

# Morley Meadow Primary Pupil Premium 3-year Strategy 2025-2028

Academic Year 2025-2026



At Morley Meadow Primary School and Nursery, we are dedicated to fostering a high-achieving and inclusive culture where every pupil can thrive, regardless of their background, challenges, or individual needs. We prioritise creating a supportive environment that nurtures the emotional, social, and academic development of all children through strong relationships with both children and their families. The Pupil Premium strategy plays a key role in this commitment, enabling us to target additional support for children identified as socially disadvantaged. Our approach is grounded in research, informed by the Education Endowment Foundation (EEF) guidance, and tailored to the specific needs of our children. By focusing on high-quality teaching, positive interactions, and evidence-based strategies, we aim to improve outcomes for all learners. Our tiered approach to Pupil Premium funding ensures we effectively balance resources across improving teaching, providing targeted support, and implementing wider strategies for success to improve our children's mental health, wellbeing and self-belief.

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025-26) and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Morley Meadow Primary and Nursery
Number of children in school	211 (inc. Nursery)
Proportion (%) of pupil premium eligible children	24.23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	23.10.25
Date on which it will be reviewed	September 2025
Statement authorised by	Claire Duncan
Pupil premium lead	Claire Duncan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,860
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	£87,860

## Part A: Pupil premium strategy plan

### Statement of intent

At Morley Meadow Primary we believe that every child has the ability to 'ask, aspire and achieve.' Providing the highest quality teaching is paramount and gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improving the outcomes for our most disadvantaged children and all children. High expectations, understanding academic and emotional needs, developing strong relationships and growing potential in every child runs through everything we do.

To achieve this, we will focus on every teacher in the classroom being as good as they can be in what they teach and how they teach. We will use the best evidence from research and collaborative approaches across WeST to support improvement in teaching and learning opportunities that meet the needs of all children. We aim to ensure that appropriate provision and the needs of socially disadvantaged children are addressed.

The key principles of our strategy plan are:

#### 1 Teaching

- Ensure quality first teaching for all children through:
  - Read Write Inc Phonics & Spelling
  - Maths Mastery (Power Maths)
  - Opening Worlds
  - Consistent deliberate practice of Mastering Number at Foundation, KS1 and KS2.
  - Re-Think Reading
  - Book Writes
- Targeted CPD for all staff on curriculum delivery with an emphasis on teaching through our Morley Way.
- Coach staff in the delivery of RWINC. (RWINC Manager and Development Day).
- Provide TAs with CPD on precision instruction and high-quality teaching.
- Provide staff with further Paul Dix training to support understanding of Relational approaches.
- Use of Accelerated Reader to promote reading for pleasure.
- Provide training for staff to support Reading Fluency project implementation.
- Purchase high quality texts to support the teaching of reading.
- Ensuring children in our EYFS have the best start.



#### 2 Targeted academic support

- Evidence based intervention support, including pre/post teaching, YARC reading intervention.
- Targeted support for Fast Track RWInc.
- Targeted Speech and Language support.
- Language Link screening in EYFS
- HLTAs to enable small group support.
- TAs are strategically deployed to deliver interventional support in key areas of

#### 3 Wider Strategies

- Multi-agency support team access to resources such as Educational Psychologist, counselling, and Family Support Workers.
- ELSA targeted support in classrooms and lunchtime club.
- Wild Tribe.
- Subsidise residential trips and wider school activities.
- Provide emotional support for children from service families through Military Club.
- Pastoral support: FSA to provide SEMH, attendance support and providing a link for families.
- Liaise with Trust attendance support and school attendance officer to support families.
- Embed a Relationships Policy linked to TISI IK practice

