

## Morningside Pupil Premium Strategy 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	428
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Sian Davies
Pupil premium lead	Rachel Smith
Governor / Trustee lead	Jane Betsworth

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,755
Pupil 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	£328,755

## Part A: Pupil premium strategy plan

### Statement of intent

At Morningside, we believe that every child deserves an excellent education that enables them to flourish academically, socially and emotionally. We are deeply committed to providing the right support, opportunities and experiences so that all pupils, regardless of background or circumstance, can achieve their full potential and develop a lifelong love of learning.

We know that for some children, barriers to learning can be complex and varied. These may include economic disadvantage, additional learning needs, emotional wellbeing, or limited access to enrichment opportunities. We are determined that such barriers will never define or limit what our pupils can achieve. Our approach to using the Pupil Premium funding is rooted in high expectations, early intervention, and sustained support.

We recognise that disadvantage is not defined by eligibility for free school meals alone. Our strategy includes children who are in care or have previously been looked after, those who have or have had a social worker, pupils with SEND, and others who may experience vulnerability at different stages in their school journey. We work closely with our safeguarding and pastoral teams to ensure that children with social workers receive the right support to attend, engage and succeed in school.

The funding is used to strengthen the quality of teaching, provide targeted academic and pastoral support, and widen children's access to enrichment and cultural experiences. We know that excellent teaching has the greatest impact, particularly for disadvantaged pupils, so we invest in professional development, mentoring and the sharing of effective practice across the school. Evidence-informed approaches underpin all our interventions, ensuring they are purposeful, targeted and regularly reviewed for impact.

At Morningside, we are proud of our strong relationships with families and our commitment to working in partnership with our community. We believe that when families are supported and engaged, children thrive. Through open communication, workshops, and early help support, we aim to build trust and shared responsibility for every child's success.

Our ultimate aim is for every child at Morningside to leave us confident, curious and well-prepared for the next stage of their education — regardless of their starting point.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in early language and communication skills on entry to the Early Years.
2	Social, Emotional or mental health needs that can affect engagement and resilience.
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	Limited access to enrichment opportunities beyond school, reducing cultural capital.
6	A higher proportion of pupils with additional learning needs, including those with identified or emerging SEND, whose progress can be affected by complex barriers linked to both deprivation and learning difficulty.
7	Reduced access to wider health and developmental services, which can delay assessment or support for SEND and speech and language needs.

## 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
Close gaps in early language and communication skills	<ul style="list-style-type: none"> <li>Children in the Early Years make rapid progress from their starting points, developing strong vocabulary and oracy skills that support later reading, writing, and their learning across the curriculum. This provision continues throughout the school ensuring children's language development is at the heart of the curriculum</li> <li>Assessment data and observations show accelerated progress in communication and language.</li> <li>The proportion of disadvantaged pupils achieving ELG in speaking and understanding increasing</li> <li>Targeted speech and language interventions demonstrate measurable impact</li> <li>Learning walks across the school and across the curriculum demonstrate effective teaching of vocabulary</li> </ul>
Strengthen pupils' social, emotional and mental health	<ul style="list-style-type: none"> <li>Pupils show improved self-regulation, engagement, and resilience in lessons and during play opportunities</li> <li>Improved engagement and wellbeing as evidenced in pupil voice and Boxall Profile assessments.</li> <li>Positive feedback from staff, parents and pupils regarding emotional wellbeing support.</li> <li>Suspensions and exclusions remain at low levels</li> <li>Learning walks and external monitoring highlight effective provision</li> </ul>

