

Pupil premium strategy statement - Murrayfield Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	43%
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Bill Holledge
Pupil premium lead	Claire Willis
Governor / Trustee lead	Joanne Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,544
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	£269,544

Part A: Pupil premium strategy plan

Statement of intent

- Disadvantaged pupils make up 43% of our cohort. Our aim is that all pupils, including disadvantaged, attend school every day, achieve highly and make at least expected progress.
- Providing these opportunities is a key part of our strategic plan and contributes greatly to outcomes as well as ensuring that all pupils have a well-rounded education.
- The support provided by our inclusion team, including learning mentors, as well as working with other outside agencies is a vital part of our strategy.

Challenges

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

Challenge number	Detail of challenge
1	Pupils are adversely affected due to the limited experiences they have outside the classroom. This includes exposure to cultural experiences and rich language (in reading and maths).
2	Pupils' social and emotional wellbeing adversely affects their readiness to engage with their learning and subsequently has a negative impact on their progress and attainment.
3	Limited parental engagement in education leads to pupils' persistent attendance.

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
All pupils, regardless of economic and cultural background, are able to experience learning beyond the classroom.	100% of disadvantaged pupils are able to access a variety of experiences beyond the classroom to enhance their learning and cultural knowledge.
All identified pupils receive the appropriate level of support to meet their social and emotional needs.	Identified pupils receive support at the point of need from the appropriate provision: Tier 1,2 or 3. Attendance exceeds the national average. PA rate is below the national average.

All pupils, regardless of background, meet at least the expected progress by the end of their key stage.	<p>100% of pupils at the end of Key Stage 1 pass their Phonics screening.</p> <p>Pupil progress and attainment in all years in reading, maths and writing is at least in line with the national average.</p> <p>Pupils at the end of Key Stage 2 make progress and attain in line with at least national average.</p>
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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: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve consistency in the quality of teaching through effective professional development.	<p>Evidence from the Education Endowment Foundation found that high quality teaching is the most powerful way for schools to improve pupil attainment, especially with socio-economically disadvantaged pupils:</p> <p>The EEF Teaching and Learning Toolkit shows that when pupils are taught metacognition and self-regulation, it has a 7 month positive impact on pupils' learning.</p>	1
Develop teachers' subject knowledge of Maths Mastery through effective coaching and training.	<p>The Mathematics Mastery Primary programme has been shown by EEF (the Education Endowment Foundation) to give pupils on average one months' additional progress after one year.</p> <p>Schools using Mathematics Mastery have been shown to score on average two points higher than the national average in the Key Stage 2 National Tests.</p> <p>The EEF Teaching and Learning Toolkit shows the impact of Mastering learning: 5+ months</p>	1
Ensure all relevant staff are	Phonics approaches have a positive impact overall (+6 months - The EEF Teaching and	1

trained in RWI Phonics	<p>Learning Toolkit <i>oral language interventions</i>) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Similarly, the DfE <i>Strong Foundations in the First Years of School</i> , 2024 states that the Progress in International Reading Literacy Study (PIRLS) reported a positive correlation between performance in the Year 1 phonics screening check and pupils' performance at the end of their primary education.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £125,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint additional adults to support with small group work intervention: NELI, SpeechLink, Developing Better Value (maths), Reading Plus, ELSA.</p>	<p>The EEF key finding on the role of the teaching assistant is that where there is targeted deployment of assistants, who are trained to deliver an intervention to small groups or individuals, there is a high impact on pupils' progress and attainment. This is particularly the case when used alongside high-quality interactions with the class teacher both in and out of class.</p> <p>The EEF Teaching and Learning Toolkit states the impact can be:</p> <ul style="list-style-type: none"> • Teaching assistant interventions: 4+ months • Reading comprehension strategies: 6+ months • Oral language interventions: 6+ months • Fresh Start (phonics programme) : 5+ months progress • Social and Emotional Learning: 4+ 	1, 2

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide opportunities for educational visits and learning beyond the classroom regardless of family income to develop cultural experiences.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The DfE <i>The Best Start in Life Part 3</i> states that 'children's cultural heritage gives them a sense of who they are and their place in the community.'	1, 2, 3
Provide wraparound provision free of charge for disadvantaged pupils.	Targeting vulnerable pupils through events such as breakfast, sport and arts clubs, help improve punctuality, attendance and also ensures that they are not hungry and therefore 'ready to learn.' Targeting vulnerable pupils to be more physically active children can also support progress and attainment, behaviour and mental health. According to the EEF, extra curricular activities may help with engagement in learning and have improved benefits for mental health, wellbeing and physical development.	2, 3
Improve attendance by using the attendance lead to work closely with families and pupils.	The EEF argues that simply raising awareness of attendance concerns is not enough and that active parental engagement is more powerful (adding four months progress when planned effectively).	3
Provide additional support from the learning mentor around emotional literacy intervention.	The EEF argues that 'social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.' When	2

	planned effectively, they can add four months progress.	
Support families in financial difficulty through a hardship fund.	We have set aside this money to support families to ensure their children can continue to attend school.	1, 2, 3

Total budgeted cost: £269,544

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Intervention	Outcome
<p>Improve consistency in teaching and learning through coaching, team teaching and effective planning.</p> <p>Develop teachers' subject knowledge of Maths Mastery through effective coaching and training.</p> <p>Appoint additional adults to support with intervention and 1:1 support</p> <p>Appoint additional adults to support with phonics interventions 1:1</p> <p>Ensure all relevant staff are trained in RWI Phonics (6 staff needing training 2023-24).</p>	<p>As a result of targeted interventions and effective training of staff in the delivery of Phonics, 88% of year 1 and 91% of year 2 pupils passed their phonics assessment.</p> <p>At the end of Key Stage 2 (including SEU) 68% of pupils achieved the expected standard in reading, 75% in writing and 68% in maths.</p>
<p>Ensure that all identified pupils receive targeted interventions in RWM.</p> <p>Provide targeted intervention outside of school hours such as at the beginning and end of day, school holidays and Saturday mornings.</p>	<p>All identified pupils in Year 1 and 2 received phonics interventions on a daily basis through the academic year.</p> <p>All year 6 pupils were invited to breakfast clubs and 'Reading Plus mornings.'</p> <p>Saturday classes ran for Year 6 pupils every Saturday and during school holidays from February through to May.</p>
<p>Wraparound provision provided free of charge for disadvantaged pupils.</p>	<p>190 pupils access after school clubs that include sports, gardening and art.</p>

<p>Improve attendance by using the attendance lead and learning mentor to work closely with families and pupils.</p> <p>Provide additional adult support around emotional literacy intervention.</p> <p>Provide opportunities for educational visits and learning beyond the classroom regardless of family income to develop cultural experiences.</p> <p>Hardship fund to support families in financial difficulty.</p>	<p>Around 50 pupils access breakfast club, of which around 50% are disadvantaged.</p> <p>All pupils were able to access and least three educational visits throughout the academic year.</p> <p>Families struggling to pay for food bills, uniform or energy bills were provided with food vouchers, new uniform or second hand uniform.</p>
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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
Mathematics Mastery Primary programme	Ark
RWI spelling	Ruth Miskin Training
Emotional Literacy Support Assistant	Suffolk Psychology Services Tier 3 PMHW service
Speech and Language	SpeechLink
Personalised approach to accessing the curriculum	Fresh Start Oxford Owl Online Reading programme
NELI	Nuffield Early Language Intervention