## Challenges

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

Challenge number	Detail of challenge
1	Observations, discussion and assessment show that oral language skills in our disadvantaged children is lower than that of other children. This slows reading and writing progress in subsequent years. Lots of these children have moved into the area and high mobility is a challenge for the school.
2	Observations, discussion and assessment show that disadvantaged children generally make slower progress in Read Write Inc. and read with less fluency in EYFS and KS1.
3	Observations, discussion and assessment show writing stamina, applying taught grammar and spelling is lower in our disadvantaged children, resulting in lower attainment and progress in KS1 and KS2.
4	Observations, discussion and assessment show maths fluency knowledge which supports all of their maths learning is lower in our disadvantaged children, resulting in lower attainment and progress in maths.
5	Many children from disadvantaged backgrounds, particularly those who have experienced early trauma, display social and emotional difficulties and struggle to build trusted relationships. These children are not ready to learn and need pastoral support.

## 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>Quality of curriculum and curriculum delivery continues to improve as all staff (including new staff) are clear about the expectations for each subject they are teaching, deepening subject knowledge and consistent approaches are seen in all classrooms leading to high quality provision.</p> <p><i>Link to School Improvement Plan: Priorities 1,2 and 4</i></p>	<ul style="list-style-type: none"> <li>• MMPS curriculum is logically and coherently sequenced to create confident and knowledgeable thinkers.</li> <li>• Teaching and Learning to reflect the WeST Principles of Curriculum Delivery and weekly INSET on Instructional Practice is embedded in the classrooms.</li> <li>• Consistency in curriculum delivery across the school and across the curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff meeting time is dedicated to sharing expectations from subject leads to ensure consistent, high-quality teaching.</li> <li>• Regular release time by core subject leads providing effective monitoring of subjects.</li> <li>• Teachers have a secure understanding of how children learn.</li> <li>• Teachers feel confident in mastery curriculum delivery.</li> <li>• RWINc to be delivered to all children Foundation to Year 2 and children in KS2 if they have not reached the required standard.</li> </ul>
<p>Good quality teaching is in place in all RWI lessons, and all children are making at least expected progress over time.</p> <p>The programme is well led by the RWI Manager.</p> <p>The number of disadvantaged children passing the Phonics Screening Check continues to increase and is above national levels.</p> <p>The number of disadvantaged children achieving below the expected level in a cohort decreases year on year.</p> <p><i>Link to School Improvement Plan: Priority 1,2 and 4</i></p>	<ul style="list-style-type: none"> <li>• RWI has a high priority within the school.</li> <li>• The RWI Manager is provided with release time to monitor and coach to support the provision of the subject.</li> <li>• Accurate assessment ensures that all children are placed in the correct group and children who are not making progress are identified using the new online portal.</li> <li>• Additional support is put in place for children who are not making the expected progress and/or working below the expected level.</li> <li>• RWI Development Days and in school progress meetings are used to ensure external and internal support is in place for RWI Manager and staff are receiving the most up-to date information and training.</li> <li>• Resources are replaced as appropriate to ensure all children and staff have access to the resources they need.</li> </ul>
<p>Disadvantaged children build trusted relationships with key adults and children within the school which supports their social interactions, resulting in improved mental health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Children emotional wellbeing is supported by Emotional Literacy Support Assistants (ELSA) and the Multi Agency Team (MAST) accessing therapists, counsellors and family support workers.</li> </ul>

