

# 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	Morley Memorial Primary School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	<b>18.7%</b> 72 children
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-25 2025-26 2026-27
Date this statement was published	March 25
Date on which it will be reviewed	December 2025
Statement authorised by	N Brown
Pupil premium lead	K Kowalska
Governor leads	R Kershner & H Toulmin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	107,360
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	107,360

# 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.

At Morley, the principles and aims of our Pupil Premium Strategy Plan mirror those for the whole school:

- We are committed to providing a rich and engaging creative curriculum and excellent teaching which challenges and inspires all of our children.
- We believe the role of every adult in school is to contribute to raising achievement, enabling all children to achieve the highest standards and make excellent progress.
- We seek to equip our children with the knowledge, skills and personal attributes to take advantage of opportunities and rise to the challenges which their future may present.

We focus on developing learning dispositions across all of our learners in all aspects of school life. Our learning dispositions are the habits of thinking we need to be 'good learners'. These can be nurtured and can change over time. Our core dispositions are:

- reflection – being able to learn from what has happened before
- collaboration – being able to work together
- resilience – being able to keep trying when learning is hard
- curiosity – being keen to learn and find out more
- courage – being bold and brave
- motivation – wanting to work hard to do a good job

The focus of our Pupil Premium Strategy, therefore, is to support disadvantaged children to achieve the best possible outcomes through the development of these learning dispositions, as well as through other focused strategies.

Our Pupil Premium Strategy Plan also links with our School Development Plan (24-25) priorities:

- To improve levels of oracy, particularly attention and listening
- To increase the frequency and consistency of retrieval and practice opportunities across history, science and computing

We have a clear focus on:

**Improving the quality of teaching** experienced by children in their day-to-day lessons including through carefully considered professional development focused on teaching and learning, the use of, teaching assistants to increase child access to adult support and to reduce the adult:child ratio

**Targeted academic support** where needed so that children are supported with the aim of meeting age-related expectations, including, but not limited to, the delivery of high quality intervention programmes

A range of **wider strategies** to address barriers to learning and to enable children to make the best of their time at Morley, including, among others, addressing lower attendance and potential financial barriers to accessing school experiences

## Challenges

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

Challenge number	Detail of challenge
<b>1 Attainment</b> Improving the quality of teaching	Internal and external assessments indicate that 54% of children eligible for PP did not meet age related expectations in reading, writing and maths at the end of KS2 (23-24)
<b>2 Listening and Attention</b> Improving the quality of teaching	Internal evidence from lesson observations and focused PP observations showed that many of those children making least progress were less focussed during teacher input in lessons. These children tended not to focus on other speakers in the room and were not as actively engaged in listening or less able to recall content from verbal input.
<b>3 Retrieval</b> Targeted academic support	Evidence from focus groups showed that children's recall of information from previous topics varied in relevance. Not all children could recall the information or core knowledge needed to build on their learning for the next steps.
<b>4 Reading Fluency</b> Targeted academic support	Internal monitoring of reading shows that children in receipt of PP children report that they do not read regularly at home, that their RR books are less likely to be in school, or to have reading with an adult recorded. Children in receipt of PP in KS2 have been found to have lower reading fluency rates than others
<b>5 Participation and engagement</b> Wider strategies	Internal monitoring suggests that children in receipt of PP are less likely to be exposed to and participate in the wide range of cultural, social, learning and sporting activities that non-PP children often engage in. This limits their broader understanding of the world around them, the ways they interact socially and impacts on their learning and behaviours in school.
<b>6 Attendance</b> Wider strategies	Internal monitoring of attendance data indicates that the attendance of children in receipt of PP is around 4% below that of non-PP children year on year (2021-2024) - and is currently at 92% compared with 96%

	<p>16% of children in receipt of PP are persistently absent compared with 6.4% of children not in receipt of PP</p> <p>Children in receipt of PP are late 3 times more often than non-PP children (3.59% late marks recorded Sept to date compared with 1.34%)</p>
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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.

