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 Primary School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024– 2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	Charlie Johnson
Governor / Trustee lead	Rosie Key

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150
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	£15,150

Part A: Pupil premium strategy plan

Statement of intent

Our intentions at Morley Primary School is that all children, irrespective of their backgrounds or the challenges they face, make good progress from their individual starting points and have high attainment across all subjects. The focus of our Pupil Premium Strategy is to support disadvantaged children to make good progress and achievement including children who are already high attainers. We believe that this statement also applies to all children who attend Morley Primary, regardless of whether they are disadvantaged or not.

We make sure that appropriate provision is made available for children who belong to vulnerable groups and that socially disadvantaged children have their needs accurately and quickly identified, assessed and supported in school.

We recognise that children who receive Free School meals are not a single group with the same needs and that not all who receive free school meals will be socially disadvantaged. We also recognise that not all disadvantaged children will have free school meals which means it is important for all staff to know the children and families they work with. We reserve the right to allocate Pupil Premium funding to support any child identified as being socially disadvantaged.

We plan personalised learning opportunities through 1:1 tuition and additional small group interventions in and out of class. We use child and parental voice, children's work, professional feedback and progression and achievement data to evaluate the impact of interventions or techniques and adapt teaching and learning accordingly.

In line with our Morley Feeling we offer a wide range of curricular opportunities such as curriculum class trips, whole school House trips, residential trips, extra curriculum activities which help to build socially disadvantaged children's cultural capital.

At Morley Primary School our aim is to diminish any difference in attainment and outcomes between children eligible for free school meals and those who are not.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of disadvantaged children need support to reach EXS, while others require stretch to reach GDS
2	Children showing a mixed love for reading attitude
3	Reception and Year 1 children are showing a lack of gross and fine motor skills
4	Motivation and overall well-being and mental health for learning to be developed for all children.

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
Ensure all PP children make at least expected progress from their starting points	Increased achievement of Greater Depth standard in reading and maths, by Pupil Premium children in end of Key Stage assessments.
To develop, promote and instil a lifelong love of reading	Children talking positively about books favourite authors and their enjoyment of reading.
To demonstrate increased resilience and confidence for PP children in Key Stage 1 and Lower KS2 in areas of new learning and in areas of difficulties.	Class teacher to observe increased confidence in children: answering more questions in class; asking for support when work is challenging; ability to self-regulate and identify emotions; showing determination in work.
For Pupil Premium children to have increased Finer Motor skills in Upper KS 1 and Lower KS2	Improved handwriting and posture for learning through Kinetic Letter Programme.
Increased motivation for learning to be developed for all disadvantaged children.	Children's motivation to new activities, learning and opportunities is noticeably improved, with children showing an 'I can', positive approach.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place 2 Be Mental Health Champions training	The Place2Be Mental Health Champions – Foundation Programme is highly beneficial for Pupil Premium children as it empowers school staff to identify and support mental health needs early, using trauma-informed and empathetic approaches. It promotes a whole-school culture of wellbeing, helps staff understand behaviour as communication, and provides practical tools like emotion coaching—all of which are especially valuable for children facing disadvantage. The, flexible training ensures accessibility for schools with limited resources, making it a strong fit for supporting vulnerable learners.	4
Happy Confident People + happy Confident LifesSkills and journals	Emotional Literacy and self-regulation programme. and emotional Regulation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

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

Budgeted cost: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to plan and deliver Lego Therapy and Duplo Therapy + resources	Lego-based therapy is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.	2,3

