

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 Place Academy
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	48% (144 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24, 2024-25, 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Donna Brown
Pupil premium lead	Ash Duncan
Governor / Trustee Lead	Claire Cowlshaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,000
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	£181,000

# Part A: Pupil premium strategy plan

## Statement of intent

At Morley Place Academy we are committed to raising the academic attainment and well-being of our all pupils, irrespective of any background and challenges our pupils face. We want all pupils to achieve their best by becoming confident, independent and successful learners.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education. The activities within our strategy support other vulnerable pupils, such as those under child protection, looked after children and pupils with SEND.

We understand the social, financial, and cultural challenges that our disadvantaged children and their families face and have created an overall package of support to address these challenges as specified in the spending plan below.

*High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school over recent years. 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.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:*

- *Ensure that there are clear diagnostic systems in place which identifies pupils for early intervention.*
- *Ensure our decision-making is evidence informed based on sound educational research.*
- *Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Internal and external assessments indicate some children's fluency/decoding skills to support stamina for reading have significant weaknesses and gaps, therefore they cannot read with sufficient fluency.</i></p> <p><i>Internal and external, (where available), assessment shows that pupils, particularly disadvantaged, have gaps in basic maths knowledge, including vocabulary and a secure understanding of basic skills and knowledge.</i></p>

2	<p><i>Internal assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps for many disadvantaged pupils. These are evident from school entry to the end of KS2 and in general, are more prevalent for our disadvantaged pupils in comparison to their peers.</i></p>
3	<p><i>Pupils have more difficulty concentrating and focusing when learning, which can make it challenging to absorb new information and complete tasks.</i></p> <p><i>Monitoring also suggests that there is reduced engagement and motivation for some pupils and as a result they can lose interest in learning and become disengaged from their schoolwork.</i></p> <p><i>Tracking and analysis of Internal data shows some pupils have poor attendance and punctuality which is linked to mental wellbeing.</i></p> <p><i>Pastoral intervention highlights that some pupils suffer from decreased self-esteem and confidence. They have more difficulty coping with challenges, which can affect their academic performance.</i></p>
4	<p><i>Pupils from disadvantaged backgrounds often face a compounding cycle of limited opportunities, perpetuated by a lack of social, financial, and cultural capital. This restricted range of experiences can hinder their academic and social development, perpetuating social inequalities and limiting their ability to achieve their full potential.</i></p>
5	<p><i>Internal observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to vulnerability factors, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attendance and attainment.</i></p> <p><i>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been around 3% lower than for non-disadvantaged pupils. A greater percentage of disadvantaged pupils have been 'persistently absent' compared with their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is contributing to decreased progress for some disadvantaged pupils.</i></p> <p><i>In addition, our academy vulnerability register identifies 69 pupils currently requiring additional support due to social and emotional needs, meaning a number of disadvantaged pupils need pastoral intervention and/ or external agency support.</i></p>
6	<p><i>Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral support and intervention for social, emotional and mental health needs.</i></p>

