

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	292
Proportion (%) of pupil premium eligible pupils	52% (152 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-26, 2026-27 & 2027-28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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 for all our pupils, irrespective of any background and challenges our pupils face. We are an inclusive school and want all pupils to achieve their best by becoming confident, independent and successful learners, both academically and emotionally.

Our Pupil Premium Strategy is directly linked to our academy improvement priorities ensuring we target and support all pupils, especially our most disadvantaged and vulnerable children.

Alongside our high-quality academic curriculum, we provide every child with a wide range of opportunities and experiences which supports their personal development and prepares them for every step of their learning journey. The activities within our strategy support all vulnerable pupils including pupils with SEND, those known or previously known to Children's Social Care and any pupil who faces barriers to their learning or well-being.

As a school, 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 contextual challenges as specified in the spending plan below.

High-quality teaching is at the heart of our approach, with a sharp focus on areas in which disadvantaged pupils require the most support with. 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	Attendance: The school attendance data indicates that attendance for disadvantaged pupils has been lower than for non-disadvantaged pupils. A greater percentage of disadvantaged pupils have been 'persistently absent' compared with their non-disadvantaged peers. Our assessments and

	observations indicate that absenteeism can contribute to decreased progress for some disadvantaged pupils.
2	Foundational Skills: Internal assessments, observations, and discussions with pupils indicate some foundational skills and vocabulary gaps for some disadvantaged pupils. These gaps upon school entry, are more prevalent for our disadvantaged pupils in comparison to their peers.
3	Outcomes within the Disadvantaged cohort: A 3-year increasing trend shows that an increasing proportion of disadvantaged pupils are achieving the expected standards in reading, writing, maths and the combined standard in R/W/M. These standards are significantly above the national average standards in reading, writing and maths for all pupils and match the combined standard of 62%. Disadvantaged pupils outperform non-disadvantaged pupils in reading at the expected standard. However, there is still a gap in the other standards between non-disadvantaged and disadvantaged pupils as standards rise for all pupils. More disadvantaged pupils need to achieve the higher standards in writing, maths and the combined measure.

## 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>Further increase attendance and reduce persistent absence for all pupils with a particular focus on closing the gap between disadvantaged and non-disadvantaged pupils.</p> <p><i>AIP</i></p> <p><i>Attendance: Rigorously monitor, address and promote attendance to ensure that <b>all</b> children attend school regularly, particularly those pupils who are persistently absent or who are at risk of being persistently absent.</i></p>	<ul style="list-style-type: none"> <li>• The overall attendance rate of disadvantaged pupils improves year-on-year.</li> <li>• The percentage of disadvantaged pupils who are persistently absent (attendance below 90%) reduces when compared to the previous year.</li> <li>• The attendance gap between disadvantaged and non-disadvantaged pupils continues to narrow each term, as shown in half-termly monitoring data.</li> <li>• Early identification and intervention systems (e.g., pastoral support, attendance meetings, family liaison work) are consistently implemented, and case studies show improved attendance for targeted pupils.</li> <li>• Pupil and parent engagement improves, evidenced through attendance at meetings, workshops, or surveys showing a greater understanding of the link between attendance and achievement.</li> </ul>