<p><i>Link to School Improvement Plan: Priority 3</i></p>	<ul style="list-style-type: none"> <li>• Attendance figures are above the national average.</li> <li>• School environment is safe, calm, orderly and positive.</li> <li>• Children are engaged and motivated to learn.</li> <li>• Children able to regulate and respond to their emotional wellbeing.</li> <li>• All staff are trained in trauma informed practices and the school's Relationship's Policy and is part of new staff induction.</li> </ul>
<p>Continue to achieve and sustain academic progress across the school.</p> <p><i>Link to School Improvement Plan: Priorities 1,2, and 4</i></p>	<ul style="list-style-type: none"> <li>• RWM % ARE and GD improve above the national expectation and within the top 20% of schools nationally.</li> <li>• Progress from start points improves for all groups of children.</li> <li>• Children secure knowledge to their long-term memory.</li> <li>• Children understand what learning looks like at MMPS.</li> <li>• Children understand, apply and retrieve knowledge across the curriculum.</li> </ul>
<p>Children in the EYFS and KS1 with poor speech and language have made accelerated progress due to intervention programmes received.</p> <p><i>Link to School Improvement Plan: Priorities 1,2,3, and 4</i></p>	<ul style="list-style-type: none"> <li>• Early identification of children requiring SALT ensures that children receive support quickly.</li> <li>• Language Link is embedded to support early identification.</li> <li>• PLP Speech and Language is bought in to provide bi-weekly SALT programmes to children in EYFS and KS1. Follow-up programmes are provided for school and parents.</li> <li>• Referrals are made to Livewell for Speech and Language support.</li> <li>• There are more opportunities for sharing high-quality repetitive texts to build on language and oracy.</li> <li>• Language is explicitly taught to make steps towards closing the word gap.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year (2025-26) to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,000.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff are clear about the expectations for each subject and consistent approaches are seen in all classrooms leading to high quality provision.	EEF Toolkit (Feedback) EEF Toolkit (Metacognition) EEF Toolkit (Individualised instruction) EEF Toolkit (Collaborative learning)	1 2 3 4
Continue to provide teachers with planning, coaching support and training on effective modelling and direct instruction in the curriculum sequence.	EEF Toolkit (Collaborative learning) EEF Toolkit (Feedback) EEF Toolkit (Mastery Learning)	3
Coaching for maths mastery. Fluency – enrolment in the Mastering Number at KS2. Power Maths Programme Further development of Oracy in maths	EEF Toolkit (Mastery Learning) The EEF Professional Development guidance report.	4
All reading teachers receive support through regular RWI training, termly RWI Development Day and coaching to maintain quality first teaching of phonics.	EEF Toolkit (Phonics) EEF Improving Literacy Ofsted Reading Review March 2024	2
Purchase high quality text to support the writing curriculum.	EEF Improving Literacy The Writing Framework 2025	1
Continue to embed Widgit and scaffolding to support adaptive teaching.	EEF Special Educational Needs in Mainstream	
Provide TAs with further	EEF Teaching Assistant Interventions	1

training to support high-quality teaching.	EEF Selecting Interventions guidance. EEF Making Best Use of TAs guidance	2 3 4
Provide staff with training from Paul Dix (2-year programme) to support relational practices.	EEF Toolkit EEF Professional Development Guidance EEF Improving Behaviour in Schools EEF Special Educational Needs in Mainstream guidance report	3

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

Budgeted cost: £38,771.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pre and post teaching maths support and targeted individual and small group intervention through additional TAs to support the delivery of evidence-based programmes.	EEF Toolkit (Small group tuition) EEF Toolkit (Feedback) EEF Toolkit (Individualised Instruction) EEF Toolkit (One to One Tuition)	1 4
Early reading and phonics targeted support. RWI Spelling	EEF Toolkit (Early intervention) EEF Toolkit (Phonics) EEF Toolkit (One to One Tuition) Ofsted Reading Review March 2024	2
Speech and Language needs are identified as early as possible through the employment of a Speech and Language Therapist for one day per fortnight.	EEF Toolkit (Individualised Instruction) EEF Toolkit (Oral language)	1 2
Increase the social, emotional resilience of children to enable them to be ready to learn.	EEF Toolkit (Social and Emotional)	5

