

Morningside Pupil Premium Strategy 2022-2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sian Davies
Pupil premium lead	Jo Smith
Governor / Trustee lead	Jane Betsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,748
Recovery premium funding allocation this academic year	£15,044
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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	£304,792

Part A: Pupil premium strategy plan

Statement of intent

At Morningside we ensure that teaching and learning opportunities meet the needs of all of our pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We allocate the Pupil Premium funding to support any pupil or groups of pupils at Morningside who have legitimately been identified as being socially disadvantaged. We recognise that barriers to achievement take a variety of forms and look for individual ways to support each child.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

All of our work funded through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.

Pupil Premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.

The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap for socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that the quality of teaching in all phases is excellent.
2	Ensuring that interventions are having a direct and sustained impact.
3	Ensuring that strategies to manage behaviour, attendance and punctuality are impacting well on vulnerable families.
4	Supporting parents of some of our disadvantaged pupils who lack the confidence to support their children with learning.
5	Organising specialist provision for pupils in receipt of the Pupil Premium Grant who have low self-confidence and difficulty in regulating their emotions as this acts as a barrier to their educational success.
6	Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

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
<p>Attainment of disadvantaged pupils is at least in line with and in many cases exceeds national averages</p>	<ul style="list-style-type: none"> ● % of pupils reaching expected standard in comparison to other pupils nationally. Achievement of disadvantaged pupils across school in comparison to all pupils nationally. ● Progress of identified disadvantaged pupils reaching the higher standard because of intervention ● Phonics check data for disadvantaged pupils is above that of all pupils nationally. ● Multiplication tables check data for disadvantaged pupils is above that of all pupils nationally
<p>Improved attendance Reduced persistent absence</p>	<ul style="list-style-type: none"> ● Reduction in persistent absence for PPG group ● Attendance data analysis at half-termly pastoral meetings shows figures for disadvantaged pupils above 96%
<p>Emotional wellbeing being of pupils in receipt of the pupil premium grant is supported using in-school therapeutic services</p>	<ul style="list-style-type: none"> ● Good progress for target groups in R,W,M ● S&L therapy reports indicate impact ● Therapy reports indicate impact ● Feedback reports from ELSA measuring intervention and impact
<p>To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p>	<ul style="list-style-type: none"> ● Experiences and visitors planned for all pupils across the year ● Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost/free to allow children to participate experiences that are not provided within the home environment
<p>To ensure high degree of engagement and opportunity for parents through workshops, enrichment and school oracy/social projects.</p>	<p>☐ Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access</p>

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development opportunities including coaching for all leaders	<p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015. “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report 2011)</p> <p>Coaching for teaching and learning: a practical guide for schools identifies that teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).</p>	1 2 5
Daily reading interventions that lead to rapid progress	<p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p>	1 2
A language rich environment and improved oracy	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision</p>	1 2 5

<p>All staff trained in whole school approach to phonics</p>	<p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report 2011)</p>	<p>1 2</p>
<p>Whole school approach to reading for pleasure</p>	<p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).</p>	<p>1 2 4 5</p>
<p>Interventions improve writing skills for targeted pupils</p>	<p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p>	<p>2</p>
<p>Professional development to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy</p>	<p>See above</p>	<p>1 2</p>
<p>Homework clubs for targeted disadvantaged pupils</p>	<p>Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	<p>5</p>

Targeted academic support

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring programme	<p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p>	<p>2 4 5</p>
Targeted interventions in core subjects are taught by well trained staff, based on current evidence of success and are rigorously and regularly monitored and evaluated	See above	2
<p>Language teaching develops breadth (vocabulary size) and depth (understanding and use in context)</p> <p>Voice 21 Project: CPD for all staff</p> <p>Professional network to support with developing oracy at Morningside</p>	<p>A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).</p>	<p>1 2 4</p>

Wider strategies

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic services and places at after school clubs to support vulnerable pupils with their emotional well-being and to reduce exclusions	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).	3 4 5 6
Enrichment activities and pastoral support. Subsidised before and after school clubs for disadvantaged pupils	The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	4 5 6
Parental engagement strategy in place	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021).	4

Total budgeted cost: £300,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils at the End of KS2 2023/24

	Morningside pupils eligible for PPG	National average for disadvantaged pupils	National average for ALL pupils
	% achieving the expected standard or above	% achieving the expected standard or above	% achieving the expected standard or above
Reading, writing and maths	74%	45%	61%
Reading	78%	62%	74%
Writing	76%	58%	72%
Maths	76%	59%	73%

Teaching

In 2024, attainment of disadvantaged **Key Stage 2** pupils in all subjects was above the national average for all pupils. Disadvantaged pupils have performed better than national expectations in Reading, Writing, Mathematics and GSP at the end of Key Stage 2 for the last six years (excluding 2019 and 2020 when no reportable data was available) and make progress better than that expected nationally.