	<ul style="list-style-type: none"> <li>• Reports from ELSA interventions demonstrate impact</li> <li>• Outcomes for children with SEMH challenges are in line with their peers</li> </ul>
Ensure that strategies to support positive behaviour, attendance and punctuality are having sustained impact	<ul style="list-style-type: none"> <li>• Overall attendance for disadvantaged pupils is in line with national averages and continues to improve.</li> <li>• Persistent absence rates for vulnerable groups reduce.</li> <li>• Families identified for early help receive sustained support with positive engagement in school.</li> <li>• Pupils show improved self-regulation, engagement, and resilience in lessons and during play opportunities</li> <li>• Outcomes for children with SEMH and/or attendance challenges are in line with their peers</li> </ul>
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	<ul style="list-style-type: none"> <li>• Experiences and visitors planned for all pupils across the year</li> <li>• Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost/free to allow children to participate in experiences that are not provided within the home environment</li> </ul>
Build parental confidence and engagement	<ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> Parents and carers feel equipped to support their children's learning and wellbeing</li> <li>• Consistently high participation in workshops, parent meetings and family learning sessions.</li> <li>• Positive feedback from parents through surveys and informal conversations.</li> <li>• Evidence of improved home learning engagement, such as reading at home and completion of tasks.</li> </ul>
Broaden pupils' access to enrichment and cultural experiences	<ul style="list-style-type: none"> <li>• All children, regardless of background, have opportunities to take part in visits, clubs and experiences that build confidence and cultural capital.</li> <li>• Every disadvantaged child participates in at least one enrichment opportunity each term.</li> <li>• Pupil voice reflects increased confidence, curiosity and sense of belonging.</li> <li>• Enrichment activities are clearly linked to curriculum goals and personal development outcomes.</li> <li>• Children who are entitled to pupil premium have reduced, or no cost, on school trips.</li> </ul>

### Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

## Teaching

Budgeted cost: £164,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding a whole-school focus on reading fluency through explicit fluency teaching, prosody modelling, and daily opportunities for guided oral reading.	<p><i>The Reading Framework</i> (DfE, 2023) highlights reading fluency as a key component of comprehension and academic success. The <i>EEF Improving Literacy in Key Stage 2</i> guidance identifies fluency teaching as a high-impact strategy (+6 months).</p>	1, 4, 5, 6
Professional development for teachers and support staff focused on reading fluency, early language, and comprehension strategies	<p>The <i>EEF Teaching and Learning Toolkit</i> identifies professional development (+5 months) as one of the most effective ways to improve pupil outcomes. The <i>Pupil Premium: Effective Use and Accountability</i> (DfE, 2023) states that high-quality teaching is the single most important driver of pupil progress.</p>	1, 2, 4, 6
Daily reading and phonics sessions delivered by well-trained staff using a DfE-validated phonics scheme (Read, Write Inc), ensuring fidelity and consistency from EYFS to KS2.	<p><i>The Reading Framework</i> (DfE, 2023) and <i>EEF Improving Literacy in Key Stage 1</i> guidance (2022) emphasise systematic phonics and repeated reading practice as central to fluency and decoding development.</p>	1, 6, 7
Targeted reading fluency interventions for pupils who are not yet fluent, supported by diagnostic assessment to identify specific decoding or comprehension gaps.	<p>The <i>EEF Small Group Tuition</i> (2024) report shows additional structured support has an average impact of +4 months. Explicit fluency instruction accelerates reading accuracy and comprehension (EEF, 2023).</p>	1, 2, 4, 6

<p>Coaching and instructional rounds to improve classroom practice and adaptive teaching for pupils with SEND and those facing disadvantage.</p>	<p>The <i>SEND and AP Improvement Plan</i> (DfE, 2023) highlights that inclusion begins with excellent teaching. The <i>EEF Guidance on High-Quality Teaching</i> (2024) evidences the impact of coaching on sustaining teacher improvement.</p>	<p>2, 3, 6</p>
<p>Embedding a language-rich curriculum and oracy development across all subjects to extend vocabulary and deepen understanding.</p>	<p>Oral language interventions have an average impact of +6 months (EEF, 2024). The <i>Voice 21 Oracy Framework</i> supports communication, vocabulary, and reasoning skills essential for reading comprehension.</p>	<p>1, 2, 4, 5, 6</p>
<p>Investment in high-quality texts and engaging reading environments to promote reading for pleasure and sustained engagement.</p>	<p>The <i>OUP Word Gap Study</i> (2018) found pupils from disadvantaged backgrounds experience reduced vocabulary exposure, directly affecting attainment. The <i>DfE Reading Framework</i> (2023) highlights access to rich texts as key to developing confident readers.</p>	<p>1, 4, 5</p>
<p>Homework clubs for targeted disadvantaged pupils, providing structured opportunities to complete reading and home learning with adult support and access to digital tools.</p>	<p>The <i>EEF Digital Technology</i> guidance (2019) reports that technology-supported learning can add up to +4 months' progress when combined with teacher feedback. The <i>EEF Homework (Primary)</i> review (2021) notes that well-structured, supported homework environments enhance engagement and outcomes for disadvantaged learners.</p>	<p>2, 3, 4, 5, 6</p>

