

Pupil premium strategy statement 2023-2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Morley CE Primary Academy
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	18.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Andrew Phoenix
Pupil premium lead	Andrew Phoenix
Governor / Trustee lead	Garry Easter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34845
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	£34845

Part A: Pupil premium strategy plan

Statement of intent

- Our school philosophy, which is in keeping with our Christian Values, is that the school staff, parents and governors will work together to make a difference. We recognise that good teaching is the most important lever schools have to improve outcomes for disadvantaged children and therefore aim to offer education which is challenging, enjoyable and knowledge-rich. We will have succeeded if everyone is given the chance to achieve the best results possible, and is equipped with life skills and experience for their future.
- Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we use evidence-informed research to make decisions on the best approaches for all of our pupils.
- The Pupil Premium, along with all forms of school funding are carefully managed to enable us to offer personalised support for children in a range of ways and supports us in achieving our philosophy and vision.

Our priorities:

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring all pupils have access to High Quality Teaching and Learning in every lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma
- Ensuring that the PPG reaches the pupils who need it most
- To live by our Christian value - As each has received a gift, use it to serve one another as good stewards of God's varied grace 1 Peter 4:10

Challenges

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

Challenge number	Detail of challenge
1	<p>Data from assessments, both summative and formative, within the 22-23 academic year showed that there was an attainment gap in reading, writing and maths between PPG and non PPG pupils. When taking the distribution of pupils on our SEND register with cognition and learning needs into account, some of whom are also eligible for PPG, the data suggests that PPG were not attaining as highly as non PP pupils. This was exacerbated by poor language and communication skills. This view is supported by comparative data with national outcomes by the end of primary school</p>
2	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional and mental health issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>A significant number of pupils currently require additional support with social and emotional needs, both 1:1 and in small group work. The PPG group have a higher representation than non PPG pupils within our pastoral framework</p>
3	<p>Lower attendance - attendance data from 22-23 indicated that attendance among PPG pupils is lower than non PPG pupils. Over the same period, levels of persistent absence had also been higher in the PPG group.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting PPG progress.</p>
4	<p>Some pupils display challenging behaviours. This is linked to a number of factors, including poor social skills and a lack of emotional literacy. This negatively impacts outcomes for pupils.</p>
5	<p>Low parental aspiration and rural isolation / lack of services has an impact on outcomes for pupils eligible for PPG. Many families are in a cycle of unemployment or low paid jobs. This impacts negatively on the family home</p>

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
To achieve significant improvements in progress and attainment in reading, writing and maths compared with historical data	Outcomes are at least in line with national expectations at all national benchmarks at expected and greater depth, from EYFS GLD, through each end of key stage
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ● qualitative and quantitative data from student voice, student and parent surveys and teacher observations ● a reduction in the amount of time individual pupils need to access pastoral support ● attainment data that shows a narrowing gap in core subjects
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> ● the overall absence rate for all pupils being at least in line with the national average %, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being at least in line with the national average ● the percentage of all pupils who are persistently absent being is in line with or below the national average
Families and pupils can access additional support to help build the necessary skills to enable them to flourish and grow	<ul style="list-style-type: none"> ● Targeted pastoral interventions including non-teaching pastoral support, delivering 1:1 and small group support to help children resolve conflict, develop social & emotional skills, and manage their emotions and behaviour more effectively. These members of staff will also work closely with children and families through Family Support meetings & liaison with external agencies.

	<ul style="list-style-type: none">● A full and varied programme of additional educational experiences, such as subsidised school visits and extra-curricular clubs is accessed. This includes support for buying ingredients, revision materials, music lessons etc● Mental Health Support: Mental Health First Aider for Adults and a Mental Health Champion for Young People -are all accessed and make a demonstrable difference to outcomes
--	--

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: £ 12500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Read Write Inc. £642</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of PiXL diagnostic assessments in the primary phase.</p> <p>Training for PiXL lead, to ensure assessments are interpreted and administered correctly.</p> <p>A comprehensive formative/summative assessment model in the secondary phase, ensuring teachers use these diagnostically to help children embed and use knowledge fluently</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning, in line with school AIDP.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1,2

