

**Pupil premium strategy statement –Morda C of E
Primary School**

December 2025

This document 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	126
Proportion (%) of pupil premium eligible pupils	21.4% (18.2% FSM)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	C. Rogers
Pupil premium lead	H Chapman
Governor / Trustee lead	J Paul

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£24,240

Part A: Pupil premium strategy plan

Statement of intent

At Morda C of E Primary School all staff and governors are committed to meeting the pastoral, social and academic needs of all our children within a supportive and caring environment.

We have high expectations and ambitions for all our pupils including those eligible for Pupil Premium funding and we aim to support children in a variety of ways that will ultimately lead to them realising their full potential. At the heart of our strategy is developing Quality First Teaching and ensuring that all staff receive the CPD they require to improve and develop their practice in the classroom.

Evidence from the EEF suggests that effective teaching of all children is the key ingredient of a successful school and should be a top priority for pupil premium spending. Our strategy also enables us to target children who are not making expected progress and need some form of intervention. This is delivered both as regular planned interventions and also in the form of same day interventions where we can respond quickly to misconceptions or misunderstandings as they arise.

The social and emotional needs of all our children are woven through everything we do at Morda and we aim to support them in every way we can to give them a toolkit for life. We are passionate about the development of the 'whole person', preparing our learners for an ever-changing world. We are relentlessly committed to helping everyone in our community to meet their potential, to raise their aspiration and to help them develop their special talents

Challenges

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

1	Attainment in writing is lower than that of non-disadvantaged children. Speaking and listening and vocabulary development is less developed in disadvantaged students
2	Attainment in reading and spelling: A lack of reading at home amongst some of our Pupil premium children and difficulties with comprehension skills lead to lower attainment in reading.
3	Disadvantaged pupils have overall higher absence rates than their peers which may be contributing to lower attainment.

4	Social and emotional needs: There are a range of needs exhibited by some children that can prevent them from learning effectively: Barriers to future attainment include anxiety, low self-esteem and a lack of independence.
5	Additional costs can be a barrier to attending extra - curricular activities.

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
To close the attainment gap between disadvantaged and non-disadvantaged children in writing, speaking and listening and vocabulary development	Data from teacher assessments and KS2 national assessments to show a closing attainment gap.
To close the attainment gap between disadvantaged and non-disadvantaged children in reading and spelling.	Data from teacher assessments and KS2 national assessments to show a closing attainment gap
For Disadvantaged pupils attendance to be in line with the school average.	At the end of the academic year the disadvantaged absence rate will be in line with the school average.
For children's mental health to improve.	Termly well - being meetings where children's progress is discussed by SLT and Learning Mentor.
For disadvantaged children to attend extra – curricular activities at the same rate as non-disadvantaged children.	Disadvantaged children to attend clubs/ residential with the same frequency as non-disadvantaged.

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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly CPD for all staff through Professional Development in school.</p> <p>Whole school training: 2 x Twilight sessions vocabulary development and speaking and listening from a speech therapist as part of ELSEC</p> <p>Whole school project – led by ELSEC team</p>	<p>The guidance report from the Education Endowment Foundation Improving Mathematics in Key Stages 2 & 3 endorses many of the components of teaching for mastery.</p> <p>A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for mastery as a key factor.</p>	1
<p>Further development of our approach to phonics in Reception and Key stage 1 with intervention in KS2 where necessary.</p> <p>Continued training for EYFS and KS1 staff.</p> <p>On going Read, Write Inc CPD and curriculum development. Half termly assessments and Catch up -Fast track phonics</p>	<p>The Education Endowment foundation have found phonics approaches to be effective in younger age groups:</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p>	2
<p>Developing CPD opportunities for staff across school.</p> <p>Making sure all staff have regular access to high quality CPD and ensuring all staff make use of these opportunities.</p> <p>Staff involved in NPQ SENDCO training programmes.</p> <p>Use of National College for CPD</p>	<p><i>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.'</i></p> <p>EEF Effective-Professional-Development-Guidance-Report 2021</p> <p><i>The preparedness of TAs also relates to their ongoing training and professional development. If a specific pedagogy is</i></p>	1,2 and 4

Use of Mantle of The Expert Trainer to support planning and delivery of MoE / Dramatic inquiry learning Whole school PD day training – Writing focus	<i>being used, such as formative assessment or cooperative learning, TAs should be trained so they fully understand the principles of the approach and the techniques required to apply it.</i> EEF Making best use of teaching assistants – Guidance report 2021	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching support in class teaching targeted groups so that struggling pupils including Pupil premium can have specific bespoke teaching and make accelerated progress <i>Main focus on PP pupils.</i>	<p>Same day intervention is designed to enable pupils to “keep up” rather than “catch up”. It should address any points in the lesson that were not understood in order that all pupils are ready for the next lesson.</p> <p><i>The aim is that misconceptions are “nipped in the bud” at the point where they occur. More deep-rooted difficulties should be addressed through a structured intervention programme which provides pupils with additional learning opportunities. NCETM</i></p> <p><i>We believe teachers are best placed to deliver these interventions both from an assessment of need and a subject knowledge point of view.</i></p> <p><i>Programmes involving teaching assistants or volunteers can have a valuable impact but may be less effective than those using experienced and specifically trained teachers.</i> <i>EEF Summary of Education evidence</i></p>	1,2 and 4
Teaching assistants running specific reading interventions (including 1:1 reading) maths and English support. Teaching assistants running interventions to	We use a range of structured programmes to support teaching assistant led interventions. This includes precision teaching approaches and also small intervention groups in maths led by experienced TA’s that support children for whom the mainstream lesson is too challenging.	1,2 and 4