	<ul style="list-style-type: none"> <li>Improved attendance among disadvantaged pupils leads to better academic progress and outcomes, demonstrated through internal assessment data and end-of-year results.</li> </ul>
<p>A higher proportion of children have swiftly secured the foundational knowledge and skills required to carry out more complex tasks. An increasing proportion of children achieve an expected and greater depth standard in Reading, Writing and Maths, and the gap is further closed between non-disadvantaged and disadvantaged pupils.</p> <p>AIP</p> <p><i>Foundational Skills: To further strengthen the teaching and assessment of foundational skills for all pupils, so that they apply vocabulary, spelling, punctuation, grammar and mathematical knowledge confidently and accurately.</i></p>	<ul style="list-style-type: none"> <li>Transition information and assessments (e.g., end of KS1 data, reading fluency checks, vocabulary and comprehension assessments) identify gaps early, and targeted support plans are in place by the end of the autumn term.</li> <li>The proportion of disadvantaged pupils achieving age-related expectations in reading, writing, and maths by the end of Year 4 increases year-on-year and is in line with non-disadvantaged pupils in the school.</li> <li>Disadvantaged pupils show accelerated progress in reading fluency, comprehension, and vocabulary acquisition across lower KS2, evidenced through termly assessments and teacher observations.</li> <li>Reading age data and internal assessments demonstrate that pupils with lower starting points are closing the gap with chronological reading age over the year.</li> <li>Pupil voice and teacher feedback show improved confidence and engagement in reading, writing, and oral language across the curriculum.</li> <li>Interventions (e.g., targeted reading such as fluency groups, phonics interventions, spelling teaching, tutoring, and small group support) demonstrate measurable impact through assessment data.</li> <li>By the end of Year 6, disadvantaged pupils achieve expected or greater depth standards in reading, writing, and maths at rates comparable to their peers, showing the impact of sustained support from transition onwards.</li> </ul>
<p>Outcomes: Continue to increase the proportion of all pupils who achieve the expected standard in all measures at the end of KS2 with a particular focus on writing and vulnerable groups.</p>	<ul style="list-style-type: none"> <li>The percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths (combined) at the end of KS2 is at least in line with national averages and comparable to non-disadvantaged pupils within the school.</li> </ul>

<p>Increase the proportion of disadvantaged pupils who achieve the expected standard and greater depth standard in all measures at the end of KS2 so closing the gap between non-disadvantaged and disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• The proportion of disadvantaged pupils achieving greater depth in reading, writing and maths increases year-on-year.</li> <li>• Internal assessment data shows consistent progress for disadvantaged pupils across all KS2 year groups, with termly data indicating that gaps are narrowing compared to non-disadvantaged peers.</li> <li>• Targeted interventions (e.g., small group tuition, tutoring, reading fluency programmes) demonstrate measurable impact through assessment outcomes and teacher evaluations.</li> <li>• Quality assurance such as: book looks, lesson visits and moderation confirm that disadvantaged pupils are accessing high-quality teaching and successfully applying key skills independently.</li> <li>• The majority of disadvantaged pupils identified as at risk of not meeting expected standards are making accelerated progress, enabling them to reach age-related expectations by the end of the key stage.</li> </ul>
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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
<p>Improvement of Quality First Teaching – Trust Support through Directors of Learning</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Trust Training on Early Reading, Writing and Maths Curriculum. Trust</p> <p>Training on SEND and Assessment.</p> <p>Access to Attendance Hub support (The Willows) as part of Trust Wide Attendance Strategy.</p>	<p>1,2,3</p>

ECT training	<a href="#">ECT framework</a> introduced by the DfE to improve quality of teaching and teacher retention	1,2,3
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>	2,3
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.  <a href="#">Education Endowment Foundation. (2015). The impact of Read Write Inc. Phonics on struggling readers. London, UK: Education Endowment Foundation.</a>	2,3
Reading Fluency Training and Resources	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.  <a href="#">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.</a>  <a href="#">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.</a>  <a href="#">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.</a>	2,3
<i>Purchase books for home reading and school library</i>	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. <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>  <a href="#">DFE Reading Framework</a>	2,3
Improve the quality of social and emotional learning.	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):  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
Mental Health Practitioner – Place2Be	Investing in social & emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1,2,3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency Factory 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> <p><i>Additional fluency interventions across the academy is needed to support children in reading.</i></p> <p><a href="#">Oral language interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	2,3
SATs Companion	SATs Companion: Additional support for pupils identified for Reading and Maths. This offers bespoke intervention to close any individual gaps to ensure that progress is then accelerated and the academy remains above national.	2,3
Emile Spelling – Foundational Skills	This programme supports the delivery and regular practise of the spelling and multiplication skills as part of the focus on building foundation skills and knowledge.	2,3
PenPals Handwriting – Foundational Skills	This programme supports the delivery and regular practise of handwriting building foundation skills and knowledge.	
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	<p><i>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:</i></p> <p><a href="#">Phonics   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2,3
<i>One to one and small group tuition</i>	<i>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.</i>	2,3