This whole-school focus on reading fluency and independent learning aligns directly with Morningside's School Development Plan priority to ensure that every pupil becomes a confident, fluent reader by the end of Key Stage 2, with the skills and habits to learn independently.

## Targeted academic support

Budgeted cost: £ 74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Tutoring programme delivered by trained staff to accelerate reading fluency and close early literacy gaps for pupils in EYFS, KS1 and lower KS2	<p>The <i>Reading Framework</i> (DfE, 2023) identifies systematic synthetic phonics and fluency practice as essential for early reading success. The <i>EEF Improving Literacy in Key Stage 1</i>(2022) and <i>Improving Literacy in Key Stage 2</i>(2023) reports show that structured reading tutoring can add up to +5 months' progress.</p>	1, 2, 4, 6
Lightning Squad reading intervention for pupils in Year 3 and above, led by trained teaching assistants, combining paired reading with digital practice to build fluency, comprehension and confidence.	<p>The <i>EEF Digital Technology</i> guidance (2024) finds that combining technology with structured adult support can accelerate literacy outcomes (+4 months). The <i>DfE Pupil Premium: Effective Use</i> guidance (2023) highlights that well-trained support staff are key to delivering successful interventions (and see above)</p>	1, 2, 4, 6
Year 6 targeted maths groups focused on fluency, reasoning and problem-solving, delivered by experienced teachers and teaching assistants.	<p>The <i>EEF Improving Mathematics in Key Stage 2 and 3</i> (2022) guidance identifies small-group and pre-teaching strategies as highly effective (+4 months). Focused practice on number fluency and reasoning supports long-term mathematical understanding.</p>	2, 4, 6

<p>Early identification of speech, language and communication needs, followed by targeted intervention delivered by trained staff and supported by NHS speech and language services.</p>	<p>Oral language interventions have an average impact of +6 months (EEF, 2024). The <i>SEND and AP Improvement Plan</i> (DfE, 2023) stresses early identification and joint working to improve outcomes.</p>	<p>1, 6, 7</p>
<p>Whole-school focus on oracy and vocabulary development, promoting high-quality talk, expressive language and purposeful communication across the curriculum. Staff model rich language, encourage reasoning and discussion, and provide daily opportunities for children to speak, listen and debate.</p>	<p>The <i>EEF Oral Language Interventions</i> review (2024) shows these approaches can lead to +6 months of additional progress. The <i>OUP Word Gap Study</i> (2018) highlights that pupils growing up in poverty hear around 30 million fewer words by age three, and that lack of exposure to rich talk and reading has lasting effects on attainment.</p>	<p>1, 2, 4, 5</p>

<p>Reading at home and access to high-quality books for all pupils, ensuring disadvantaged families are supported to develop reading routines and shared reading experiences. Through culture, consistency</p>	<p>The <i>DfE Reading Framework</i> (2023) and <i>EEF Working with Parents to Support Learning</i> (2021) stress that parental involvement in reading is one of the most effective ways to raise attainment (+4 months). Access to quality texts helps close the vocabulary gap and fosters positive reading habits (OUP, 2018).</p>	<p>1, 2, 4, 5</p>
<p>Pre-teaching and retrieval groups for disadvantaged pupils to build vocabulary, background knowledge and confidence before new topics.</p>	<p>The <i>EEF Metacognition and Self-Regulated Learning</i> guidance (2023) highlights that pre-teaching and retrieval practice improve independence and retention, particularly for disadvantaged learners.</p>	<p>1, 2, 4, 5</p>