Challenge	Intended outcome	Success criteria
<b>1 Attainment</b> Improving the quality of teaching	Improved <b>Reading</b> attainment among children in receipt of PP at the end of KS2 so that children meet ARE	KS2 <b>Reading</b> outcomes in 2024/25 will show that children in receipt of PP are progress and achieving in <b>Reading</b> at least in line with national expectation <i>(with the aspirational aim of making progress greater than those of peers in order to close the gap between the two groups.)</i>
<b>1 Attainment</b> Improving the quality of teaching	Improved <b>Writing</b> attainment among children in receipt of PP at the end of KS2 so that children meet ARE	KS2 <b>Writing</b> outcomes in 2024/25 will show that children in receipt of PP are making progress and achieving in <b>Writing</b> at least in line with national expectations <i>(with the aspirational aim of making progress greater than those of peers in order to close the gap between the two groups.)</i>
<b>1 Attainment</b> Improving the quality of teaching	Improved <b>Maths</b> attainment among children in receipt of PP at the end of KS2 so that children meet ARE	KS2 <b>Maths</b> outcomes in 2024/25 will show that children in receipt of PP are progress and achieving in <b>Maths</b> at least in line with national expectation <i>(with the aspirational aim of making progress greater than those of peers in order to close the gap between the two groups.)</i>
<b>2 Listening and Attention</b> Improving the quality of teaching	Improved levels of oracy, particularly attention and active listening	Internal monitoring will show that children in receipt of PP will demonstrate active listening and attention skills in line with non-PP peers
<b>3 Retrieval</b>	Children will be supported in learning, remembering and being able to retrieve core	Internal monitoring will show that children in receipt of PP will make improved progress in because they will

Targeted academic support	knowledge for a topic or subject area.	be able to retrieve and apply core knowledge more effectively (focus subjects: Science, History, Computing)
<b>4 Reading Fluency</b> Targeted academic support	Improved progress for PP children in reading fluency in line with non-PP peers, according to individual starting points	Reading fluency of PP children in Years 3-6 will have improved so that those children are better able to access the curriculum and 80% of PP children in KS2 in 25-26 have at least meet age related expectations in reading
<b>5 Participation and engagement</b> Wider strategies	Children in receipt of PP will have the opportunity to access a rich and engaging creative curriculum, including being exposed to and participating in cultural, social, learning and sporting experiences	Internal monitoring and discussion with children in receipt of PP children and families will show that those children will have had the opportunity to participate in at least one of the following: <ul style="list-style-type: none"> <li>• Trips or visits linked with year group curriculum topics</li> <li>• Forest School sessions</li> <li>• Brilliant Makers Club (Arts)</li> <li>• Scholars Programme (Yr5)</li> <li>• Residential (Yr6)</li> </ul> Children may also access Breakfast Club / After School Club according to individual need (see 6)
<b>6 Attendance</b> Wider strategies	PP children's attendance will be in line with non-PP children and will be at or above 95%	Internal monitoring of attendance data will show that overall attendance, unauthorised absence and late arrivals for children in receipt of PP will be in line with that of non-PP children. The percentage of Persistently Absent children in receipt of PP will have fallen to be at most in line with non PP children

## 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: £ 94 313**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant provision Lower adult:child ratios mean that teachers have increased capacity to support disadvantaged children in class	<a href="#">EEF Teaching Assistants</a>  "Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average."	1, 2, 3, 4

<p>TAs are trained and able to deliver targeted intervention programmes</p> <p>Additional adult time is also used for regular reading with children who do not read regularly at home.</p> <p>£82 079</p>	<p><i>Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver."</i></p>	
<p>Music Specialist Teacher time to be used for class teachers in Yr4-6 to be used for 1:1 pupil conferences providing targeted feedback for PP children</p> <p>£12,234</p>	<p>Class teachers know the needs of children in class and are well placed to help children make progress</p> <p><a href="#">Systematic review of feedback</a> EPPI 2021</p> <p>Teacher Feedback to improve Pupil Learning <a href="#">EEF Guidance Report</a></p> <p><a href="#">Feedback   EEF</a></p> <p><i>"1. Providing feedback is a well-evidenced and has a high impact [+6 months] on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve."</i></p>	1, 2, 3, 4
<p>Implementation and sustaining of whole school 'Listening Lights' (School Development Plan Priority)</p> <ul style="list-style-type: none"> <li>- Provide listening light resources across the school</li> <li>- Staff CPD including TAs on listening light use and purpose</li> <li>- Review initial implementation, particularly impact on key pupil groups. Teachers conduct action research to look at impact</li> <li>- Refine practice if required and review efficacy (following academic years)</li> </ul>	<p><a href="#">Willingham's model of working memory</a> shows that a key aspect of effective learning is the ability to give focussed attention to the most important things.</p> <p><a href="#">EEF improving Oracy (Voice 21)</a></p>	1,2
<p>Increase the frequency and consistency of retrieval and practice opportunities in identified subjects (Science, History, Computing) (School Development Plan Priority)</p> <ul style="list-style-type: none"> <li>- Staff CPD including TAs on 'Fetch the Dog' and purpose and use of retrieval</li> <li>- Allocate Staff CPD time to identify core and prerequisite knowledge</li> <li>- Review initial implementation, particularly impact on key pupil groups.</li> <li>- Teachers have the opportunity to develop and practice techniques collaboratively</li> <li>- Teachers refine practice and review impact as required</li> <li>- Leaders review whole school outcomes and amend approach if required</li> </ul>	<p><a href="#">EEF Cognitive Science Evidence Review</a> (p21-23)</p> <p><i>"the positive impact of the retrieval studies, the good theoretical grounding of the practice, and the low cost of implementing low stakes testing and quizzing generally mean that it is a promising approach that teachers should consider."</i></p>	1,3

