MURDISHAW WEST
PRIMARY and NURSERY SCHOOL

PUPIL PREMIUM POLICY
AUTUMN 2026

Policy Title	Pupil Premium Policy
School/HBC	School
This policy complies with Halton LA guidance	Yes
Written By	Vanessa Edwards
Staff Approval Date	Autumn 2026
FGB Ratification Date	November 2026
Signed by Chair of Governors	Mr D Coxs
Date:	
Review Date	Autumn 2029 or sooner if required

SCHOOL VALUES

At Murdishaw West Primary and Nursery School we work together to….. Collaborate, Achieve, Respect and Enjoy. At Murdishaw West, we CARE!

INTENT

Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.
Pupil Premium is paid directly to our school by means of a specific grant, based on school census figures for pupils registered as eligible for FSM in Reception to Year 11 or registered as eligible for the Early Years Pupil Premium Grant. For children who are looked after, Pupil Premium is calculated using the Children Looked After data returns. A premium is also paid for children whose parents are currently serving in the Armed Forces. This is additional funding for schools, but it is not based on disadvantage.

Pupil Premium Funding is additional to the main school funding. It will be used by our school to address any underlying inequalities between children eligible, drawing on evidence of effective practice.

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
4. 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.
5. Where strategies are aimed at a whole school approach to raising standards then the pupil premium funding will benefit all pupils.

The Headteacher and Leadership Team will regularly and rigorously monitor, evaluate and review the strategies we

have put into place for Pupil Premium and report to the Governing Body on its progress and impact.

Barriers to educational achievement

Barriers to educational achievement in Pupil Premium children (disadvantaged children) are multifaceted and can significantly impact their progress and outcomes.

1. Socio-Economic Challenges
Low Socio-Economic Status (SES): Children from low SES backgrounds face challenges such as limited access to resources, less educational support at home, and financial constraints that affect learning opportunities.
Poverty-Related Stress: Financial instability can lead to stress and anxiety in children, impacting concentration and engagement at school.
2. Attendance and Engagement
Poor Attendance: Disadvantaged children have higher absence rates, which negatively affect attainment. Absence can be linked to health issues, family circumstances, or lack of engagement.
Late Arrival: Being late reduces learning time and can disrupt the child's routine and readiness for learning.
3. Academic Attainment Gaps
Prior Attainment: Lower starting points in early years, especially in vocabulary and foundational skills, create a gap that widens over time.
English and Maths Proficiency: Challenges in acquiring strong literacy and numeracy skills limit access to the broader curriculum.
4. Special Educational Needs and Disabilities (SEND)
A significant proportion of disadvantaged children have SEND, which is associated with lower attainment levels.
5. Social and Emotional Barriers
Mental Health and Wellbeing: Disadvantaged children may experience higher levels of stress, anxiety, or trauma, impacting their ability to focus and learn.
Lack of Social Support: Limited access to enrichment activities and social networks can affect confidence and motivation.
6. Language and Cultural Barriers
Children with English as an Additional Language (EAL) may face difficulties in language acquisition that affect comprehension and expression in school.
7. School Factors
Variability in school quality and the effectiveness of teaching can either mitigate or exacerbate these barriers.

IMPLEMENTATION

The school has looked carefully at the needs of each pupil, and we have decided to use the following intervention strategies:

- Providing quality training from external providers for all teaching staff to improve standards in delivery, assessment for learning and feedback. Thereby improving child behaviour, engagement, motivation and achievement.
- Providing staff development from within the school to improve standards in delivery, assessment for learning and feedback.
- Providing learners with opportunities to work alongside professional teachers in areas where they excel to inspire and develop their learning and skills.
- Providing pupils entitled to Pupil Premium with new technology to support teaching and learning within school.
- Breakfast clubs, After school and Lunchtime clubs for those entitled to Pupil Premium, to provide a positive environment for achievement and enjoyment.
- Providing support with school uniform and breakfast food for eligible disadvantaged children, where financial barriers may affect their readiness to learn, attendance or sense of belonging.
- Providing varied reading materials and opportunities to enjoy reading within a positive environment.
- Targeted support delivered by highly trained TAs for pupils entitled to Pupil Premium Funding.
- Providing small group work for pupils entitled to Pupil Premium funding with an experienced teacher/ TA focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.
- Providing improved facilities in order to deliver small group/ individual interventions.
- 1:1 and small group support for pupils entitled to Pupil Premium Funding to help them make improved progress and to raise their standards of achievement.
- Additional teaching and learning opportunities for pupils entitled to Pupil Premium Funding, provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement and self-esteem.
- Acquiring effective materials for pupils entitled to Pupil Premium Funding, aimed at raising standards,

particularly in Reading, Writing and Mathematics.
- All our work through the Pupil Premium will be aimed at accelerating progress, irrespective of their starting points.
- Improving ICT equipment to enhance curriculum delivery.
- Providing access to highly trained professionals, allowing pupils opportunities to develop in Art, Drama and Music and to raise their achievements in these areas.
- Providing access to trained professionals to meet the social and emotional needs of disadvantaged children.
- Access to educational visits at a reduced cost.

IMPACT

This policy will play an important part in the educational development of the individual pupils who are entitled to Pupil Premium. We will ensure that these pupils are treated equally and as favourably as others, and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make improved progress and achieve higher standards than would have been likely without it.

The effect of these strategies will be monitored and assessed using the school's self-evaluation system. A written, annual report of our funding allocation, the strategies we will use to spend this funding and the impact it has had will be reported to the Governing Body and the information will be available on our school website.