

# Pupil premium strategy statement – Morpeth All Saints First School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	221 231
Proportion (%) of pupil premium eligible pupils	21 pupils (9.5%) 22 pupils (9.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2024-2027</b> 2024-2025 2025-2026 2026-2027
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	December 2025 December 2026
Statement authorised by	D Brett
Pupil premium lead	D Brett
Governor / Trustee lead	S Alexander

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,170 £29,635
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	£28,170 £29,635

# Part A: Pupil premium strategy plan

## Statement of intent

At Morpeth All Saints First School, our Christian vision shapes everything we do: we are committed to being a loving, inclusive Church of England school where all pupils are known, valued and empowered to flourish as individuals and learners. Rooted in our values of love, hope, dignity and respect, we strive to ensure every child experiences success, joy in learning and a sense of belonging.

We recognise that some pupils experience additional barriers that can affect their progress, attainment and well-being. Pupil Premium funding is a key resource to support these pupils — not as an end in itself, but as a catalyst to deliver our vision of equity, aspiration and flourishing for all.

Our Pupil Premium strategy is informed by the latest DfE guidance, which emphasises the central purpose of the funding: to improve educational outcomes for disadvantaged pupils and close the persistent attainment gap between them and their peers. This includes ensuring all pupils, including those who are already high attainers, are supported to achieve their full potential.

We also recognise that some vulnerable pupils — for example those with SEND, those who have experienced trauma or disruption, or pupils with social or emotional needs — may need additional support whether or not they are eligible for Pupil Premium. Our strategy is designed to be responsive to individual circumstances, not assumptions, and to provide targeted, evidence-informed support at the earliest point of need.

### **Our Aims**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, both nationally and within our own school.
- To ensure that all disadvantaged pupils make good or better progress from their starting points each academic year.
- To address social, emotional and pastoral barriers so that disadvantaged pupils are ready to learn and able to flourish.
- To provide equality of opportunity and access to the full breadth of our curriculum, enrichment activities and wider school experiences.

## Challenges

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

Challenge number	Detail of challenge																																																					
1	<p><b>Oral language and vocabulary gaps</b> Assessments and observations show that many disadvantaged pupils have underdeveloped language and vocabulary from Reception to Year 4, limiting access to the wider curriculum.</p>																																																					
2	<p><b>Attainment gaps in core subjects</b> Disadvantaged pupils do not consistently attain in line with their peers in reading, writing and mathematics at key assessment points. <a href="#">Fine motor skills development, highlighted in GLD Data Report as an area for improvement (Nov 2025)</a></p>																																																					
3	<p><b>Lower proportion achieving Greater Depth (GDS)</b> From in-school data, fewer disadvantaged pupils achieve Greater Depth Standard in reading, writing and maths, indicating a need for greater stretch and challenge. <a href="#">For Greater Depth:</a></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">RWM</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>0.0</td> <td>29.4%</td> <td>0.0</td> <td>29.4%</td> <td>0.0</td> <td>14.7%</td> <td>0.0</td> <td>5.6%</td> </tr> <tr> <td>Year 2</td> <td>0.0</td> <td>29.6%</td> <td>0.0</td> <td>18.5%</td> <td>14.3%</td> <td>22.2%</td> <td>0.0</td> <td>14.8%</td> </tr> <tr> <td>Year 3</td> <td>25.0%</td> <td>27.3%</td> <td>0.0</td> <td>15.9%</td> <td>0.0</td> <td>21.7%</td> <td>0.0</td> <td>13.6%</td> </tr> <tr> <td>Year 4</td> <td>40.0%</td> <td>34.2%</td> <td>20.0%</td> <td>7.9%</td> <td>20.0%</td> <td>18.4%</td> <td>20.0%</td> <td>7.9%</td> </tr> </tbody> </table>		Reading		Writing		Maths		RWM		PP	Non PP	Year 1	0.0	29.4%	0.0	29.4%	0.0	14.7%	0.0	5.6%	Year 2	0.0	29.6%	0.0	18.5%	14.3%	22.2%	0.0	14.8%	Year 3	25.0%	27.3%	0.0	15.9%	0.0	21.7%	0.0	13.6%	Year 4	40.0%	34.2%	20.0%	7.9%	20.0%	18.4%	20.0%	7.9%						
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4	<p><b>Parental engagement</b> Some disadvantaged pupils receive limited academic support at home, particularly in reading and basic skills development.</p>																																																					
5	<p><b>Attendance and punctuality</b> Attendance and punctuality for disadvantaged pupils are below those of their peers, affecting progress and attainment. In 2023/24, pupil premium attendance was 87.1% (below national average). <a href="#">In 2024/25, there was an improvement to 89.4%, however, this continues to be below the national average of 92.6%.</a></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
<p><b>Disadvantaged pupils demonstrate significantly improved oral language and vocabulary skills from Reception to Year 4.</b></p>	<p>Assessments show accelerated progress in communication and language (EYFS) and spoken language across KS1 and KS2.</p>