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

**Budgeted cost: £9247**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Solutions (Daisy Education)</p> <p>Implementation of online Reading Plus fluency programme for children in KS2 in receipt of PP where fluency is a barrier to reading progress</p> <p>£6047 - based on x45 licences</p>	<p><a href="#">Reading Plus efficacy study in partnership with Derby Research School</a></p> <p><b>Reading Plus efficacy study in partnership with Derby Research School</b></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p><a href="#">EEF Reading Plus Efficacy project</a> - findings due Summer 2026</p>	3
<p>Scholar's Programme (Year 5) in receipt of PP and other disadvantaged children identified and invited to attend</p> <p>Total: £3200 £ 2700 (programme) £ 500 (cost of release time to administer/attend end of programme event)</p>	<p><a href="#">Programmes Evaluation - The Brilliant Club</a></p>  <p>The Scholars Programme</p>	3, 4

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

**Budgeted cost: £3800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial assistance with trips and visits</p> <p>Range includes support with transport costs for swimming, and the Year 6 residential</p> <p>All parents/carers informed of availability of financial assistance</p> <p>Surveys for more expensive events provide means of private feedback to school regarding financial feasibility of events</p>	<p>The <a href="#">Council for Learning Outside the Classroom</a> provides evidence that curriculum-relevant visits increase engagement and motivation as well as raising standards of work on return to the classroom</p> <p><a href="#">Learning Away</a> - Impact of residential learning experiences including the <a href="#">impact on learner engagement</a></p>	

£2600		
Brilliant Makers weekly art club by invitation for children in receipt of PP/disadvantaged children £200	<a href="#">Arts Participation</a> EEF <i>'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.'</i>	4,6
Regular monitoring of vulnerable children's attendance, with half termly monitoring, Attendance procedures followed: LA letter/ meetings / LAAO intervention with relevant support offered e.g. breakfast club attendance Regular attendance at LA Attendance briefings  £1000 (breakfast club/ASC)	<a href="#">The effects of breakfast on behaviour and academic performance in children and adolescents. Adolphus, Lawson, Dye 2013</a>  <a href="#">EEF Review of BreakfastClub provision</a> <i>"There were consistently small positive effects for attendance outcomes"</i>	1-6

**Total budgeted cost: £ 107 360**

Remaining: £0

Note:

### Budget for 2025-26


Pupil Premium Calculator 25-26			
enter figures in highlighted cells only		October 24 Census 2025-26	2025-26
		Pupil No's	Funding
Primary FSM/Ever 6 Pupils @ Ex/pupil	1515	68	£103,020
Secondary to Y11 FSM/Ever 6 Pupils @ Ex/pupil	1070	0	£0
Service Children (Ever 6) @ Ex/pupil	350	2	£700
Post LAC Pupils (Adopted) @ Ex/pupil	2630	5	£13,150
LAC pupils (enter amount). Full amount Ex			
OoC LAC pupils (enter amount)			
			<b>£116,870</b>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2023-4

 5.11.24 pupil\_premium\_grant\_expenditure\_report for governors.docx

### Pupil premium strategy outcomes 2022-23

 22.9.23 pupil\_premium\_grant\_expenditure\_report for governors.docx

### 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
Brilliant Club	Scholars Programme
Reading Plus	Reading Solutions

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

[/https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide\\_to\\_the\\_pupil\\_premium\\_-\\_2024.pdf?v=1727884053](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053)