

# Pupil premium strategy statement – Morgans School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Melidoro
Pupil premium lead	Helen Melidoro
Governor / Trustee lead	Sue Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,355
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£86,355

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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.

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. 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 approach 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. To ensure they are effective we will:

- ensure disadvantaged and vulnerable pupils have a carefully chosen curriculum which is well sequenced and does not overload the working memory
- act early to intervene at the gaps in learning identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Following a thorough review of attainment data, we have identified that lower writing attainment among disadvantaged pupils has a ripple effect across the entire curriculum. In response, we have made a bold and ambitious decision: this year to focus the pupil premium strategy to promote writing attainment.

Our intent is clear:

**All** disadvantaged pupils will make accelerated progress in writing and more will reach or exceed age-related expectations. We will achieve this by:

Delivering high-quality first teaching in every classroom

Providing precisely targeted interventions based on identified barriers

Implementing strategies to improve engagement and attendance

We will drive success through two essential routes:

**1** Deliver CPD on The Every Child Programme (HfL) which promotes high expectations for all learners through structured teaching sequences and explicit vocabulary instruction.

2 Undertake pupil conferencing to explicitly teach points which are translated into specific, actionable feedback for individual pupils, fostering independence and ownership of the writing process.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Identified Barriers to Attainment for Pupils Eligible for PPG</p> <p>Analysis of assessment data over time has highlighted several key barriers that are contributing to lower attainment in reading, writing, and mathematics among some pupils eligible for Free School Meals (FSM) and PPG funding:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Lack of fluency and stamina in reading, which limits pupils' ability to engage with and comprehend texts effectively.</li> <li>• Lack of progress in phonics prevents pupils from developing the decoding skills necessary for reading accurately and at pace.</li> <li>• Missed phonics instruction due to absence and lateness, resulting in gaps in foundational decoding skills.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Spelling difficulties, sentence construction and lack of fluency in the secretarial skills of writing (e.g. handwriting, punctuation) hinder pupils' ability to construct coherent and accurate written work.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Limited fluency in basic calculations, which affects pupils' ability to access and succeed in all areas of the mathematics curriculum.</li> </ul>
2	<p><b>Special Educational Needs and Disabilities (SEND)</b></p> <p>A higher proportion of pupils eligible for PPG (38%) also have identified SEND, which presents additional challenges to progress and requires tailored support.</p>
3	<p><b>Early Years Foundation Stage (EYFS)</b></p> <p>Assessments show an on-entry gap in key areas of learning for some pupils eligible for PPG, including language development, motor skills, and early literacy and numeracy.</p>
4	<p><b>Attendance and Punctuality</b></p> <p>Poor attendance and lateness result in missed learning opportunities for some pupils, particularly in structured sessions such as phonics, which are critical for early reading development.</p>
5	<p><b>Confidence, self-esteem and social skills</b></p> <p>Our assessments (including behaviour records), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to additional needs, and a lack of</p>

	enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
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## 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><b>Improved writing attainment among disadvantaged pupils.</b> Dedicated pupil conferencing for children eligible for PPG</p>	<p>More disadvantaged pupils reach age-related expectations or above in writing.</p>
<p><b>Targeted Support for Pupils with SEND</b> Pupils with SEND will receive tailored support that enables meaningful progress in core subjects.</p>	<p>Individual learning plans reflect precise identification of needs and targeted interventions. Evidence of progress is seen in small-step targets and pupil work. Engagement and confidence in learning increase, as observed in lessons and pupil voice.</p>
<p><b>Improved Outcomes in EYFS</b> Pupils in EYFS will make rapid progress in key areas of development their attainment will be higher giving them a strong foundation for future learning success.</p>	<p>Baseline and ongoing assessments show accelerated progress in language, motor skills, and early literacy/numeracy. Pupils demonstrate improved readiness for Year 1. Increased proportions of disadvantaged pupils meet GLD (Good Level of Development).</p>
<p><b>Improved Attendance and Punctuality</b> Disadvantaged pupils will attend school more regularly and arrive on time, ensuring access to full learning opportunities.</p>	<p>Attendance rates for disadvantaged pupils improve and move closer to national averages. Reduction in lateness, particularly during key learning times such as phonics. Increased engagement in lessons, as seen in observations and pupil feedback.</p>
<p><b>Improved wellbeing and behaviour</b> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, attendance data and teacher observations</li> <li>• a significant increase in participation in</li> </ul>

	enrichment activities, particularly among disadvantaged pupils
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## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific adaptation of policy and training in feedback for writing	“EEF guidance on Effective Professional Development identifies <i>feedback</i> as a key mechanism that should be embedded within CPD design. This evidence base supports CPD that develops feedback knowledge and practice as part of a coherent cycle of professional learning, increasing the likelihood of improved professional behaviours and learner outcomes.” <a href="#">EEF</a>	1, 2, 3
CPD for teachers on adaptive teaching strategies	The Education Endowment Foundation’s <i>Effective Professional Development</i> guidance emphasises that <i>high-quality professional development is crucial for improving teaching and pupil outcomes</i> , and that <i>high quality teaching can help narrow the disadvantage gap</i> . Effective CPD should build teacher knowledge, develop teaching techniques, motivate staff and embed practice — all mechanisms shown to strengthen classroom practice in ways that particularly benefit disadvantaged learners.	1,2, 3