	<p>Lesson observations, pupil voice and book scrutiny evidence increased use of ambitious vocabulary.</p> <p>Disadvantaged pupils engage confidently in discussions and access the wider curriculum successfully.</p> <p>By July 2027, <b>85%+ of disadvantaged pupils</b> in each year group will meet or exceed age-related expectations in spoken language (EYFS/teacher assessment framework)</p>
<p><b>Reading attainment for disadvantaged pupils improves across all key stages.</b></p>	<p>Increased percentage of disadvantaged pupils achieving GLD in Reception.</p> <p>Increased percentage achieving EXS and GDS at the end of KS1 and Year 4.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils narrows at each assessment point.</p> <p>The proportion of disadvantaged pupils achieving <b>GDS in reading</b> will increase <b>at least 20% by 2027</b>.</p>
<p><b>Mathematics outcomes for disadvantaged pupils improve across the school.</b></p>	<p>Increased percentage of disadvantaged pupils achieving GLD in Reception.</p> <p>Increased percentage achieving EXS and GDS at the end of KS1 and Year 4.</p> <p>Clear evidence of improved fluency, reasoning and problem-solving skills in books and assessments.</p> <p>The average scaled score / MTC score for disadvantaged pupils will be <b>at least in line with national average</b> each year.</p>
<p><b>Writing attainment for disadvantaged pupils improves across all year groups.</b></p>	<p>Increased percentage of disadvantaged pupils achieving GLD in Reception.</p> <p>Increased percentage achieving EXS and GDS at the end of KS1 and Year 4.</p> <p>Writing shows improved vocabulary, stamina and technical accuracy over time.</p> <p>In EYFS, the proportion of disadvantaged pupils achieving the <b>Writing ELG</b> will increase from <b>66.7% (2025)</b> to <b>75%+ by 2027</b>.</p> <p>Fine motor skills: By end of Reception, <b>90% of disadvantaged pupils</b> will demonstrate age-expected pencil grip and letter formation</p>

<p><b>Parents are equipped to support their children's learning effectively at home.</b></p>	<p>Increased parental participation in workshops and school events as monitored through registers and questionnaires.</p> <p>Positive feedback from parent surveys.</p> <p>Evidence of improved home reading and learning engagement.</p> <p>Pupil Premium families at parents' evenings will increase to at least 85%.</p>
<p><b>To improve attendance to national levels</b></p>	<p>By July 2027, attendance for disadvantaged pupils will be in line with national average (currently 92.6% or above).</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>T4W Project Spring 2024 (2 year project)- Collaborative working, CPD and resources</p>	<p><a href="#">EEF - Combining reading with writing instruction: an integrated approach</a></p> <p><a href="#">Improving Literacy in KS2 EEF Guidance report</a></p>	<p>1,2,3</p>
<p>Develop Maths curriculum based on Maths Mastery, supported by Great North Maths Hub</p>	<p>Research from EEF has identified that high-quality maths mastery approach can impact on progress by as much as 5+ months</p> <p><a href="#">NCETM Teaching maths mastery</a></p> <p><a href="#">EEF Teaching and Learning Toolkit - Mastery</a></p> <p><a href="#">EEF Improving Maths in Early Years and KS1</a></p> <p><a href="#">EEF Improving maths in KS2</a></p> <p><a href="#">EEF Early Numeracy Approaches</a></p>	<p>2,3</p>

