

# Pupil premium strategy statement – Morton Primary Academy

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	Morton Primary Academy
Number of pupils in school	R-Y6 = 103
Proportion (%) of pupil premium eligible pupils	R-Y6 = 29% (30)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	L Jackson
Governor ratified date	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,414.55
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,414.55

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our Vision:**

Morton is a school where we put our CARDS on the table and we wear our hearts on our sleeves.

The Morton CARDS:

- ✓ Considerate – we are kind and respectful to all around us (We are Kind)
- ✓ Aspirational – we have high aspirations and strive to be the best we can be (We think big)
- ✓ Responsible – we take responsibility for our actions (We own our actions)
- ✓ Determined – we are determined and we do not give up (We do not give up)
- ✓ Safe – we think about our actions

Everyone is valued, respected and welcomed. Together, we create a culture and environment that inspires children to be aspirational, confident and inquisitive learners. We are proud of our community and strive to equip the next generation with all the knowledge and skills that they need to succeed in whatever they choose to do.

Morton – at the heart of our community

We will consider the barriers faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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	Rising number of children presenting with social, emotional and health, this can hinder access to the full curriculum and can impact on the well-being of others.
2	Number of PP children who have additional SEND needs.
3	Limited knowledge of diverse communities across the UK and the wider world mean that some children struggle to relate to the wider curriculum.
4	Evidence shows that children's poor early acquisition of vocabulary has hindered progress in both reading and their ability to reason mathematically to problem solve. A high majority of the lowest 20% readers in every cohort are from disadvantaged backgrounds.
5	Some children have little or no support at home with their learning and within aspects of the community there is a culture of low aspiration.

## 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
Improved communication, oracy and reading skills leading to children's increased ability to fully access the curriculum and thereby improve attainment	Increased PP children achieving ARE. In-school gaps narrowing.
Children are better able to self-regulate their emotions and behaviour allowing them to engage in learning more effectively	Reduction in negative behaviour incidents Increased PP children achieving ARE
All children have increased knowledge and understanding of diverse communities.	PP children are articulate and can make meaningful links between learning experiences
All SEND/PP children make appropriate progress against their targets.	All children will be making progress.

## 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: £4500

Activity	Evidence that supports this approach	Challenge addressed
Provide release time for leaders and classteachers to monitor and strategically plan proven interventions and teaching strategies £4000	Nationally proven intervention strategies <a href="#">Small group tuition   EEF</a>  EEF toolkit shows phonics teaching has high impact <a href="#">Phonics   EEF</a>  Reading Fluency Project (Herts for learning) evidence based reading intervention <a href="#">HFL Reading Fluency Project   HFL Education</a>	1,2,3,4,5
Provide whole school CPD on de-escalation £500	Accredited positive behaviour support and behaviour de-escalation training <a href="#">About Us - Team Teach</a>	1

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge addressed
TA interventions across all year groups targeted at individual and/or small group children who are not making expected progress and have gaps in learning. 3 weekly tracking of impact <b>£2,500 x 4 = £10,000</b>	EEF toolkit shows one to one tuition has high impact <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  EEF toolkit shows small group tuition has positive impact <a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2,4
Phonics interventions (Keep Up and catch up) where appropriate across all year groups led by TA's and headteacher <b>£3,000</b>	EEF toolkit shows phonics and reading comprehension strategies have very high impact <a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2, 4
1/2 day specific SEND leadership release for SEND PP pupils focus <b>£3,000</b>	EEF Toolkit evidence shows that learning feedback is very high impact <a href="http://educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	1,2, 4

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

Budgeted cost: £11,185

Activity	Evidence that supports this approach	Challenge addressed
Support PP families through subsidising educational visits/residentials <b>£5000</b>	Evidence shows that Wider experiences have led to a more creative input in learning. Improved standards of writing.	3
Trained teacher to lead Forest school sessions. <b>£1600</b>	This has been used as a successful intervention to support those children who struggle emotionally. Having a session a week gives them space and time to regulate behaviour and supports them in their daily learning.	1,2
Support children to widen their understanding of diverse communities across the world through the LYFTA online platform. <b>£585.00</b>	Oral language interventions are proven to support the development of spoken language and verbal interactions in the classroom. <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Extended family support for families as needed. <b>£2500</b>	Support with the cost of wrap around care, uniform and equipment will take financial pressure off families meaning they are in a better place to support the education of their children.	4
Raising Attainment with ELSA programme. Tailored programme to develop emotional literacy with identified children. <b>£14.20 x 3 per week = £1500</b>	Anxiety and mental health concerns have increased, this is particularly prevalent in our already vulnerable and disadvantaged children. This programme is a whole school initiative to address issues and re-engage with learning <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1