	<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>  <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>	
Activities and resources to meet the specific needs of disadvantaged pupils with SEND.	<p>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.</p> <p><a href="#">About Widgit   Our mission, values, who we are and latest company news</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1,2,3

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	<p>The Academy is aiming for attendance to be above national and persistent absence to be below national.</p> <p><i>As a trust school, we will work closely with the primary network of schools to ensure that our attendance procedures are robust and follow the strategy shared. We also ensure that data (such as DFE, Local Authority and Trust) informs decisions on improving academy attendance.</i></p> <p><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></p>	1
Attendance Rewards	An initiative to help improve the attendance of children in the school. This happens weekly so it is more achievable for the children and motivates them further.	1
Delta Stars – Personal Development Curriculum	To improve pupils' confidence, self-worth and aspirations to excel in non-academic areas of the curriculum.	1,2,3
Free/Subsidised Breakfast Club	<p>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 demonstrated that breakfast clubs can provide a range of benefits for students, including:</p> <p>Improved academic achievement:  Increased attendance:  Reduced behavioural issues:  Enhanced social-emotional development:</p>	1,2,3

	<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> <ul style="list-style-type: none"> <li>Improved engagement and motivation:</li> <li>Deeper understanding of concepts:</li> <li>Development of critical thinking and problem-solving skills:</li> <li>Enhancing social-emotional skills:</li> <li>Increased knowledge and appreciation of diversity:</li> </ul> <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>	1,2,3
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> <ul style="list-style-type: none"> <li>Improved engagement and motivation</li> <li>Enhanced focus and concentration</li> <li>Reduced absenteeism</li> <li>Increased academic achievement.</li> </ul> <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>	1,2,3
Training for staff on wellbeing for pupils (including Trauma Informed Practice)	<p>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.</p> <p><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></p>	1,2,3

<p>Wider Opportunities:  Whole School Music Offer  Whole Class Tuition  Rock Steady  Choir  Young Voices  Sing Out  Delta Music Festival  Dallowgill Christmas Concert  Careers Day</p>	<p>EEF research indicates whilst these activities have important educational value in themselves, there is a strong benefit of arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	1,2,3
<p>Thrive Training and Resources</p>	<p><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></p>	1,2,3
<p>Contingency fund for acute issues.</p>	<p>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.</p>	1,2,3

**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 2024 to 2025 academic year.

<b>Outcome/Evidence</b>
<p>There is an increasing 3-year trend in improving outcomes for pupils overall, disadvantaged pupils and pupils with SEND.</p> <p>Outcomes in 2025 show that an increasing proportion of pupils achieved the expected standards in reading, writing and maths, and the combined standard in R/W/M for all groups.</p> <p>These measures were significantly above national average measures for the individual expected standards in reading, writing and maths, for the combined expected standard and for greater depth in reading for pupils overall. Disadvantaged pupils achieved significantly above national measures for the individual measures in reading, writing and maths and matched the national combined measure for all pupils at 62%. 76% of children overall achieved the combined standard compared to 62% nationally.</p> <p>In 2025 Disadvantaged children outperformed their peers in reading with 90% achieving the expected standard compared to 75% nationally overall. Disadvantaged pupils achieved 41% in the greater depth standard in reading compared to 33% of all pupils nationally.</p> <p>At the greater depth standard pupils both disadvantaged and non-disadvantaged pupils exceed the national standard for pupils overall. Pupils overall match the national standard in maths. However more disadvantaged and non-disadvantaged pupils need to achieve the greater depth standards in writing and the combined greater depth standard so that this is at least in line with or exceeds national measures. The school continues to focus on decreasing the gap between disadvantaged and non-disadvantaged pupils across all standards.</p>

## 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
Emile Education	Emile Education
Fluency Factory	Fluency Factory
TT Rockstars	Maths Circle
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus Ltd
SATS Companion	SATS Companion

Educated for a Connected World	Project Evolve
Get Set 4 PE	Get Set 4 Education

**Further information (optional)**

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