Angles Maths Hub NCETM resources and CPD	Improving Mathematics in Key Stages 2 and 3	
Enhancement of our writing teaching and planning, in line with school AIDP. We will fund teacher release time to embed key elements of guidance in school and access LA resources	The EEF guidance is based in a range of the best available evidence: Improving literacy in Key Stage 1 Improving literacy in Key Stage 2	1,2
An evidence-formed CPD programme of support, which develops teachers' subject knowledge and pedagogical content knowledge eg Trust pathways using Walkthrus	There is a wealth of evidence on the impact of CPD in the classroom https://brill.com/view/journals/ser/37/3/article-p91_8.xml https://www.tandfonline.com/doi/pdf/10.1080/03057640801889964?needAccess=true The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £18045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of staff to engage in 1:1 and small group support and intervention. A significant proportion of the pupils who receive small group or individual intervention will be disadvantaged, including any of those who are high attainers. Approx £13 per hour	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3

	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchasing of intervention packages, focusing on core skills, including: Wellcomm, working memory, fine motor skills, Numberstacks, Speed Sounds, ReadWriteInc</p> <p>Approx £13 per hour for the delivery of specific interventions</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

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

Budgeted cost: £6400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide access to pastoral support staff and intervention programmes that develop pupil self-regulation, mental health and wellbeing. This includes access to external provision. Approx £13 per hour</p> <p>Targeted pastoral interventions delivering 1:1 and small group support to help children resolve conflict, develop social & emotional skills, and manage their emotions and behaviour more effectively. These members of staff will also work closely with children and families through Family Support</p>	<p>There are many studies that link wellbeing to improvements in pupil attitudes, a reduction in absenteeism and a positive impact on exclusions</p> <p>See also: https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02482/full https://link.springer.com/article/10.1007/s10964-019-01184-y</p>	2,3,4,5

<p>meetings where needed & liaison with external agencies. Approx £13 per hour</p> <p>Outdoor Learning – build and resource opportunities for curriculum focussed Outdoor Learning for all ages every week</p> <p>A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs. Piano £26.25 per hr Violin £38 per hr</p> <p>Enriching the Curriculum: Subsidised residential trips for children in receipt of PPG, visits and visitors in school, music lessons, food technology ingredients, celebration assemblies, revision materials Isle of Wight (£250 pp) and Horstead (£160 pp) residentials</p> <p>Mental Health Support: Mental Health First Aider for Adults and a Mental Health Champion for Young People;</p>	<p>https://www.sciencedirect.com/science/article/pii/S1877705811029900</p> <p>https://journals.sagepub.com/doi/10.3102/00346543066004459</p> <p>https://www.tandfonline.com/doi/full/10.1080/09638237.2017.1294739</p>	
--	--	--

Total budgeted cost: £36945

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.

18.75% of the school received pupil premium in the year 2024-2025.

	Expected or above attainment	Maintained progress	Made positive progress to close gap
Reading	37%	95%	42%
Writing	21%	100%	16%
Maths	47%	100%	63%

The overall profile for pupils eligible for pupil premium for 2024-2025 shows that across the school as a whole, attainment trajectories showed improvements over time in the vast majority of cases. Over half the pupils eligible for pupil premium made accelerated progress to close their attainment gap in maths and just under half did so in reading. EYFS and year 1 phonics showed improvements on the previous year, partly as a result of the synthetic phonics programme Read Write Inc. Interventions such as Wellcomm contributed to the overall attainment profile. 1:1 and small group work in reading, writing, maths and SEMH helped pupils to diminish differences to non PPG pupils. The impact of support such as nurture and peripatetic music tuition cannot be isolated and measured; the same can be said for trips and visits, including the residential trips (Isle of Wight, Horstead). However, no pupils eligible for PPG missed out on any of these experiences for financial reasons and it is felt from pupil voice that these experiences encourage positive attitudes to school and improved motivation to attend school. Attendance of the pupil premium group improved to 92% on average. Additional support in the form of booster groups was provided on a twice-weekly basis and had an impact on key stage 2 results in reading and maths. This was felt both in terms of outcomes and also the confidence pupils felt when sitting the assessments. ELSA and Young Carers programmes provided a framework for SEMH support, responding to pupil need. Some pupils eligible for PPG had significant need and required the support from specialist provision.

Externally provided programmes

Programme	Provider
PiXL	PiXL Partnership
Read, Write, Inc	Oxford
Power Maths	Pearson Schools