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

**Budgeted cost**

Budgeted cost: £32,088.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child Wellbeing/Family Support Worker ELSA support.	Emotional wellbeing needs are being well supported. Attendance of PP children continues to improve. EEF Toolkit (Metacognition and self-regulation) EEF Toolkit (Social and emotional learning)	5
MAST access and support. Speech and Language Therapist	A wider range of external support services are available to our children and families. EEF Toolkit (Metacognition and self-regulation)	5
Wild Tribe	Promote resilience, problem solving skills and develop self-esteem. EEF Toolkit (Outdoor Adventure Learning) EEF Toolkit (Social and Emotional Learning)	1 5
Subsidise residential trips and other activities for eligible children to ensure children have access to enriching experiences developing self-confidence, stamina and motivation.	EEF Toolkit (Social and Emotional Learning)	5

A lunchtime wellbeing club/ELSA club providing nurturing support for children who find the playground a challenging environment.	EEF Toolkit (Social and Emotional Learning)	5
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**Total budgeted cost: £87,860**

## 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 children in the 2024 to 2025 academic year.

The achievements for pupil premium children in school achieved (end of summer 2025):

#### 2024-25 Headline Data

	School Data All children		Disadvantage FSM + E6	
EYFS GLD (25 pupils)	72% (18 children)		0% (1 child)	
Year 1 Phonics Screening Check (29 pupils)	93% (28 pupils)		100% (3 pupils)	
Year 2 Teacher Assessment (30 pupils)		ARE +	GD	ARE+
	Reading	73%	17%	42.9% (3)
	Writing	67%	7%	57.1% (4)
	Maths	73%	13%	42.9% (3)
	RWM	60%	7%	42.9% (3)
Year 4 MTC (32 pupils)	+20/25 = 75%		44.4%	
	25/25 = 50%		22.2%	
Year 6 (30 pupils)		ARE +	GD	ARE+
	Reading	80%	53%	58% (7)
	Maths	80%	43%	58% (7)
	Writing	70%	10%	50% (6)
	RWM	70%	10%	50% (6)
	GAPs	70%	37%	50% (6)

- Providing an additional TA in Year 3 enabled us to support the high number of children with complex needs and particularly support their social, personal, and emotional needs. Small group and individual support in learning how to play and regulate their emotions was a particular focus.
- Our highly skilled support staff have supported children with both basic skills in English and maths lessons. They also run high-quality interventions and targeted support in small groups.

- One RWI Development Day and Progress Meetings took place over the year where the RWI Manager and staff were coached to ensure they were confident in delivering the programme. This training enabled the RWI Manager to coach staff in the same way. This is reflected in the 93% of children who passed the phonics screening in 2025 and 100% of PP children.
- Accelerated Reader continues to demonstrate that Pupil Premium children are engaging in the programme and motivated to read more frequently outside of school which leading to raised attainment over time. Systems for monitoring progress and achievement have been improved which ensures early identification of children who are not engaging. Children who may not have opportunities or support to read at home are given time in school to reach their targets and feel successful.
- Families and children have been supported through our own school Family Support Advisor and MAST provision. These services are improving attendance and over all behaviour of many of our PP children through building relationships with our families, helping them to emotionally regulate themselves. Targeted MAST intervention is in place and the EP is consulted when a wider system response is required.
- Power Maths Mastery programme is implemented for all year groups and coaching for teachers and teaching assistants has been ongoing through the year.
- One-to-one coaching in Year 6 has supported children to close the gap to their peers.

### 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
Read Write Inc	Ruth Miskin/ Oxford University Press
Power Maths	Pearson
White Rose Maths	White Rose
MAST	Plymouth Learning Partnership
Accelerated Reader	Renaissance
Book Writes	Devon Education Services
Re-Think Reading	Devon Education Services
Spelling Shed	EdShed
Times Table Rockstars	ttrockstars.com
Widgit	Widgit Online
Opening Worlds	Christine Counsell and Steve Mastin

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Family Support Advisor /Teaching assistant to support families with a single point of contact and provide emotional, wellbeing support during times of parent/service personnel deployment.  Regular activities held during the year include opportunities to get together and share experiences. Military Club.
What was the impact of that spending on service pupil premium eligible children?	Children able to feel emotionally ready for learning through having a known trusted adult to talk with.

## Further information (optional)