<p>Implement CUSP curriculum for Science focusing on structured modules, spaced retrieval, and explicit vocabulary instruction, using 6-phase lessons based on Rosenshine's Principles of Instruction</p>	<p>There is a strong evidence base detailing how and why teacher effectiveness impacts positively on pupils' outcomes.</p> <p><a href="#">Evidence based on the Education's Great Teaching Toolkit which provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness</a></p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching.</p> <p><a href="#">EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'</a></p>	<p>1,2,3</p>
<p>Embedding dialogic activities across the school curriculum linked to our CUSP curriculum with a focus on learning and using vocabulary. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p><a href="#">Oral language interventions</a></p>	<p>1</p>
<p>Gross and Fine Motor Skills taught universally and embedded within EYFS curriculum and environment – physical development in Early Years. CPD and resources</p>	<p>Research, including evidence from the Education Endowment Foundation (EEF), highlights that early physical development underpins later academic success, particularly in writing and self-regulation. Many Pupil Premium children enter Early Years with underdeveloped fine motor control, impacting pencil grip, letter formation, independence, and confidence.</p> <p><a href="#">EEF – Physical Development</a></p> <p><a href="#">The role physical development plays in Year 1 readiness</a></p>	<p>2</p>
<p>Parental Engagement:</p> <ul style="list-style-type: none"> <li>- CPD activities offered</li> <li>- Parents invited into school for regular school events</li> </ul>	<p>Evidence from the Education Endowment Foundation (EEF) indicates that effective parental engagement can lead to improved pupil outcomes, particularly when focused on supporting learning at home. Strengthening partnerships with families will support consistency, raise aspirations, and help narrow the attainment gap between Pupil Premium pupils and their peers.</p> <p><a href="#">EEF – Parental Engagement</a></p>	<p>4</p>

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Catch Up Intervention – resources, training and staffing	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: <a href="#">EEF Phonics Intervention Evidence</a>	1,2,3

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

Budgeted cost: £3,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the <a href="#">DfE's Improving School Attendance advice</a></p> <ul style="list-style-type: none"> <li>- Reviewed attendance procedures</li> <li>- Increased school tiers of meeting before EWO involvement</li> <li>- Additional meetings with Teacher and head teacher as steps to supporting attendance</li> <li>- Focus on building positive relationships with families</li> </ul>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

<ul style="list-style-type: none"> <li>- Engaging early with parents</li> <li>- Rigorous monitoring of data (attendance tracker)</li> <li>- Attendance shared in bulletins</li> </ul>		
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.	All

**Total budgeted cost: £29,635**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2024 to 2025** academic year.

Outcome	Success Criteria	Impact so far
<b>Disadvantaged pupils demonstrate significantly improved oral language and vocabulary skills from Reception to Year 4.</b>	<p>Assessments show accelerated progress in communication and language (EYFS) and spoken language across KS1 and KS2.</p> <p>Lesson observations, pupil voice and book scrutiny evidence increased use of ambitious vocabulary.</p> <p>Disadvantaged pupils engage confidently in discussions and access the wider curriculum successfully.</p>	<b>Phonics score: 97%</b> (significantly above national average)
<b>Reading attainment for disadvantaged pupils improves across all key stages.</b>	<p>Increased percentage of disadvantaged pupils achieving GLD in Reception.</p> <p>Increased percentage achieving EXS and GDS at the end of KS1 and Year 4.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils narrows at each assessment point.</p>	<p><b>GLD in Reception 24/25:</b> 73.7% (Above National average of 66.7%)</p> <p>PP – 66.7% (National Average 51.5%)</p> <p><b>Phonics score: 97%</b> (significantly above national average)</p>
<b>Mathematics outcomes for disadvantaged pupils improve across the school.</b>	<p>Increased percentage of disadvantaged pupils achieving GLD in Reception.</p> <p>Increased percentage achieving EXS and GDS at the end of KS1 and Year 4.</p>	<p><b>GLD in Reception 24/25:</b> 73.7% (Above National average of 66.7%)</p> <p>PP – 66.7% (National Average 51.5%)</p>

	Clear evidence of improved fluency, reasoning and problem-solving skills in books and assessments.	Multiplication check: Average school: 22 (compared to National 20.6)
<b>Writing attainment for disadvantaged pupils improves across all year groups.</b>	<p>Increased percentage of disadvantaged pupils achieving GLD in Reception.</p> <p>Increased percentage achieving EXS and GDS at the end of KS1 and Year 4.</p> <p>Writing shows improved vocabulary, stamina and technical accuracy over time.</p>	<b>Writing Learning Goal:</b> Non PP – 74.3% PP- 66.7%
<b>Parents are equipped to support their children’s learning effectively at home.</b>	<p>Increased parental participation in workshops and school events.</p> <p>Positive feedback from parent surveys.</p> <p>Evidence of improved home reading and learning engagement.</p>	
<b>Improve Attendance for disadvantaged pupils</b>		<p>Overall Attendance: 96%</p> <p>Persistent absence: <b>9.8%</b></p> <p>Attendance for pupils with FSM: 89.3% (below national average and similar schools)</p>

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.