

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	254
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Felicity Troughton
Pupil premium lead	Sophie Watkin
Governor / Trustee lead	Christine Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,025
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	£218,025

Part A: Pupil premium strategy plan

Statement of intent

At Morpeth Road Academy, we are fully committed to ensuring that all pupils, irrespective of their background or the challenges they face, achieve good progress relevant to their starting points in all subjects. We recognise from our internal assessments and monitoring that children eligible for Pupil Premium funding have, in the past, generally achieved lower than their peers. However, we are pleased to report that the attainment gap between our disadvantaged pupils and their peers is now starting to close along with an improvement in attendance, demonstrating the positive impact of our focused strategies.

A Whole-School Trauma-Informed Response

Central to our approach is a robust understanding that academic success is intrinsically linked to wider well-being. Our school operates with a trauma-informed response for all pupils, paying particular attention to those eligible for Pupil Premium. This commitment ensures that we proactively recognise and address the potential impact of adversity and trauma on learning and behaviour, thereby creating a supportive, nurturing, and secure environment that enables all children, especially our most vulnerable learners, to thrive.

Strategy Focus: Sustaining Progress and Well-being

The primary focus of our Pupil Premium strategy is to further support disadvantaged pupils in achieving their full potential and continue the positive trend of closing the attainment gap, while also ensuring sustained progress for those who are already achieving well. We also explicitly consider the specific challenges faced by vulnerable pupils, such as those who have a social worker or young carers. The activities outlined in this statement are designed to support their needs, regardless of their Pupil Premium status, as we believe their progress requires support for both their academic and emotional needs.

1. **High-Quality Teaching and Targeted Support:** High-quality teaching remains at the heart of our approach, focused on areas in which disadvantaged pupils require the most support. As evidenced by the Education Endowment Foundation (2021), this is proven to have the greatest impact on closing the disadvantage attainment gap and simultaneously benefits all non-disadvantaged pupils. This is complemented by carefully planned, researched based, intervention and support groups to efficiently narrow gaps in learning.
2. **Systemic Monitoring and Recovery:** Our strategy is integral to wider school plans, including targeted support through intervention sessions for pupils whose

education has been worst affected. Through careful monitoring, we will also respond quickly to low levels and persistent absences to ensure consistent and regular schooling. We will be responsive to common challenges and individual needs, rooted in diagnosing the problem not assumptions about the impact of disadvantage.

Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the accelerated progress of their disadvantaged peers.

Ensuring Continued Effectiveness

Our approach and plans are fully outlined in the School Development Plan. To ensure continued effectiveness and to build upon the progress already made, we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the precise point a 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 CPD, 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 writing than their peers. This negatively impacts their development as writing at the end of EYFS, KS1 and KS2. Assessments Key Stage 2 also indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in writing.
2	Communication and speech is a prime area of need for school starting at the two year olds up to Year 6.
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 Maths especially within the multiplication check.
4	A significant number of pupil premium also fall into other vulnerability categories such as EAL, young carers, and SEND
5	Self-regulation remains a priority for the school helping children to control their emotions and therefore be able to focus easier within lessons
6	Attendance data indicates an improvement over the last year but still remains a priority especially around reducing persistent absentees

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 writing outcomes at the end of GLD and KS2	EYFS outcomes in 2025/2026 show that more than 65% of disadvantaged pupils achieve GLD KS2 writing outcomes in 2025/2026 show that more than 75% of disadvantaged pupils met the expected standard
Improved % of pupils receiving the speech and language related areas for GLD and improved oracy for pupils across school	Our whole-school oracy programme will significantly improve oral language among Pupil Premium children, as demonstrated through assessments, work and observations. We will embed high-quality teaching, rooted in evidence based research with early intervention where needed.
Improved maths attainment in GLD, multiplication check and more pupils achieving GD in KS2	EYFS outcomes in 2025/2026 show that more than 65% of disadvantaged pupils achieve GLD. Multiplication check shows that the average score is inline with or higher than the national average. Y6 Maths outcomes in 2025/2026 show that more than 75% of disadvantaged pupils meet the expected standard and at least 10% meet GD.
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. Resources to be purchased to support with SEND pupils including development of sensory rooms and sensory circuit spaces.
For our most vulnerable pupils to feel safe in school with a range of nurture and interventions programmes to support with this	Pupil voice to improve for the most vulnerable pupils in school. Safeguarding council set up and actioning things to support these pupils. Forest school and nurture interventions to help to improve the experience for these pupils and in-turn improve attendance and academic achievements. Young carers groups to continue and set up a LAC and post-LAC support group.
Children to feel more able to regulate their own emotions and in turn attendance and achievement to improve	Reduction in internal, and external suspension and improvement in low-level behaviour in school by helping the pupils with self-regulation. Behaviour curriculum implemented and shows an improvement in regulation through breathing techniques and other self-regulation
To sustain improved attendance for all pupils, particularly our disadvantaged	Sustained high attendance by 2025/6 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 5%, and attendance for

pupils and reduce persistent absentees	<p>disadvantaged children will be in line or above non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • Persistent absence is below the figure among disadvantaged pupils being no more than 2% 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: £ 135,000

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 research based intervention to support pupils with SEMH, speech and academic needs	<p>Research based interventions ensure pupils are receiving high quality support to catch up areas of need and support them with regulation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,,2,3,4
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary and also interact with others	<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>	1,2,3,4

