

Morpeth Road Pupil premium strategy statement

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	Morpeth Road
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Felicity Troughton
Pupil premium lead	Sophie Watkin
Governor / Trustee lead	Kate Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,910
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	£245,910

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 68% Overall 72% Key Stage 2 PP 60% Overall 59%
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. EYFS PP 54% Overall 44.1% Key Stage 2 PP 55% Overall 59%
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. EYFS PP 46% Overall 50% Key Stage 2 PP 63% Overall 57%
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 19% of disadvantaged children that have been 'persistently absent' compared to 11% 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"> The overall absence rate for all pupils being no more than 5%, and attendance for

	<p>disadvantaged children will be in line with non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • Persistent absence is below the figure among disadvantaged pupils being no more than 3% lower than their peers
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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: £ 131,000

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>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</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>https://educationendowmentfoundation.org.uk/news/eef-blog-assessinglearning-in-the-new-academic-yearpart-1 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 3	4,6

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

Budgeted cost:£75,000

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://www.risingstars-uk.com/series/on-track-math	6, 4

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

Budgeted cost: £35,000

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	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges 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. https://www.gov.uk/government/publications/school-attendance 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: £245,910

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 2023 to 2024 academic year.

Challenge 1 Attainment in Reading and Phonics

Outcome

	<u>All Pupils</u>	<u>PP</u>
<u>GLD %</u>	41.2%	25%
<u>Year 1 Phonics</u>	72%	68%
<u>Year 2 Phonics</u>	79%	82%
<u>Year 6 Reading</u>	59%	60%

Reception PP was significantly lower than all pupils. It is worth noting that 70% of the Pupil Premium children are also SEND. Year 1 phonics results are nearly inline with expected for all or PP children. There is a small gap between PP and Non PP phonics in Year 2.

Next Steps:

- All Year 1 pupils to receive targeted phonics and boosters into Year 1
- Priorities use of speech and language TA with KS1 children (focus on EYFS)
- Access new Phonics into Fluency programme for Year 2 pupils as a bridge 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
- Speech and language TA to do HLTA in speech and language
- Develop use of widget to support with language

Challenge 3: Attainment in Writing

	<u>All Pupils</u>	<u>PP</u>
GLD	44%	54%
Year 6	59%	55%

Reception PP children outperformed all pupils in writing. There is a minimal gap in Year 6. Writing standards across school have improved this year compare to last, however we are still seeing the impact of covid on the basics of writing and children not accessing high quality writing teaching at this time.

Next Steps:

- Focus on editing skills and basic sentence building.
- Grammar focus for each unit of writing to be explicitly taught
- Use of Spelling Shed to improve spelling teaching.
- 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

PP	PP & EAL	PP & LAC	PP & SEND
145/253 = 57%	9/37 = 24%	3 / 5 = 60%	70/99 = 71%

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 and use Bell Foundation assessments to identify gaps
- LAC group to continue to be developed next year and include post LAC pupils

- LAC funding from county utilised for interventions and teacher with a role looking at LAC attainment.

Challenge 5 Increased SEMH difficulties

Enhanced nurture provision across school.. Mental Health Award achieved across school the school. Groups set up for LAC children and Young Carers. Training for all staff on zones of regulations with displays in each class. Staff to receive trauma training and head/family team lead to attend trauma informed school training.

Next Steps:

- Implement zones of regulation
- Trauma informed classrooms developed

Challenge 6 Attainment in Maths

	<u>All Pupils</u>	<u>PP</u>
GLD	46%	50%
Year 6	57%	63%

Reception PP children outperformed all pupils in maths. PP pupils also outperformed all pupils in Yar 6 by 6% 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

	Whole School	PP
School	92.4%	90.1%
National Average (fft)	94%	91.3%
Difference	1.6%	1.2%

Gap between school and national average for PP is minimal however this is still 4% 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
- Launch Winopoly
- Launch 100% attendance rewards

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
Spelling Shed	Spelling Shed

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.