**Total budgeted cost: £ 31.685**

# 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.

Aim	Outcome
<b>Teaching</b>	
<p>TA interventions across all year groups targeted at individual and/or small group children who are not making expected progress and have gaps in learning. 3 weekly tracking of impact (£3,500 x 4 = £14,000)</p>	<p><u>Year 6 – 7PP children (1 SEND)</u>            Reading – 5/7 achieved ARE            Writing – 5/7 achieved ARE            Maths 5/7 achieved ARE            Combined 5/7 achieved ARE  <u>Year 5 – 4PP children (1 SEND)</u>            Reading – 5/7 achieved ARE            Writing – 5/7 achieved ARE            Maths 5/7 achieved ARE            Combined 5/7 achieved ARE  <u>Year 4 – 4PP children (1 SEND)</u>            Reading – 3/4 achieved ARE            Writing – 2/4 achieved ARE            Maths 3/4 achieved ARE            Combined 2/4 achieved ARE  <u>Year 3 – 5PP children (1 SEND)</u>            Reading – 2/5 achieved ARE            Writing – 1/5 achieved ARE            Maths 3/5 achieved ARE            Combined 1/5 achieved ARE  <u>Year 2 – 5PP children (2 SEND)</u>            Reading – 2/5 achieved ARE            Writing – 2/5 achieved ARE            Maths 2/5 achieved ARE            Combined 2/5 achieved ARE  <u>Year 1 – 5PP children (2 new to school this year)</u>            Reading – 1/2 achieved ARE            Writing – 1/2 achieved ARE            Maths 1/2 achieved ARE            Combined 1/2 achieved ARE            All children have made progress from their starting points, those that are SEND have met targets set.            5/25 PP children joined us during the spring or summer term and were working well below ARE when they joined us.</p>

Targeted Academic Support	
Phonics interventions (Keep Up and catch up) where appropriate across all year groups led by TA's <b>£3,000</b>	18/25 PP children across school achieved ARE in reading. Of the 5 PP Y2 who did not pass phonics screening in Year 1, 3 passed in year 2. The others made significant progress.
Purchase of Bsquared programme to assess the progress of SEND children. <b>£700</b>	This has been purchased, staff have been trained and we are starting to use this tool to track the progress of children with SEND but also those working Well Below ARE. This programme gives teachers a clearer picture about where a child is working and allowed for small step progress to be tracked. Pupils now have more specific targets linked to bsquared that are broken down clearly and accessible.
1/2 day specific SEND leadership release for SEND PP pupils focus <b>£3,500</b>	Time has allowed for an improved identification process to be in place. Targeted support for staff and pupils has been in place when required. Time has been spent ensuring there's access to support and funding through referrals to outside agencies and funding streams. Time has been in place for monitoring and evaluating the support in place.
Wider Strategies	
Raising Attainment with ELSA programme. Tailored programme to develop emotional literacy with individual training. (£2,000 cost of programme)	Timetabled to happen weekly, 3 children have been part of the programme. Outcomes
Support PP families through purchase of school uniform and subsidising education visits/residentials (£5000)	Residential for Year 3 and 4 to Robin Hoods Bay, this was a new experience as year 3 and 4 have not been on a residential before. 21 children took up the opportunity and it was a great success. Overnight stay in school for Year 1 and 2, another new opportunity – well received by children and parents. Trip to London for Year 5/6 – all children attended and got a lot out of the day. Other trips Cromford Mills, Matlock butterfly farm, Perlethorpe and experiences in school.
Trained teacher to lead Forest school sessions. <b>£1600</b>	QA visit confirmed that this
Support children to widen their understanding of diverse communities across the world through the LYFTA online platform. <b>£700</b>	LYFTA used to support assemblies across the year. Children report that they enjoy LYFTA sessions and that they have learnt about how different people live through this.

## 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
N/A	