In the **Year 1 phonics screening check**, 77% of disadvantaged pupils achieved the expected standard compared to 81% of all pupils in the cohort and 80% of all pupils nationally.

At the end of **EYFS**, 65% of disadvantaged pupils met the expected standard (Good Level of Development) compared to 68% of all pupils nationally.

By the time our disadvantaged children leave Morningside at the end of KS2 they perform significantly better than their disadvantaged peers nationally.

During the 2023-24 academic year our strategic approach to CPD and professional learning has ensured a teaching profile that is good or better in all phases of the school. By providing regular, high-quality professional development for all teachers, including mentoring and coaching, we increased teacher effectiveness. Teachers are equipped with evidence-based strategies for engaging all pupils, resulting in measurable improvements in classroom management, lesson delivery, and adaption. Our teachers report increased confidence in meeting the needs of disadvantaged pupils.

The impact of small group reading tuition in KS1 on pupil outcomes is significant, especially for disadvantaged pupils, as it provides additional, targeted support that addresses individual learning needs. By reducing the pupil-to-teacher ratio compared to a standard classroom setting, small group tuition fosters closer interactions between teachers and pupils, allowing teachers to provide more focused guidance, clarify misconceptions, and adapt instruction to meet individual pupil needs.

Targeted Support

Small group tuition has a positive impact by providing additional, targeted support tailored to pupil needs. Drawing on evidence and experience, we implemented high-quality teaching approaches in our interventions that were carefully matched to the specific needs of pupils. Rigorous monitoring of these groups has been consistently maintained to track progress and adapt strategies as needed. As a result,

small group and individual tutoring have typically ensured that children make expected progress in core subjects, reinforcing foundational skills and supporting continuous academic growth.

The children who took part in the National Tutoring programme for maths made better than expected progress in year 6. This is the same outcomes for the children who took part in the FFT Lightning Squad reading programme.

A word gap study highlighted that pupils growing up in poverty are exposed to approximately 30 million fewer words by age three than their more privileged peers, impacting literacy and numeracy attainment. Recognising this challenge, our school development plan prioritises reading as a gateway to accessing the entire curriculum, alongside a strong focus on oracy and vocabulary development. By targeting these areas, we are bridging the word gap, enhancing pupils' language skills, and improving their overall academic performance, particularly in literacy and numeracy. This approach ensures that all pupils have the foundational language skills needed to succeed across the curriculum.

SLT have monitored interventions and ensured that disadvantaged pupils had good access to high quality reading materials and small group or 1:1 where necessary.

Wider Strategies

Families reported in the annual survey (April 2024) that they felt very well supported by the school. Family events are very well attended. Parents have benefited from support and advice through workshops such as how to support your child reading at home and phonics sessions. All family members are invited into school each Friday for reading focused activities in class with their children for the first half an hour of the day.

Enrichment activities and pastoral support play a vital role in fostering the personal development and well-being of disadvantaged pupils, creating a supportive and inclusive school environment. Subsidised before- and after-school clubs provide these pupils with valuable opportunities to engage in a range of activities beyond the academic curriculum, from sports and the arts, to skill-building and social interaction. These activities not only promote confidence, resilience, and a sense of belonging but also support improved attendance, punctuality, and readiness to learn. By reducing financial barriers, we ensure that all pupils have equal access to these enriching experiences, which contribute to their holistic development and positive engagement with school life. Club analysis demonstrates equal access for disadvantaged pupils when compared to all pupils in KS1 and KS2.

Attendance focus work including precise tracking of persistently absent pupils has resulted in attendance of disadvantage pupils improve, only being 1% higher than their peers in 2023/24.