

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 (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027 2024-2025 2025-2026 2026-2027
Date this statement was published	31 st 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
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,170 £31,150
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	£28,170 £31,150

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.

Following evaluation, the common barriers to learning for our disadvantaged children include: -

- Underdeveloped oral language and vocabulary skills
- Delay in early reading skills (phonological awareness)
- Social, emotional and mental health needs
- Underdeveloped fine and gross motor skills
- Attendance and punctuality

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 strong 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.
- Ensure every child has the opportunity to develop a love for learning and acquire the skills and abilities necessary for them to fulfil their potential and gain employment as an adult.

Implementation

We aim to meet our objectives through:

- Quality first teaching
- Targeted and effective CPD
- Adaptive teaching based round effective assessment of the needs of the pupils
- A culture of belonging and relational approach
- Providing children with character education to support life skills
- Carefully planned learning environments to meet the needs of all pupils
- Ensuring our children have high attendance and are punctual
- Working with families

Challenges

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

Challenge number	Detail of challenge
1	Under developed oral language and vocabulary gaps Data analysis shows that a proportion of disadvantaged and vulnerable pupils have underdeveloped language and vocabulary from Nursery to Year 4 2025-2026 - 47% PP pupils are not on track in English foundational skills
2	Delay in early reading skills (phonological awareness) 2025 - 2026 - 39% of PP pupils are working below ARE for phonics EYFS + KS1 - (9 children) 66% currently not on track KS2 (14 children) 35% currently not on track
3	Mathematics outcomes for disadvantaged pupils improve across the school. 2025-2026 - 34.7% currently not on track to meet ARE
4	Social, emotional and mental and health 2025 - 2026 - 52% of PP pupils have been identified as requiring nurture support to remain regulated to access learning

5	<p>Underdeveloped fine and gross motor skills 2025 - 2026 - 43% of PP pupils require physical development intervention EYFS + KS1 (9 children) 55% require PD intervention KS2 - (14 children) 28% require PD intervention</p>
6	<p>Attendance and punctuality 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). In 2024/25, there was an improvement to 89.4%, however, this continues to be below the national average of 92.6%.</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>Disadvantaged pupils demonstrate significantly improved oral language and vocabulary skills from Reception to Year 4.</p>	<p>Assessments show accelerated progress in communication and language (EYFS) and spoken language across KS1 and KS2. Lesson observations, pupil voice and book scrutiny evidence increased use of ambitious vocabulary. Disadvantaged pupils engage confidently in discussions and access the wider curriculum successfully.</p> <p>2025-2026 Higher % of pupils in EYFS meeting ELG in Communication and Language and Literacy</p> <p>Higher % of pupils on track for speaking and listening in KS1 and KS2 which impacts on pp pupils achieving in foundational skills</p>
<p>Reading attainment for disadvantaged pupils improves across all key stages.</p> <p>Delay in early reading skills (phonological awareness)</p>	<p>Increased percentage of disadvantaged pupils achieving GLD in Reception. Increased percentage achieving EXS and GDS at the end of KS1 and Year 4. The attainment gap between disadvantaged and non-disadvantaged pupils narrows at each assessment point.</p> <p>2025-2026 All PP children to achieve ARE in phonics in EYFS and KS1 % increase in PP children achieving ARE in phonics in KS2</p>

<p>Mathematics outcomes for disadvantaged pupils improve across the school.</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>% increase in PP children achieving ARE in maths</p>
<p>Writing attainment for disadvantaged pupils improves across all year groups.</p> <p>Underdeveloped fine and gross motor skills</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>2025 - 2026 - 43% of PP pupils require physical development intervention</p> <p>% decrease in PP children requiring PD intervention which impacts on writing</p>
<p>Parents are equipped to support their children's learning effectively at home.</p> <p>Social, emotional and mental and health</p>	<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> <p>2025 - 2026 - % decrease in number of PP pupils requiring nurture support to remain regulated to access learning</p>
<p>To improve attendance to national levels</p>	<p>Pupil premium attendance to improve to be inline with national average of 92.6%</p> <p>Pupil premium attendance to improve to be inline with national average of 92.6%</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: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the skills and expertise of teachers through shared	In the EEF Attainment Gap 2017 report, it states that what happens in the classroom	1, 2, 3, 4, 5

