources of evidence, such as engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Increased % of PP children pass the Phonics Screening Check at Year 1.</p> <p>By the end of Year 2, increased % of PP children achieve the expected standard in reading, writing and maths.</p> <p>Speech and language needs will be assessed as a baseline. Children identified early for S&amp;L support, with appropriate activities being reinforced in class.</p> <p>High-quality texts are used to expose children to Tier 2 and Tier 3 vocabulary.</p>
EYFS GLD	Achieve outcomes in line with, or above, national average by the end of the year.
Reading	<p>Achieve outcomes in line with, or above, national average by the end of Key Stage 2.</p> <p>Pupils demonstrate improved fluency and comprehension through regular benchmarking and teacher assessments.</p> <p>Close the gap with peers by the end of the year.</p>
Writing	<p>Increased % of PP children reach the expected standard by the end of Reception, Key Stage 1 and Key Stage 2.</p> <p>Pupils show increased confidence in sentence construction, spelling and punctuation through moderated writing examples.</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 Reception, Key Stage 1 and Key Stage 2.</p> <p>Pupils demonstrate secure understanding of number bonds, place value and basic operations through diagnostic assessments.</p> <p>Intervention groups show accelerated progress, with increased % of PP children making more than expected progress over the academic year.</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>

<p>Improved and sustained attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Overall attendance of disadvantaged pupils increases to at least 96% by the end of the academic year.</p> <p>All absences are carefully monitored and persistent absenteeism is addressed swiftly. Weekly and termly attendance tracking shows consistent improvement across all year groups.</p> <p>% of PP children being persistent absentees reduces, meaning children miss less education.</p> <p>Improved punctuality, with fewer late marks recorded each term.</p> <p>Disadvantaged pupils report feeling more connected to school and motivated to attend.</p> <p>Families of pupils with low attendance receive timely and supportive communication, with an increased number attending scheduled meetings or check-ins.</p> <p>Attendance data is reviewed fortnightly by the Pastoral and Inclusion Lead, and shared with SLT and governors.</p>
<p>To raise aspirations and broaden horizons for disadvantaged pupils, empowering them to set ambitious goals and engage positively with their learning and future opportunities..</p>	<p>A variety of enrichment experiences and opportunities are offered to all pupils, including those in receipt of PP.</p> <p>Increased participation in enrichment activities, with at least 75% of disadvantaged pupils being involved in clubs, trips or leadership roles.</p> <p>Pupils demonstrate improved engagement in lessons, as observed through learning walks and teacher observations.</p> <p>Pupils can articulate future ambitions and pathways through structured activities, e.g. career days, mentoring, workshops.</p>
<p>Improved parental engagement with home learning and ability to support learning.</p>	<p>Increased attendance at parent workshops, learning events and school-led support sessions.</p> <p>More parents actively supporting home learning routines.</p> <p>Improved quality and frequency of communication between home and school.</p> <p>Positive shifts in parental attitudes towards education.</p> <p>Greater parental involvement in school life.</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
Daily Phonics teaching using Little Wandle with fidelity	<p>PP children passing the Phonics Screening has been lower than their peers in recent years. Progress in phonics and early reading provides the foundations for future success.</p> <p>The EEF states that phonics should be taught explicitly and systematically, matched to pupils' current skill levels in phonemic awareness and grapheme knowledge.</p> <p>Phonics approaches yield an average of +5 months' additional progress over a year, making it one of the most efficient strategies for early reading development. It is particularly beneficial for children from disadvantaged backgrounds, helping to close the attainment gap in early literacy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 3, 4
<p>Enhancement of Maths teaching and curriculum planning in line with NCETM Curriculum Prioritisation.</p> <p>Delivery of Mastering Number in Reception and Key Stage 1, moving in to Key Stage 2 (up to Year 5)</p> <p>Continued engagement with Maths Hub.</p>	<p>The DfE have released non-statutory guidance in conjunction with NCETM, drawing on evidence-based approaches. Curriculum prioritisation materials are used within school.</p> <p>Focus on improving Mathematics in the Early Years and Key Stage 1</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1, 3, 4
Reading Fluency intervention delivered across Key Stage 2	Effective deployment of staff to deliver structured, evidence-based interventions to improve outcomes.	1, 2, 3