<p>In-class targeted support for pupils with additional or emerging SEND needs, ensuring responsive, high-quality support within mainstream provision.</p>	<p>The <i>SEND and AP Improvement Plan</i> (DfE, 2023) promotes inclusive classroom teaching with early intervention. The <i>EEF Special Educational Needs in Mainstream Schools</i> guidance (2020) identifies scaffolding and small-group support as key to improving progress.</p>	<p>1, 2, 6, 7</p>
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## Wider strategies

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic services, mentoring and ELSA support to strengthen pupils' emotional literacy, resilience and wellbeing, reducing barriers to learning.</p>	<p>The <i>EEF Social and Emotional Learning</i> (2024) review shows an average impact of +4 months on attainment. The <i>DfE Mental Health in Education Action Plan</i> (2023) recognises that emotionally healthy pupils are more likely to achieve academic success.</p>	<p>2, 3, 6</p>
<p>Whole-school approach to mental health and wellbeing through the WAMHS project, embedding early intervention and ensuring joined-up support for pupils with social workers or families facing adversity.</p>	<p>The <i>Wellbeing and Mental Health in Schools</i> (DfE, 2023) and WAMHS evaluation (London Borough of Hackney, 2023) show that early, school-based support improves attendance, engagement and outcomes.</p>	<p>2, 3, 6, 7</p>

<p>Targeted attendance and family engagement work, including Early Help and partnership with the Hackney Attendance Service, and social care (where appropriate), to improve attendance for vulnerable pupils.</p>	<p>The <i>DfE Working Together to Improve School Attendance</i> (2023) guidance highlights that consistent systems, relationships and multi-agency collaboration are key to sustained improvement.</p>	<p>2, 3, 4</p>
<p>Parental engagement strategy, providing workshops on reading, behaviour, SEND support, and wellbeing. Parents are encouraged to attend “stay and read” sessions, receive home-learning resources and take part in community events.</p>	<p>The <i>EEF Working with Parents to Support Learning</i> (2021) shows that well-designed parental engagement can add +4 months' progress. The <i>DfE Reading Framework</i> (2023) reinforces that parental involvement in reading is critical to developing fluent, motivated readers.</p>	<p>2, 3, 4, 5</p>
<p>Access to enrichment and cultural experiences, including visits, residential, clubs, and community events that build aspiration and cultural capital.</p>	<p>The <i>EEF Arts Participation</i> (2023) review identifies enrichment as improving academic progress and wellbeing (+3 months). The <i>Ofsted Education Inspection Framework</i> (EIF, 2023) recognises personal development as a key factor in pupil success.</p>	<p>4, 5, 6</p>
<p>Subsidised after-school clubs, Breakfast Clubs ensure equitable access for all pupils, particularly those eligible for Pupil Premium.</p>	<p>The <i>EEF Extended School Time</i> (2024) guidance shows that structured extracurricular activities can enhance academic outcomes (+2 months) and build confidence and belonging.</p>	<p>2, 4, 5</p>
<p>SEND inclusion and nurture provision ensuring pupils with complex needs receive tailored pastoral and learning support.</p>	<p>The <i>SEND and AP Improvement Plan</i> (DfE, 2023) promotes inclusive provision in mainstream schools. The <i>EEF SEN in Mainstream Schools</i> guidance (2020) highlights nurture-based approaches as key to improving engagement and reducing exclusions.</p>	<p>2, 6, 7</p>
<p>Partnership with local agencies and health services, including speech and language, occupational therapy and CAMHS, to ensure timely support for children and families.</p>	<p>The <i>SEND and AP Improvement Plan</i> (DfE, 2023) advocates multi-agency working to remove barriers to progress. Early access to support improves long-term outcomes and reduces escalation of need.</p>	<p>2, 6, 7</p>