<p>The CPD programme is based on research from the research school. Resources to be purchased based on speech and language recommendations. School to purchase resources and further use Colourful Semantics</p>		
<p>Elevate the quality of Social and Emotional Learning (SEL) and nurture support by fully embedding evidence-based SEMH and behaviour approaches into our routine educational practices. This commitment will be sustained through comprehensive, ongoing professional development and targeted training for all staff, ensuring consistent, high-impact support for every pupil.</p>	<p>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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>4,5,6</p>
<p>Enhancement of our maths teaching programme and teaching of times tables and rapid recall facts including taking part in Mastering Number Programme</p> <p>Train staff and implement precision teaching linked to key mathematical facts</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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 3</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mastering-number-trial?utm_source=/projects-and-evaluation/projects/mastering-number-trial&utm_medium=search&utm_campaign=site_search&search_term=mastering%20number</p>	<p>3,4</p>
<p>Implement new behaviour curriculum to support pupils with self regulation and understanding and</p>	<p>Teaching learning behaviours is the second strand of improving behaviours within schools. This alongside more targeted approaches should provide the support needed to help pupils regulate their behaviour.</p>	

supporting their own mental health	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:£60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of intervention programmes linked to SEMH and behaviour,	<p>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)</p> <p>Behaviour and SEMH interventions can support a child with self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions</p>	4,5,6
Additional handwriting sessions targeted at disadvantaged pupils including the bottom 20%, who require further handwriting support to aid writing	<p>Handwriting approach has a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted handwriting interventions have been shown to be more effective when delivered with an initial focus on mark making and ensuring correct sitting position https://d2tic4wvo1iusb.cloudfront.net/production/documents/Approach-3-Markmaking.pdf?v=1715098014</p>	1, 4
Additional oracy sessions targeted at disadvantaged pupils including the bottom 20%, who require further support g to	Whole class and small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress around oracy following the NELI programme	2, 4

narrow the gap in attainment in early years	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention-neli&utm_medium=search&utm_campaign=site_search&search_term=NELi	
Additional times tables 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 SEND 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. These will follow a range of programmes linked to SEND and EHCP targets https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5,6

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

Budgeted cost: £23,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular whole staff training with a trauma informed approach; supporting regulation and regular CPD around support for vulnerable groups within school of children and young people. The aim of this training is to embed a whole school approach to a trauma informed response. A member of staff to also achieve Thrive Leadership	<p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p> <p>Taking a coordinated and evidence-informed approach to mental health and trauma 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)</p>	4, 5

Apprenticeship qualification	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 aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £218,025

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>	56%	53%
<u>Year 1 Phonics</u>	96%	94%
<u>Year 2 Phonics</u>	93%	89%
<u>Year 6 Reading</u>	82%	78%

The gap between PP and all pupils is closing. 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 continue to receive phonics interventions with a focus on pupil premium pupils foremost.
- Review use of literacy based interventions within reception to increase GLD to at least in line with National
- Continue to embed 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:

- Regular CPD for staff linked to Oracy
- Further development and streamlining of oracy curriculum
- Further use of Widgit to support with oracy across school and support with vocabulary development
- Use of sentence stems across all subjects- sentence stem progression to be developed

Challenge 3: Attainment in Writing

	<u>All Pupils</u>	<u>PP</u>
GLD	56%	53%
Year 6	72%	64%

There is a minimal gap between all and pupil premium children in GLD. There is a larger gap between all and pupil premium children in Year 6. .

Next Steps:

- Reception to focus initially on handwriting and letter formation following Write from the Start programme
- Staff to use Colourful Semantics where appropriate to support children
- Grammar focus for each unit of writing to be explicitly taught at the start of each unit and then tweaked approach to modelling section to ensure regular retrieval
- Continue to embed 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- follow Write from the Start Programme as an intervention
- Colourful semantics to be embedded as part of writing programme
- Colourful semantics interventions for PP children who are not achieving

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

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

Next Steps:

- EAL provision to be developed through use of Widgit and Colourful Semantics to support language development

- LAC group to continue to be developed next year and include post LAC pupils
- Further develop young carers group

Challenge 5 Increased SEMH difficulties

Staff have taken part in trauma informed approach training. Groups set up for LAC children and Young Carers. Enhanced training for all staff on zones of regulations with displays in each class.

Next Steps:

- Behaviour curriculum to be implemented including breathing techniques
- Trauma informed classrooms developed

Challenge 6 Attainment in Maths

	<u>All Pupils</u>	<u>PP</u>
GLD	69%	690%
Year 6	76%	72%

There is a small gap between all pupils and pupil premium in Year 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 reasoning questions. The order of the curriculum will be reviewed to ensure regular retrieval of a range of topics.

Next Steps:

- Focused interventions on key retrieval facts and fluency
- Strategic use of Times Tables Rockstars heat maps and follow up teaching
- On the day intervention and pre-teaching
- Review of curriculum

Challenge 7 Attendance

	Whole School	PP
School	93.8%	94%
National Average (fft)	94.5%	92.1%
Difference	-0.7%	+1.9%

School are now above National Average for attendance however this is still 2% 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
- Continue to use Winopoly alongside other attendance rewards
- Regular staff training linked to attendance and persistent absences

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
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.