<p>support those Pupil Premium children who also have special needs. In particular focusing on specific interventions – ELSEC- speech development Cool kids/ Cool characters – Gross and fine motor skills development Handwriting and Spelling interventions</p>	<p>For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. EEF Summary of Education evidence</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor support for children and families.</p> <p>1:1 support for children most in need of social and emotional support.</p> <p>Disadvantaged pupils make up a high proportion of the support given by our Learning mentors.</p> <p>Daily nurture sessions take place that seek to support pupils with their social and emotional needs</p> <p>Additional appointment of support staff to give nurture support for most vulnerable pupils – including Pupil Premium</p>	<p>It is widely recognised that children’s social and emotional needs are a vital part of their journey through education and beyond. Focusing on these needs is a vital part of our approach and takes on even more significance due to the disruption of lives and learning due to Covid 19.</p> <p><i>‘Students participating in Social and emotional Learning programs showed improved classroom behaviour, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school’.</i> Collaborative for Academic, Social, and Emotional Learning</p> <p>63% of Pupil Premium children receive learning mentor / nurture support on a regular basis.</p>	<p>4</p>

<p>Financial Support for extra – curricular activities.</p> <p>Paying a proportion of the fees charged for residential visits in Year 6., and other visits such as Theatre trips and class curriculum trips. Families are offered this support and then discuss the level of financial support needed to allow attendance.</p>	<p>Without financial support some disadvantaged pupils could miss out on important opportunities to develop in a holistic manner.</p> <p>The benefits of extra – curricular activities (including opportunities for outdoor education and residential) are widespread. These include:</p> <ul style="list-style-type: none"> • <i>enhanced personal and social communication skills</i> • <i>increased physical health</i> • <i>enhanced mental and spiritual health</i> • <i>enhanced spiritual, sensory, and aesthetic awareness</i> • <i>the ability to assert personal control and increased sensitivity to one's own well-being.</i> <p><i>(Health, Well-Being and Open Space, Literature Review by Nina Morris, OPEN space Research Centre)</i></p>	5
<p>Provision of breakfast and food after school where appropriate.</p> <p>Foodbank Donations available where needed. Learning mentor co-ordinates for families in particular need.</p>	<p>There is evidence linking consumption of food with performance in school therefore we provide snack for all disadvantaged children and breakfast where necessary:</p> <ul style="list-style-type: none"> • Breakfast consumption in children has been found to: <ul style="list-style-type: none"> - Improve cognitive function, particularly memory, attention, and executive function - improve academic performance, including school grades and achievement test scores - Increase on-task behaviour in the class <p><i>(Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology)</i></p>	5

Total budgeted cost: £ 24240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance data from the academic year 2024 to 25 is as follows;

Year 6 (SATs)

Subject	Overall expected standard	Pupil premium expected standard	Overall above expected standard	Pupil Premium above expected standard
Maths	67%	25%	26%	25%
Reading	73%	25%	26%	0
Writing	80%	25%	7%	0
EGPS	60%	25%	7%	0

The disadvantaged pupils in Year 6 achieved significantly lower attainment in maths, reading, writing and EGPS than the non-disadvantaged pupils. (only 4 pupils – 3 of these were SEND) 2 of this PP group of SEND children were disapplied from all SATs.

In school data, for Year groups other than Year 6, demonstrates that there is a gap between the attainment of the disadvantaged group and non-disadvantaged group in most cohorts although this varies widely. Two key factors in this are the numbers of PP children in a particular cohort and also the level of SEND. For PP children only, attainment is highest in Maths broadly in line with other pupils. PP attainment was generally lower in writing and reading .

These figures are based on the judgements made by each teacher and reported to parents at the end of the academic year. These judgements are informed by a range of assessments including tests.

Pupil Premium funding has supported reading initiatives and challenges across the school. Pupil premium children have been provided with class reading mastery texts when other pupils' families have bought those. The Pupil Premium funding, and focus on this area, has ensured that these pupils are heard read on a regular basis. Additional teaching assistants have been employed and now give small group focused support daily for groups of children including PP.

Pupil Premium funding has allowed school to employ additional support staff and provided targeted small group support in maths and writing and catch up phonics.

Year 6 pupil premium children benefitted from after school catch up maths and reading sessions.

The overall attendance figure for disadvantaged pupils was 92.9% across the academic year 2024 to 25. This compared to a figure of 93.16% for non-disadvantaged pupils. Provision of targeted Breakfast Club and family support around attendance from learning mentor has helped achieve these higher percentages for Pupil Premium children

Nurture provision has been extended with pupils greeted in the morning in the Sunflowers SEND HUB. A wider group of disadvantaged pupils have also received regular social and emotional support to enable them to cope better with school life.

There has also been a significant focus on well-being and nurture and this is having a positive effect on the behaviour and attitudes of disadvantaged children in school. A number of pupil premium children have benefitted from funding that has enabled them to attend residential visits, and other school trips including a professional pantomime performance and clubs including breakfast club and art club.

Data from teacher assessments and KS1 and KS2 national assessments to show a closing of attainment gap.

There are termly well-being meetings where children's progress is discussed by SLT and Learning Mentor.

SEND children's attainment is closely monitored to ensure PCP targets are met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc Phonics	Ruth Miskin Literacy
Mantle of the Expert Dramatic Inquiry	www.mantleoftheexpert.com
ELSEC- Speech and Vocabulary development programme	ELSEC team
Alternative Provision (shared placement)	Reach for Inclusion