<p>practice and CPD to further improve teaching</p> <p>CPD and release time for staff to observe colleagues.</p> <ul style="list-style-type: none"> ● Adaptive teaching ● Scaffolding ● Explicit vocabulary instruction ● Talk for Reading ● Talk for Writing ● NCETM Maths hub training ● Release time to attend Trust networks ● NPQSEN ● Little Wandle (for new staff) ● EY environment ● EY maths ● EY writing 	<p>makes the biggest difference: improving teaching quality leads to greater outcome improvements.</p> <p>EEF Early Years Toolkit</p> <p>EEF Teaching and Learning Toolkit</p> <p>EEF Mastery Learning</p> <p>EEF Improving Maths in Early Years and KS1</p> <p>EEF Improving Maths in KS2</p> <p>NCETM</p> <p>DFE Strong Foundations</p>	
<p>Train staff in focused speech, language and vocabulary to support Oral language and vocabulary development</p> <p>ELKAN</p> <p>NELI</p> <p>Talk Boost</p>	<p>EEF Oral Language Intervention</p>	<p>1,2</p>
<p>T4W Project 2 years training of all school staff</p> <p>Training of staff new to school who have missed initial training</p> <p>Talk for reading training</p> <p>Purchase of TFW teacher books for all staff</p> <p>Purchase books for reading spines across the school</p> <p>Purchase of tramline books to support handwriting and fine motor development</p> <p>Specific phonics CPD (Little Wandle training for new staff)</p>	<p>EEF - Combining reading with writing instruction: an integrated approach</p> <p>Improving Literacy in KS2 EEF Guidance report</p> <p>EEF Preparing for Literacy</p> <p>EEF Literacy KS1</p>	<p>1,2</p>
<p>Develop Maths curriculum based on Maths Mastery, supported by Great North Maths Hub</p> <p>Maths lead training</p> <p>Release time for Trust network</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>NCETM Teaching maths mastery</p>	<p>3</p>

<p>ECT Maths mastery training EYFS teacher support form the maths hub</p>	<p>EEF Teaching and Learning Toolkit - Mastery EEF Improving Maths in Early Years and KS1 EEF Improving maths in KS2 EEF Early Numeracy Approaches</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. 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</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'</p>	1,2,3
<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. Oral language interventions</p>	1
<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. EEF Simple view of Writing EEF Preparing for Literacy EEF – Physical Development The role physical development plays in Year 1 readiness</p>	5
<p>Parental Engagement: <ul style="list-style-type: none"> Monitor and track attendance of Pupil Premium families at parents' evenings and </p>	<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.</p>	6

<p>school events; follow up to address barriers and increase participation.</p> <ul style="list-style-type: none"> • Provide clear curriculum maps with guidance and practical strategies to help parents support learning at home, shared through online platforms. • Strengthen communication with Pupil Premium families through regular updates and direct messaging via Class Dojo and the school Facebook page. 	<p>Strengthening partnerships with families will support consistency, raise aspirations, and help narrow the attainment gap between Pupil Premium pupils and their peers.</p> <p>EEF – Parental Engagement</p>	
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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
<p>Little Wandle Catch Up Intervention – resources, training and staffing</p>	<p>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:</p> <p>EEF Phonics Intervention Evidence</p>	<p>1,2,3</p>
<p>Oral language and vocabulary support and intervention - Develop oracy across the school using a number of strategies</p> <p>TFW</p> <p>Talk about</p> <p>Blank level questioning</p> <p>ELKAN</p> <p>NELI</p> <p>Talk Boost</p>	<p>Oral language interventions including Neli language programme aim to support learners’ articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms (such as Philosophy for Children), and to Collaborative learning approaches which promote pupils’ talk and interaction in groups</p>	<p>1,2</p>

Neli and Talk Boost training Summer term 2026		
Social and Emotional Learning will be supported through targeted Talkabout and Nurture interventions, helping pupils develop communication, social skills, and emotional regulation. These structured sessions aim to build confidence, improve wellbeing, and support engagement in learning.	Improving Social and Emotional Learning in Primary Schools	4

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

Budgeted cost: £2,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Improve behaviour across the school and reduce suspensions	EEF Improving Behaviour in Schools	All
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: £31,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1 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
Disadvantaged pupils demonstrate significantly improved oral language and vocabulary skills from Reception to Year 4.	<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>	Year 1 Phonics check: 97% (significantly above national average)
Reading attainment for disadvantaged pupils improves across all key stages.	<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>GLD in Reception 24/25: 73.7% (Above National average of 66.7%)</p> <p>PP – 66.7% (National Average 51.5%)</p> <p>Phonics score: 97% (significantly above national average)</p>
Mathematics outcomes for disadvantaged pupils improve across the school.	<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>GLD in Reception 24/25: 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 average score of 20.6)
Writing attainment for disadvantaged pupils improves across all year groups.	Increased percentage of disadvantaged pupils achieving GLD in Reception. Increased percentage achieving EXS and GDS at the end of KS1 and Year 4. Writing shows improved vocabulary, stamina and technical accuracy over time.	Writing Learning Goal: Non PP – 74.3% PP- 66.7%
Improve Attendance for disadvantaged pupils	Pupil premium attendance to improve to be inline with national average of 92.6%	Overall Attendance: 96.1% Pupil premium attendance for 2024/25 was 93% which is in line with national average.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
6 service pupils receive £350 each - £2100 Service pupils received support tailored to their individual needs, delivered through both universal and targeted strategies as appropriate.
The impact of that spending on service pupil premium eligible pupils
All service pupils are working within their year group curriculum.

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.