

# Morpeth Road Pupil premium and Covid Recovery strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Morpeth Road
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Felicity Troughton
Pupil premium lead	Felicity Troughton
Governor / Trustee lead	Kate Martin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,370
Recovery premium funding allocation this academic year	£28,710
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	£309,080

# Part A: Pupil premium strategy plan

## Statement of intent

At Morpeth Road Academy, we recognise through our internal assessments and monitoring, that those children in receipt of pupil premium funding, have achieved lower than their peers in the last twelve months. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well. In addition to this, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, as we believe for these children to make progress; it is not just about supporting them academically, but their wider well-being too. 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 (Education Endowment Foundation 2021).

In addition, carefully planned intervention and support groups will support pupils in narrowing gaps in their learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through booster sessions for pupils whose education has been worst affected, including non-disadvantaged pupils. Through careful monitoring, we will also respond to low levels and persistent absences to ensure that all pupils have access to consistent and regular schooling. We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our approach and plans are also outlined in the School Development Plan. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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 through staff appraisal, pupil progress meetings and regular monitoring of data.

## Challenges

This details the key challenges to achievement that we have identified among our intended outcomes

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers at the end of EYFS and KS1. Assessments Key Stage 2 also indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Reading. Key Stage 1 PP 52% Overall 44% Key Stage 2 PP 27% Overall 38%
2	Assessments, observations and discussion with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged children these are evident from Two Year Olds- Year 6 and in general are more prevalent among disadvantaged pupils than their peers
3	Assessments at the end of EYFS, Key Stage 1 and 2 indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Writing. Key Stage 1 PP 33% Overall 43% Key Stage 2 PP 43% Overall 52%
4	A significant number of pupil premium also have SEND, are LAC or are EAL. This further impacts on their progress and attainment
5	Through observations, pupil check ins and pupil voice it is evident many pupils suffer from mental health difficulties- this number has increased post pandemic. These SEMH difficulties are a challenge for many but in particular those disadvantaged pupils.
6	Assessments at the end of EYFS, Key Stage 1 and 2 indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Maths. Key Stage 1 PP 48% Overall 37% Key Stage 2 PP 33% Overall 27%
7	Attendance:- our attendance data over the last 3 years indicates that attendance among disadvantaged children has been between 1.23% and 1.34% lower than for non disadvantaged children. The 23.89% - 29.74% of disadvantaged children that have been 'persistently absent' compared to 19.38%-23.57% of their peers during that period. Our assessments and observations indicate that this has adversely affected disadvantaged children's progress and attainment. This has also been massively impacted by covid related absences.

## 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 reading and phonics attainment at the end of EYFS, KS1 and KS2 for disadvantaged pupils	EYFS outcomes in 2024/2025 show that more than 70% of disadvantaged pupils achieve GLD KS1 phonics outcomes in 2024/2025 show that more than 95.% of disadvantaged pupils met the expected standard KS2 reading outcomes in 2024/2025 show that more than 75% of disadvantaged pupils met the expected standard
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments, pupils work and observations in the learning environment indicate an improved oral language among disadvantaged pupils. This is evidenced through books, lesson visits, pupil voice and formative assessment
Improved writing attainment at the end of EYFS, KS1 and KS2 for disadvantaged pupils	EYFS outcomes in 2024/2025 show that more than 60% of disadvantaged pupils achieve GLD KS1 writing outcomes in 2024/2025 show that more than 70% of disadvantaged pupils met the expected standard KS2 writing outcomes in 2024/2025 show that more than 70% of disadvantaged pupils met the expected standard
For pupils who have SEND and are eligible for pupil premium support to have improved outcomes.	Pupil Premium data for EYFS, KS1 and KS2 for reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points.
For pupil in receipt of mental health and nurture support to sustain improved wellbeing.	Sustained high levels of well-being demonstrated by: - qualitative data from student voice, student and parent questionnaires and teacher observation
Improved maths attainment at the end of EYFS, KS1 and KS2 for disadvantaged pupils	EYFS outcomes in 2024/2025 show that more than 65% of disadvantaged pupils achieve GLD KS1 maths outcomes in 2024/2025 show that more than 70% of disadvantaged pupils met the expected standard KS2 maths outcomes in 2024/2025 show that more than 70% of disadvantaged pupils met the expected standard
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 5%, and attendance for</li> </ul>