## 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
Disadvantaged pupils meet the expected standard in reading, writing and maths at the end of KS2.	<ul style="list-style-type: none"> <li>• KS2 reading outcomes in 2025/26 show that the percentage of disadvantaged pupils who meet the expected standard is broadly in-line with non-disadvantaged pupils.</li> <li>• KS2 writing outcomes in 2025/26 show that the percentage of disadvantaged pupils who meet the expected standard is broadly in-line with non-disadvantaged pupils.</li> <li>• KS2 maths outcomes in 2025/26 show that show that the percentage of disadvantaged pupils who meet the expected standard is broadly in-line with non-disadvantaged pupils.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved articulation across the curriculum to deepen understanding/learning.</li> <li>• This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>○ qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>○ increase in pupil leadership and helping each other solve issues through a collaborative, restorative approach.</li> <li>○ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> </li> </ul>
School's broad curriculum exposes children to a wide range of experiences which promotes equity, diversity and inclusion, and challenges stereotypes across all backgrounds.	<ul style="list-style-type: none"> <li>• Children can identify, describe, and appreciate diverse cultural traditions, customs, and perspectives.</li> <li>• Children express curiosity and enthusiasm about different cultures and perspectives.</li> <li>• Monitoring and observations show that disadvantaged pupils can engage in respectful and informed discussions about different cultures.</li> <li>• Extracurricular activities and clubs cater to a wide range of interests and talents, fostering friendships and cross-cultural understanding.</li> </ul>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Sustained high attendance by 2024/25 demonstrated by:</li> <li>• The overall unauthorised absence rate for all pupils being no more than 1.4%, and the attendance gap of disadvantaged pupils and their non-disadvantaged peers being broadly in-line.</li> <li>• The percentage of all pupils who are persistently absent being below 17% and the figure of disadvantaged pupils and their non-disadvantaged peers being broadly in-line.</li> <li>• Poor punctuality is always addressed swiftly so that more pupils attend school on time every day.</li> </ul>
<p>Children and families receive high-quality pastoral support.</p>	<ul style="list-style-type: none"> <li>• Children and families who require additional support, report that they have received timely and high-quality pastoral support that helps them to support their children.</li> <li>• Sustained high levels of wellbeing are demonstrated by: <ul style="list-style-type: none"> <li>○ qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>○ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> </li> <li>• Thrive profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time.</li> <li>• Targeted external support is accessed and benefiting pupils and their families.</li> </ul>

*\*Through offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. The school proactively engages and supports DV pupils and their families to participate in high quality extra-curricular activities.*

## 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: £ 98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT training	<a href="#">ECT framework</a> introduced by the DfE to improve quality of teaching and teacher retention	1,2,3,5
Talk for Writing	Extensive educational research has demonstrated the effectiveness of the Talk for Writing approach in improving students' writing skills. A meta-analysis of 16 studies involving over 3,000 students found that Talk for Writing was significantly more effective than traditional writing instruction in improving students' writing fluency, vocabulary, and grammar. <a href="#">Corbett, P., &amp; Wilson, S. (2013). Talk for Writing: A meta-analysis of the impact on writing. Educational Review, 65(3), 199-219.</a>	1,2,3,5
Voice 21 CPD	An extensive body of educational research supports the effectiveness of oracy as a teaching approach, emphasising its positive impact on students' cognitive development, language skills, and overall academic performance. Numerous studies have demonstrated the benefits of incorporating oracy-focused strategies into the classroom, particularly for disadvantaged learners.  <a href="#">Education Endowment Foundation (EEF): The EEF, a UK-based research organization, has identified oracy as one of the most impactful teaching practices, with evidence suggesting that high-quality oracy interventions can raise attainment by up to 16 months.</a>  <a href="#">National Literacy Trust (NLT): The NLT, a UK-based literacy charity, has conducted extensive research on the impact of oracy, highlighting its role in improving reading, writing, and overall language skills.</a>	1,2,3,5
Read Write Inc. CPD	Extensive educational research supports the effectiveness of Read Write Inc. Phonics as a teaching approach for improving early reading skills. Several studies have demonstrated that Read Write Inc. Phonics can effectively teach young children to decode words and improve their reading comprehension.	1,2,3,5

	<i>Education Endowment Foundation. (2015). The impact of Read Write Inc. Phonics on struggling readers. London, UK: Education Endowment Foundation.</i>	
Reading Fluency Training and Resources	<p>A robust body of educational research supports the effectiveness of reading fluency as a teaching approach, demonstrating its positive impact on students' reading comprehension, vocabulary acquisition, and overall literacy development. Numerous studies have shown that fluency instruction can significantly improve students' reading skills, particularly for struggling readers.</p> <p><i>Education Endowment Foundation (EEF): The EEF, a UK-based research organization, has identified reading fluency as one of the most effective teaching interventions, with evidence suggesting that fluency-focused strategies can raise reading attainment by up to 7 months.</i></p> <p><i>National Reading Panel (NRP): The NRP, a US-based panel of experts, concluded that fluency instruction is essential for developing proficient readers, emphasizing its role in enhancing reading comprehension and vocabulary acquisition.</i></p> <p><i>National Literacy Trust (NLT): The NLT, a UK-based literacy charity, has conducted extensive research on the impact of fluency instruction, highlighting its ability to improve students' reading skills across different age groups and ability levels.</i></p>	1,2,3,5
Purchase books for home reading and school library	<p>It is essential for children to develop both a love of reading and reading competency through having access to a wide range of quality and ambitious texts both with school and at home.</p> <p><a href="https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure">https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</a></p> <p><a href="#">DFE Reading Framework</a></p>	1,2,3,5
Improve the quality of social and emotional learning.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1,2,3,4,5,6
Recruitment and retention of teaching staff: Attendance and Safeguarding Officer	<p>Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-</a></p>	1,2,3,4,5,6

