

Pupil premium strategy statement – Murdishaw West Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2025-Sept 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs V Edwards
Pupil premium lead	Mrs V Edwards
Governor / Trustee lead	Mr D Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,835
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,835

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional to our main school funding. It will be used by our school to address any underlying inequalities between children eligible, by ensuring that funding reaches the pupils who need it most.

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for Pupil Premium funded pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
- Where strategies are aimed at a whole school approach to raising standards then the pupil premium funding will benefit all pupils

Challenges

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

Challenge number	Detail of challenge
1	A large proportion of our Pupil Premium Children also have Special Education Needs
2	Readiness to learn and an ability to sustain concentration in lessons.
3	Attendance and Punctuality
4	Social, Emotional and Cultural Barriers
5	An ability to transfer learning into long-term memory

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
Our Pupil Premium (PP) children who also have Special Education Needs (SEN) will have their SEN needs met.	Children with PP and SEN will make rapid progress in relation to their starting points and personal targets.
Children will be ready to learn and have the ability to sustain concentration in lessons.	Children will achieve high outcomes in lessons. Behaviour incidents and distribution to learning will be minimal.
Children will attend school and be on time.	Children will attend school and be on time so to prevent missed learning. Attendance figures for our PP children will match our non-PP children.
Children will receive a broad range of experiences.	Children will be exposed to the Cultural Capital needed to succeed in their education, now and in later life.
Progress in Reading, Writing and Maths will raise.	PP children will achieve at least the same outcomes as those children without PP. This includes the amount of children achieving a Greater Depth standards.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD in Reading, Writing and Maths	Quality First Teaching supported by Teachers who have the knowledge and skills to quickly identify gaps in learning and address at point of need.	1,4
<i>To sustain a mastery approach to the teaching of Reading and Writing. Teachers and Teaching Assistants to be fully equipped with the skills and knowledge to</i>	Teaching staff will deliver a mastery approach to the teaching of Writing, Oracy and Guided Reading lessons, using a high-quality programme of work.	1,2,4,5

<i>teach writing and reading effectively</i>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 85800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention teaching for children to catch up and keep up with their peers in reading, writing and maths.	To allow for small group interventions and children to receive teaching at a lower child to adult ratio. To allow for children to receive prompt social and emotional support at time of need. EEF Making Best Use of Teaching Assistants Guidance	1,2,4,5
Teaching Assistant support in each class	EEF Teaching Assistant Interventions	1,2,4,5

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

Budgeted cost: £ 65246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the Thrive Approach	Thrive will be used as the driver for developing Pupils social, emotional and mental health wellbeing. https://www.thriveapproach.com/impact-and-research	1,2,3,4,5
Family Support Worker	Learners are accurately identified as in need of support or action, liaising with parents/carers, school staff and external agencies appropriate support and provision is implemented which	1,2,3,4,5

	reduces/removes barriers to learning and pupils achieve their full potential.	
Special Educational Needs Coordinator	Targeted academic support for our PP children with SEND. EEF Special Educational Needs In Mainstream Schools EEF The Role of the SENDCO in Developing Teaching Practice	1,2,4,5
Magic Breakfast Food Provision Subsidised breakfast club	To ensure children are ready to learn, and that no child's education suffers due to hunger, all children will be provided with a freshly baked bagel as they enter school. EEF Breakfast clubs found to boost primary pupils' reading writing and maths results	2,4
Education Welfare Officer Service	Access to an Education Welfare Officer for support and advice in relation to attendance and punctuality.	2,3,4
Subsidised costs of school visits and residential.	Children will have access to cultural capital experiences at a reduced cost.	4

Total budgeted cost: £ 161046

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Outcomes for disadvantaged pupils at Murdishaw West Community Primary School in the 2024 to 2025 academic year:</i>		
Year 6 Cohort of 19 17 Out of 19 children were in receipt of Pupil Premium	Children who achieved the expected standard	Of these children who achieved expected Children who achieved a Higher Standard
Reading	13/17 Children 76%	4/17 Children 24%
Writing	11/17 Children 65%	0/17 Children 0%
Maths	12/17 Children 71%	2/17 Children 12%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle
Accelerator Reader	Renaissance

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
No service children on roll.
The impact of that spending on service pupil premium eligible pupils
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Further information (optional)

We provide free afterschool activities for all children, to help them remain fit and active after the school day.

We provide a reduced cost breakfast club from 7.45am, with a free breakfast for all children, to ensure they start their day off without hunger and provide emotional support before learning commences.

We provide daily, free, fresh fruit and vegetables to all year groups, to help children achieve a balanced diet.

We provide free school uniform and equipment for those that are identified as needing support.