	<p>disadvantaged children will be in line with non-disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Persistent absence is below the figure among disadvantaged pupils being no more than 3% lower than their peers</li> </ul>
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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: £ 141,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued professional development of staff to provide high quality teaching, assessment and a curriculum which responds to the needs to all pupils including the mentoring and coaching of staff in classes	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4,5,6
Purchase of standardised diagnostic NTS assessments. Mentoring of staff to ensure assessments are interpreted and administered correctly.	<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:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessinglearning-in-the-new-academic-yearpart-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessinglearning-in-the-new-academic-yearpart-1</a> 1, 2, 3, 4</p>	1,3,4,6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</p>	1,2,3

We will purchase resources and fund ongoing teacher training and release time.		
Improve the quality of social and emotional (SEL) learning and nurture support. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5
Enhancement of our maths teaching and curriculum thorough quality CPD from the Maths Hub and White Rose.	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4,6

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

Budgeted cost:£90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF (educationendowmentfoundation.org.uk)	1,2,4
Additional phonics and reading sessions targeted at disadvantaged pupils including the bottom 20%, who require	Phonics/reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when	1, 4

further phonics support to aid reading.	delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	
Additional reading sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. <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, 4
Additional writing sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. <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>	3, 4
Additional maths sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. <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> <a href="https://www.risingstars-uk.com/series/on-track-math">https://www.risingstars-uk.com/series/on-track-math</a>	6, 4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on supporting mental health and wellbeing of children and young people. The aim of this training is to embed a whole school approach to understanding mental health, identifying need early and effectively supporting	<a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>  Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn. The latest edition of the whole school or college approach, updated for autumn 2021 by Public Health England (PHE)	4, 5

children who have been identified. A member of staff to also achieve Mental Health Champion training	and the Department for Education, defines the areas to be considered to enable good mental health and wellbeing practice.	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and working with the County attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a> Engage with parents and Education Welfare Consultant promote positive attendance	7
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding a side to respond quickly to needs that have not yet been identified	All

**Total budgeted cost: £280,100**



## 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 2022 to 2023 academic year.

#### Challenge 1 Attainment in Reading and Phonics

##### Outcome

	<u>All Pupils</u>	<u>PP</u>
<u>GLD %</u>	60%	63%
<u>Year 1 Phonics</u>	43%	42%
<u>Year 2 Phonics</u>	90%	85%
<u>Year 6 Reading</u>	38%	27%

Reception PP children outperformed all pupils. Year 1 phonics results are not inline with expected for all or PP children. It is worth noting that 50% of the Pupil Premium children are also SEND. There is a small gap between PP and Non PP phonics in Year 2. All of these pupils are SEND with speech and language needs , 1 is EAL and 1 will be transferring to a specialist provision in September.

##### Next Steps:

- All Year 2 pupils to receive targeted phonics and boosters into Year 2
- Priorities use of speech and language TA with KS1 children
- Access new Phonics into Fluency programme for Year 2 pupils as a bridget between phonics and comprehension

#### Challenge 2 development of oracy language skills

SALT interventions have been provided by trained staff and professionals. Speaking and listening progression document developed and shared with all staff. training undertaken looking at use of speaking frames. Launchpad training for all EYFS staff and then embedded. Speech and language still remains an issue and a barrier to learning for many children who did not pass their phonics screening.