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

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy Training and Intervention Programme	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2
Reading Plus Programme	<p>The Education Endowment Foundation (EEF): The EEF conducted a meta-analysis of 15 studies involving over 10,000 students and found that Reading Plus was one of the most effective reading interventions, with an average effect size of 0.34. This means that Reading Plus was associated with a 34% increase in reading growth compared to students who did not receive the intervention.</p>	1,2
Fluency reading interventions	<p>Additional fluency interventions across the academy is needed to support children in reading.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
One to one and small group tuition	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3,4



Activities and resources to meet the specific needs of disadvantaged pupils with SEND.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on wellbeing for pupils (including Trauma Informed Practice)	An expanding body of educational research supports the use of trauma-informed practice (TIP) in schools to improve student outcomes and well-being. Numerous studies have demonstrated that TIP can effectively reduce the impact of trauma on students, enhance their social-emotional development, and promote academic achievement.  <i>A meta-analysis conducted by the EEF found that TIP was one of the most effective interventions for improving the outcomes of students with trauma histories. The EEF found that TIP interventions can lead to an average gain of 18 months in reading and 12 months in math for students with trauma histories.</i>	3,5,6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1,2,3,4,5,6
Embedding the Delta Attendance Strategy to improve school attendance.  This will involve training and release time for staff to develop and implement procedures and appointing a new Attendance Officer	As a trust school, we will work closely with The Parks and Willows who are flagship Attendance Hub schools to ensure that our attendance procedures are robust and follow the strategy shared.  <i>A study conducted by the EEF found that attendance officers can increase average student attendance by up to 2.5%. The study also found that attendance officers can have a particularly positive impact on the attendance of students who are at risk of dropping out of school.</i>	1,2,3,4,5,6
Free/Subsidised Breakfast Club	An extensive body of educational research supports the use of free breakfast clubs to improve student outcomes, particularly in relation to academic achievement, attendance, and behaviour. Numerous studies have	4,5,6

	<p>demonstrated that breakfast clubs can provide a range of benefits for students, including:</p> <p>Improved academic achievement:</p> <p>Increased attendance:</p> <p>Reduced behavioural issues:</p> <p>Enhanced social-emotional development:</p> <p><i>There is a growing body of evidence from the UK that suggests that breakfast clubs can be a cost-effective way to improve student outcomes. For example, a study by the National Audit Office found that breakfast clubs can save the government £13,000 per pupil per year in reduced absenteeism and improved academic achievement.</i></p>	
Free/Subsidised Educational Visits	<p>A substantial body of educational research supports the use of free educational visits to enhance student learning and development. Numerous studies have demonstrated that these visits can provide a range of benefits for students, including:</p> <p>Improved engagement and motivation:</p> <p>Deeper understanding of concepts:</p> <p>Development of critical thinking and problem-solving skills:</p> <p>Enhancing social-emotional skills:</p> <p>Increased knowledge and appreciation of diversity:</p> <p><i>Centre for Research on the Wider Benefits of Learning (WRBL): The WRBL, a UK-based research centre, conducted a meta-analysis of research on educational visits and found that they can have a positive impact on student outcomes. The WRBL found that educational visits can lead to improved social-emotional development, cognitive development, and academic achievement.</i></p>	3,4,5,6
Free/Subsidised Uniform and Resources	<p>Reduced financial strain: Free uniforms and resources can alleviate financial burdens on families, allowing them to allocate more resources towards other essential needs. This can help to reduce stress and anxiety among students and parents, which can positively impact academic performance. It has also been noted to see:</p> <p>Improved engagement and motivation</p> <p>Enhanced focus and concentration</p> <p>Reduced absenteeism</p> <p>Increased academic achievement.</p> <p><i>Centre for Research on Evaluation, Security and Testing (CREST): CREST, a UK-based research centre, conducted a study on the impact of school uniforms on achievement and found that students who attend schools with mandatory uniforms had significantly test scores than students who attend schools without mandatory uniforms.</i></p>	3,4,5,6
Wider Opportunities: Classroom Kitchen and Whole School Music Offer	<p>School Nursing data suggests a proportion of children in our area having increased medical conditions linked to a poor diet.</p> <p><i>University of Sheffield: A study conducted by the University of Sheffield found that music tuition can improve spatial reasoning, language skills, and mathematical abilities.</i></p>	3,4,5,6