<p>Community and celebration events, led by both the school and the PTA and supported by staff, to strengthen home-school relationships and sense of belonging.</p>	<p>The <i>DfE Stronger Practice Hub (2023)</i> and <i>EEF Parental Engagement</i> evidence highlight that community cohesion and shared celebration enhance trust, belonging and parental confidence in supporting learning.</p>	<p>3, 4, 5</p>
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	Morningside pupils eligible for PPG	National average for ALL pupils
	% achieving the expected standard or above	% achieving the expected standard or above
KS2 Reading, writing and maths combined EXS	71%	62%
KS2 Reading, writing and maths combined GDS	26%	8%
KS2 Reading EXS	88%	75%
KS2 Reading GDS	40%	33%
KS2 Writing EXS	91%	72%
KS2 Writing GDS	40%	12%
KS2 Maths EXS	74%	74%
KS2 Maths GDS	34%	26%
Y4 Multiplication Check	24% (25/25) 44% (24/25) 56% (20+/25)	38%(25/25)
Y1 Phonics screening check	74%	80%
EYFSP (GLD)	70%	68%

In 2024, outcomes for disadvantaged pupils at Morningside remained strong across all key measures, continuing a consistent trend of high performance over recent years. Overall, attainment for disadvantaged pupils in Key Stage 2 was above the national average for all pupils in reading, writing and mathematics. Progress data, internal tracking and teacher assessments confirm that the majority of disadvantaged pupils made at least expected progress, with many exceeding expectations, particularly in reading and writing.

### **Teaching**

High-quality teaching remains the foundation of our pupil premium strategy. During 2024, the school's sustained investment in professional development led to continued improvement in the quality of teaching and learning.

All teaching across the school was judged to be good or better, supported by a strong culture of coaching, mentoring and peer observation. Early Career Teachers successfully met the Teaching Standards, benefiting from targeted induction and mentoring support. Professional development focused on reading fluency, oracy and adaptive teaching, aligning directly with our school priorities.

Monitoring of lessons, book looks and pupil voice demonstrated that teaching approaches are consistently informed by evidence-based practice. As a result, reading outcomes remain a significant strength. Disadvantaged pupils achieved well above national averages in both expected and greater depth standards in reading and writing, with evident gains in vocabulary and comprehension. The focus on oracy and language-rich classrooms has also strengthened pupils' confidence and communication skills across the curriculum.

### **Targeted Academic Support**

Targeted interventions were delivered by trained staff through structured programmes, including the National Tutoring Programme, Read Write Inc. tutoring, and Lightning Squad. These interventions ensured that pupils with gaps in reading or maths made accelerated progress.

Monitoring and assessment data show that children participating in the National Tutoring Programme for maths in Year 6 made better than expected progress, closing attainment gaps effectively before transition to secondary school.

In reading, the Morningside Reading Champion and SLT closely monitored provision to ensure high-quality delivery of small group and 1:1 interventions. Pupils benefited from increased access to high-quality texts, daily reading practice, and regular home reading support. Parents were engaged through phonics and reading workshops, and weekly Family Friday sessions strengthened home-school collaboration.

Book scrutiny and assessment outcomes evidenced marked improvement in writing for pupils who participated in small-group tutoring sessions. These interventions were well-targeted, time-limited and closely tracked for impact.

### **Wider Strategies**

Morningside's commitment to supporting the whole child has been central to improving outcomes for disadvantaged pupils. The school's therapeutic and pastoral support, delivered through the WAMHS partnership and ELSA provision, has led to improved wellbeing, engagement and attendance.

Family engagement remains a notable strength. The 2024 annual parent survey indicated that families feel well supported by the school and value the wide range of communication and workshops offered. Family events and community celebrations continue to be well attended, fostering belonging and shared pride.

There were no fixed-term or permanent exclusions in the academic year 2023-24, and incidents of poor behaviour, outside of children with SEND, were rare. Staff feedback highlights that the re-engagement unit and nurture provision, alongside CPD led by Nurture UK and WAHMS have played a key role in

maintaining positive behaviour and emotional regulation.

Health and wellbeing initiatives, including SEND PE interventions, Forest School, debating, and enrichment clubs, were successfully targeted at disadvantaged and vulnerable pupils. These opportunities enhanced pupils' confidence, language use and social development while contributing to improved attendance and readiness to learn.

### **Summary**

Through high-quality teaching, targeted academic support, and effective wider strategies, Morningside continues to ensure that disadvantaged pupils achieve strongly and thrive both academically and personally. The consistency of outcomes above national averages reflects the school's unwavering commitment to equity, inclusion and excellence for all learners.