Additional Little Wandle catch-up phonics sessions targeted at disadvantaged pupils who require further phonics support	Targeted Little Wandle phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	1
Nessie – Dyslexia Screening per child x3	Targeted personalised understanding of children's strengths and areas of support provide focused tailored interventions	1
Catch Up Literacy and Numeracy interventions:	EEF - There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support. The EEF funded Catch Up® Numeracy and Literacy because it is a structured intervention that is widely used in schools.	1
TT Rockstars	TT Rockstars supports the fluency of multiplication facts and division therefore targets all areas of mathematics. Also provides motivation and engagement for learning.	1
Kinetic Letters	The Kinetic Letters programme is based on occupational therapy principles that strengthen children's gross and fine motor skills, which are essential for handwriting and posture. Research shows that improved core strength and hand control lead to better letter formation and increased stamina for writing tasks. For children eligible for Pupil Premium, this targeted approach helps close gaps in physical development, supporting both academic progress and confidence in Reception and Year 1.	3
Chestnut Books Reading – Pupil Premium Service	We are engaging with the Chestnut Books reading programme to support disadvantaged children in developing strong reading skills. This approach is supported by the Education Endowment Foundation (EEF), which identifies **reading comprehension strategies** as having a **high impact (+6 months' progress)** for very low cost. The EEF also emphasises the importance of **targeted academic support** and using evidence-based interventions to close the attainment gap. This programme complements our wider literacy work and ensures all children have access to high-quality reading opportunities.	2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting cost of trips and experiences to	EEF explain that extracurricular activities are an important part of	1, 2, 4

ensure children receive the same level of enrichment as non PP children	education in its own right. These approaches may increase engagement in learning.	
Mindfulness and Wellbeing Sessions	Mindfulness and wellbeing sessions have been shown to improve children's emotional regulation, focus, and resilience, which are key to successful learning. Research from organisations such as the Education Endowment Foundation (EEF) and the Anna Freud Centre highlights that structured wellbeing programmes can reduce anxiety, improve behaviour, and enhance engagement in the classroom. For children eligible for Pupil Premium, who may face additional emotional or social challenges, regular mindfulness activities provide a safe space to build self-awareness and confidence, supporting both mental health and academic progress.	4
Subsidising Breakfast and After School Club for Pupil Premium children to support attendance	Providing access to wraparound care supports improved attendance, punctuality, and readiness to learn. Research from the Education Endowment Foundation (EEF) highlights that before- and after-school provision can promote better routines, increase children's sense of belonging, and remove barriers linked to home circumstances. For disadvantaged children, subsidised attendance ensures a calm, structured start and end to the school day, which can reduce lateness, improve overall attendance, and enhance engagement in class. This approach also strengthens positive relationships with school adults, supports social development, and helps establish consistent learning habits.	1, 4

Total budgeted cost: £ 12420

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.

Academic outcomes for disadvantaged children were strong, with 6 out of 7 achieving the expected standard in reading, writing, and mathematics, based on end-of-key-stage and internal assessments. This success reflects the dedication of school staff, whose deep understanding of each child enabled targeted support and clear next steps. Attendance also improved significantly—from 94% in 2021/22 to 97.6% in 2022/23. Disadvantaged children maintained high attendance rates of 97.5% in 2023/24 and 96.7% in 2024/25, despite some external challenges. Our ELSA provision had a positive impact, helping children express emotions like anger and anxiety in a safe environment, which contributed to improved attendance for targeted individuals. Although ELSA has concluded, our commitment to emotional wellbeing continues through the Happy Confident People programme, which has enhanced children's emotional literacy and self-awareness. Pupil Premium funding also ensured 100% participation in trips, residentials, and extracurricular activities, supporting wider development and inclusion.

1. *Continue Little Wandle catch-up*
2. *Increase wellbeing provision due to emotional needs identified last year*
3. *Continue to subsidise enrichment due to 100% participation impact*

Externally provided programmes

Morley Primary School only uses internal tutors to deliver support as these adults are known to the children and the tutors know the next steps for the children well.

Programme	Provider
Maths fluency	TT Rockstar
Emotional Literacy	Happy Confident People
Handwriting	Kinetic Letters

Service pupil premium funding

Detail	Amount
Service Pupil premium funding allocation this academic year	£340
Total budget for this academic year	£340

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Pupil Premium funding to allow attendance to Bags of Character self-regulation group weekly. To build on success of Forest school intervention over the last two years. To further build on leadership foundation of forest school.
What was the impact of that spending on service pupil premium eligible pupils?	By the end of the year, significant confidence development for service child who was able to present to the entire school and a group of 15 adults. Forest School lead evidenced improvement in confidence, resilience and leadership.