## 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.	<p>The EEF states that phonics should be taught explicitly and systematically, matched to pupils' current skill levels in phonemic awareness and grapheme knowledge.</p> <p>Phonics approaches yield an average of +5 months' additional progress over a year, making it one of the most efficient strategies for early reading development.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>EEF Improving Literacy in KS1</p>	1, 2, 3
TT Rockstars Numbots Rollama Kapow CUSP	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.	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
<p>Analysis of data from assessments to quickly identify children that need targeted support</p> <p>Termly Pupil Progress meetings</p> <p>Regular monitoring of the targeted interventions in place (pre and post-intervention assessments completed)</p>	<p>See EEF research guidance:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>'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 be ongoing, but manageable.'</p>	2
Accelerated Reader	An EEF report found that the programme appears to be effective in supporting weaker readers.	1, 3

TT Rockstars	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	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
Embedding principles of good practice set out in the DFE's 'Improving School Attendance' advice.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 3, 4
Introduction of Pastoral and Inclusion Lead.	Some parents/families can be hard to engage. Effective engagement includes tailored communication and practical support and strategies, offered in a non-threatening and supportive manner.	2, 3, 4

<p>Teaching Assistant mental health and wellbeing support; ELSA trained to support children with resilience and self-regulation</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Children need to be ready to learn. Social and emotional learning approaches have a positive impact on pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>2, 3, 4</p>
<p>Whole school staff Therapeutic Thinking training with the aim of developing our school ethos through a therapeutic approach.</p> <p>ACEs training (Adverse Childhood Experiences) training</p> <p>Additional tutor trained in TT approach</p>	<p>Universal approaches and targeted interventions can have positive overall effects.</p> <p>CPD for staff to give them a deeper understanding of how to support children with identified ACEs.</p> <p>Positive behaviour management strategies used consistently across school. A therapeutic approach across school enables all children to feel ready to learn.</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>1, 2, 3, 4</p>
<p>Rocksteady – subsidised musical instrument lessons</p>	<p>Every child should have the opportunity/right to learn to play a musical instrument and to perform to an audience.</p> <p>Arts participation has proven to have a positive impact on pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 2, 3, 4</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>1, 2, 3, 4</p>

Parent workshops/stay and play sessions	<p>Parental engagement has a positive impact on outcomes. This is most effective with parents of younger children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 3, 4

**Total budgeted cost: £45 800**

## 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.

The allocation of Pupil Premium funding this year has had an impact on the academic progress of children, as well as wider outcomes. Targeted interventions, including small group support, enhanced pastoral support and access to a range of enrichment opportunities, have contributed to narrowing attainment gaps and improving engagement across school.

Our whole school attendance for 2024-2025 was 93.92%.

End of key stage statutory assessments for 2024-2025:

EYFS GLD: 54%

Year 1 Phonics Screening Check: 65%; 100% Y2 retake

Key Stage 2:

Reading: 73% EXS, 23% GD

Writing: 53% EXS, 13% GD

Maths: 73% EXS

RWM combined: 47%

Beyond academic achievement, the funding has supported initiatives that strengthen attendance, wellbeing and participation in extracurricular activities, ensuring all pupils feel valued and included within the school community. Staff training funded through Pupil Premium has further enhanced the quality of teaching and provision, embedding sustainable practices that will continue to benefit pupils in future years.

Importantly, the funding has also enabled the development of parental engagement activities. Workshops and information sessions have helped parents to better understand how to support their children's learning at home. Increased communication between school and families has fostered stronger partnerships, empowering parents to play an active role in their child's education and reinforcing the impact of classroom interventions.

### 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
Grammarsaurus	Grammarsaurus
ELSA	Cambridgeshire SEND Services

Therapeutic Thinking	Cambridgeshire Therapeutic Thinking Team (CTT)
Little Wandle	Little Wandle Letters and Sounds Revisited
TTRS/Numbots	Maths Circle – Times Tables Rock Stars/Numbots