Thrive Training and Resources	<i>Elland Academy in West Yorkshire, UK, has implemented the Thrive approach as part of its school-wide approach to mental health. The school has developed a Thrive Hub where students can access support and resources for mental health and wellbeing. It has seen enhanced academic achievement and a reduction in pupil stress and anxiety.</i>	1,2,3,4,5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6

**Total budgeted cost: £ 181,000**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Support and CPD from EP, DoLs, external providers and SLT in reading, phonics, writing, maths and the Reading Enhanced curriculum. Both at Trust and Academy level.

Pupil work in books is better quality, continuity in working policies, better planned lessons connecting past, current and future learning so pupils know and remember more. Lessons are more progressive and tailored to the children's needs.

Reading and maths fluency lessons are timetabled in as well as arithmetic lessons.

New times tables stick resources purchased and training received. Times table lessons are delivered daily.

Pupils achieving age related expectations in KS2 SATs: 67% reading, 61% maths, 83% writing, 48% combined (reading, writing and maths)

RAG meetings with class teachers and SLT show that teachers are considering and overcoming barriers more effectively. SDIs are taking place in all areas of learning - evidence in feed forward journals, books and pupil voice. Misconceptions being addressed at the time to reduce further gaps in knowledge. B-squared and Phonics Tracker being used to support teachers' interventions.

Children who are identified as needed 1:1 have received the support (through Toe by Toe/Power of 2/1:1 tuition etc).

Phone calls made for pupils who were struggling to access school to encourage them to access breakfast club. Breakfast club average attendance has risen to approx. 27 each morning. Attendance of identified children is showing improvement.

Breakfast club cost kept to a minimum to allow all pupils to attend.

Weekly meetings with Attendance Officer and HOA/Safeguarding leads in place.

Early identifications made of any pupils at risk of becoming PA.

Attendance is celebrated in weekly assemblies. Attendance Officer has liaised with EWO on individual cases.

After school clubs offered to all year groups.

The Reading Enhanced curriculum has ensured children look at the wider world and compare how this differs from our local area. Each class had the opportunity to attend a school visit for example, visits to the National Coal Mining Museum, Crucial Crew, Austerfield etc.

Y6 attended a residential at Dallowgill where they experienced activities such as stream dipping, den building, fire building and a storyteller. They also experienced being away from home and organising themselves for meals etc which supported their life skills.

Chance cards linked with the reward shop is working well. Children are eager to take prizes. Thrive is being applied for pupil who are struggling to self-regulate and reflect on their actions and emotions.

Friday celebration assemblies were held to encourage working towards our key values.

Thrive assessments have been completed by the Thrive Practitioner. Timetable is in place to support pupils needed SEMH support.

Pastoral support is in place so children can access support at the 'right time'.

RSE policy updated and parent consultation taken place.

Oracy training with Voice 21 was attended by two members of staff who have raised the profile in school.

6 members of staff outside at the start and end of the day to liaise with parents has strengthened relationships.

Weekly newsletter, Facebook and Twitter used to ensure parents are aware of what is happening in school.

Online questionnaires have been used to encourage parental feedback.

## 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*

<b>Programme</b>	<b>Provider</b>
Thrive	Fronting the Challenges Projects LTD
TT Rockstars	Maths Circle
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus Ltd
Oracy	Voice 21

**Further information (optional)**

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