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

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 pupil conferencing	The Education Endowment Foundation highlights that feedback is a high-impact, evidence-based strategy when it supports pupils to understand and act on what they have learned, and when it builds self-regulation and metacognitive skills. EEF guidance emphasises planning for how pupils will receive and use feedback, ensuring it is appropriately timed and actionable. These principles align with pupil conferencing, which involves structured dialogue between teacher and pupil about learning goals, progress, misunderstandings, and next steps, supporting pupils to engage actively with feedback and improve outcomes.	1, 2, 3
Lexia reading programme	The Education Endowment Foundation has independently evaluated Lexia® Core5® Reading in a randomised controlled trial with Year 2 pupils in English primary schools. The study found that pupils offered the Lexia programme made the equivalent of around one additional month's progress in reading compared to similar pupils not offered the programme. Findings also suggest that children eligible for Free School Meals made around two additional months' progress, indicating potential for supporting disadvantaged pupils' literacy development. Lexia is designated by the EEF as a Promising Programme based on this evidence. A larger effectiveness trial involving 224 schools is currently underway, with results expected in 2026.	1, 2
Small group maths tuition	EEF Teaching & Learning Toolkit 2+ months impact	2
Writing and reading boosters for Year 6 and SEN focus groups	EEF Teaching & Learning Toolkit 2+months impact	1

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking and intervention	EEF evidence indicates that systematic approaches to attendance can contribute to improved pupil attendance outcomes. A rapid evidence assessment by the Education Endowment Foundation suggests that strategies involving parental engagement and responsive, tailored interventions show promise in raising attendance levels. Personalised communication with families using attendance monitoring data (e.g., texts highlighting days missed) has been shown in an EEF-funded evaluation to yield small but meaningful improvements in attendance, with some parents taking positive action as a result. EEF guidance also emphasises the importance of monitoring attendance data to inform targeted support and evaluate the impact of attendance-focused strategies.	4
Behaviour support within school's nurture structure	The Education Endowment Foundation (EEF) identifies social and emotional learning (SEL) as an evidence-based approach that supports not only academic progress but also pupils' emotional, social and behavioural development. SEL programmes and practices help young people develop self-management, social awareness, and relationship skills — competencies that are strongly linked to improved mental health and wellbeing. EEF guidance highlights that effective SEL can increase positive pupil behaviour, mental health and overall wellbeing, and commissioned evaluations (e.g., the Healthy Minds programme) show positive effects on pupil health outcomes and engagement <i>measures such as reduced absence</i> .	5
Retain £5,000 for access funds – allowing disadvantaged pupils	EEF Toolkit commentary on arts participation highlights that ensuring disadvantaged pupils have access to a rich and stimulating arts education (including extra-curricular experiences	5

to participate in trips and activities	or trips) supports equity — because these activities are otherwise <i>subject to financial and access barriers</i> .	
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**Total budgeted cost: £82,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Comparison of KS2 outcomes from 2022-23 to 2024-25, the gap between Pupil Premium and Non Pupil Premium in SATS was:

	2022-23		2024-25	
Subject	All	PPG EXS	All	PPG EXS
Reading	66.7%	50%	72.1%	50%
Writing	46.7%	10%	65.1%	50%
Mathematics	66.7%	40%	74.4%	40%

Comparison of KS1 outcomes 2022-23 to 2024-25, the gap between Pupil Premium and Non Pupil Premium in SATS was:

	2022-23		2024-25	
Subject	All	PPG EXS	All	PPG EXS
Reading	64.7%	37.5%	65%	50%
Writing	44.1%	37.5%	42.5%	37.5%
Mathematics	67.7%	37.5%	67.5%	75%

	2022-23		2024-25	
	All	PPG	All	PPG
Phonics Screening Year 1	84.5%	75%	90%	66.7%

NB in 2023-24 100% of PPG passed PSC

EYFS assessment comparison 2022-23 to 2024-25

	2022-23		2024-25	
Specific Area	All	PPG	All	PPG
Reading	83.7%	33.3%	76.7%	Data suppressed
Writing	62.8%	33.3%	76.7%	Data suppressed
Maths	72.1%	66.7%	86.7%	Data suppressed

Attendance comparison from 2022-23 - 2024-25:

2022-23		2024-25	
Non-PPG	PPG	Non-PPG	PPG
93.8%	88.3%	94%	88.7%

Tracking children in receipt of PPG continues to be a high focus of school improvement with further training on specific barriers and how to address them including daily targeted feedback/pupil conferencing and targeted phonics intervention for PPG pupils.