Next Steps:

- Explore use of NELI in reception and further embedding of Launchpad
- Further training for new Speech and language teaching assistant
- EAL programme developed to support those for whom language is a barrier

**Challenge 3: Attainment in Writing**

	<b>All Pupils</b>	<b>PP</b>
<b>GLD</b>	60%	63%
<b>Year 2</b>	48%	37%
<b>Year 6</b>	48%	38%

Reception PP children outperformed all pupils in writing. 11% gap in year 2 and 10% gap in Year 6. Writing standards across school have improved this year compare to last, however they were severely impacted by covid and children not accessing high quality writing teaching at this time. This has led to teachers having to cover prior years learning before teaching current content.

Next Steps:

- Focus on editing skills and basic sentence building.
- Year 1 to further strengthen work on handwriting and spelling and make this a focus of writing teaching.
- Shape coding training to be undertaken for all staff to improve independent writing for bottom 20% and SEN pupils.
- Shape coding interventions for PP children who are not achieving

**Challenge 4 Number of Pupil Premium also SEND, LAC or EAL**

<b>PP</b>	<b>PP&amp;EAL</b>	<b>PP&amp;LAC</b>	<b>PP&amp;SEND</b>
<b>199</b>	<b>9</b>	<b>9</b>	<b>95</b>

Pupils have accessed interventions and boosters. LAC children now attend a LAC group within school. EAL provision is being developed further

Next Steps:

- EAL provision to be developed by new speech and language lead
- LAC group to continue to be developed next year
- LAC funding from county utilised for interventions

### Challenge 5 Increased SEMH difficulties

Enhanced nurture provision across school. Nurture teacher now trained in Forest School. Zones of Regulation in all schools. Mental Health Award achieved across school the school. Groups set up for LAC children and Young Carers. Further TAS employed with Thrive training and Lego Therapy. Particular difficulty for younger children especially those who are non verbal.

#### Next Steps:

- Implement nurture provision using Forest School training
- Continue development of provision for EYFS children in a specific room to be accessed by SEND pupils as well

### Challenge 6 Attainment in Maths

	<b>All Pupils</b>	<b>PP</b>
<b>GLD</b>	60%	63%
<b>Year 2</b>	48%	37%
<b>Year 6</b>	33%	27%

Reception PP children outperformed all pupils in writing. 11% gap in year 2 and 10% gap in Year 6. There is a gap of 11% in Year 2 maths between PP and all pupils. There is a need for a further focus on basic skills and rapid retrieval of key facts. Further to this, further exposure to a range of problem solving questions.

#### Next Steps:

- Focused interventions on key retrieval facts and fluency
- Use of Star Maths to carefully identify gaps and link to focused interventions
- Strategic use of Times Tables Rockstars heat maps and follow up teaching
- On the day intervention and pre-teaching

### Challenge 7 Attendance

	<b>Whole School</b>	<b>PP</b>
<b>School</b>	<b>91.9%</b>	<b>91%</b>
<b>National Average (fft)</b>	<b>93.8%</b>	<b>91.3%</b>
<b>Difference</b>	<b>-1.9%</b>	<b>-0.3%</b>

Gap between school and national average for PP is minimal however this is still 5% below the 96% which we aim for.

#### Next Steps:

- Continue staged letters and tracker
- Focus on targeted supported especially for PP
- Liaise with EWO
- Rewards system interwoven to praise good attendance
- Parental workshops

## **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and

demonstrates the additional impact of COVID-19 on disadvantaged pupils. Absence among disadvantaged pupils was 3% higher than their peers in 2021/22 and persistent absence 6% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve from our previous pupil premium strategy., We have reviewed our strategy plan moving forward and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## 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
Launchpad for Literacy	Kirsty Page
Accelerated Reader	Renaissance
Reading Plus	Reading Plus
Read Write Inc	Ruth Miskin
Star Maths	Renaissance

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support for identified children within class from TA's and additional teachers
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: ·

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. ·
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Provide a range of trips to enhance learning for the children and improve aspirations and engagement with learning.
- Raising aspirations through our University College programme and exposure to a range of careers.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.