

Pupil premium strategy statement 2025/26

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 Victoria Primary
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	26 th November 2025
Date on which it will be reviewed	26 th November 2026
Statement authorised by	Jo Wood
Pupil premium leads	Kevin Precious
Governor / Trustee lead	Julie Hardaker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94035
Recovery premium funding allocation this academic year	n/a
School Led Tutoring Grant	£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	£94035

Part A: Pupil premium strategy plan

Statement of intent

Our school wholeheartedly believe in the 'Whole Child Approach' and we value our children's academic development as much as their social and emotional development. This is the ethos of our school and our pupil premium strategy statement reflects this.

Our aim is that **all** our disadvantaged children regardless of their background, barriers to learning, challenges they face or even when they join our community, will leave our school making good progress and achieving highly across all areas of the curriculum. More than this, they will possess the emotional intelligence, motivation and resilience to continually achieve, overcome challenges and be successful once they leave our special school family.

Wave one high quality teaching of our outstanding, innovative curriculum will prove to have the most impact on closing the disadvantaged attainment gap. This, alongside our bespoke 'whole child approach', will enable our children to be effective life-long learners who possess a love of learning and the emotional intelligence to succeed.

Our teachers take full responsibility to ensure our disadvantaged children make accelerated progress. They are supported in their emotional and social wellbeing by our superb inclusion team and cluster support where needed and this is overseen by the SLT team. Each disadvantaged child has an individual tracker which addresses any barriers to learning and identifies the support given and by whom. Disadvantaged children who are higher attainers are still tracked and given support to make accelerated progress.

Our tracking and assessment demonstrate that, as with the national picture, our disadvantaged children's starting points are often below that of their peers.

The approach for our disadvantaged children is to support them and their families on an individual basis with all the necessary resources in place, both academically and emotionally and socially. It is 'a thousand little moments' that will lead to attainment and success for our pupil premium children, we aim to give them these and more besides.

Challenges

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

Challenge number	Detail of challenge
1 Oracy	Assessments, observations, discussions with staff and pupils indicate underdeveloped oral language skills and vocabulary gaps across all areas of the curriculum for many of our disadvantaged children. These gaps are still prevalent for our disadvantaged children when they start at our setting.
2 Attainment	Assessments show that, although closing, there is still an attainment gap between disadvantaged and other in school at key assessment points e.g. ELG, phonics, MTC check and end of KS2 data.
3 Attendance	Our attendance data shows that disadvantaged attendance is lower in school than others. Data also show that a large proportion of our persistent absentees are disadvantaged children. This is having an impact on children both emotionally and socially and regarding academic achievement.
4 Social Emotional	On average around 50% of pupil premium children or their families are receiving support from our inclusion team for the emotional and social wellbeing. The work done by them allows the children to be in a position to learn academically and be supported through traumas, ACE's etc
5 Reading	Internal data shows that a significant number of our disadvantaged children have not developed the necessary reading strategies, do not have reading role models or access to a range of texts at home or are at a lower book band than their peers.

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
Over the course of the next three years any pre-school vocabulary gap to be diminished and our disadvantaged children close the gap by the end of KS2. The oracy curriculum which has been launched in the academic year based on the oracy framework will support with this. Our vocabulary work across the curriculum on tier 3 words will also support children in accessing and being successful in the foundation subjects. We are also using talk frames to support children's key understanding in areas such as maths and English.	<ul style="list-style-type: none"> By the end of the second academic year, we will reduce the entry-to-Reception attainment gap in language and communication skills between disadvantaged and non-disadvantaged pupils by 30% through the consistent implementation of the new Oracy Curriculum By the third year, attainment in the foundation subjects will have increased by 10% for our disadvantaged children
Over the course of the next three years any attainment gaps for our disadvantaged children compared to non-disadvantaged will be closer to being diminished. Our disadvantaged children will perform as well as non-disadvantaged nationally.	<ul style="list-style-type: none"> The attainment of non-disadvantaged will be within 4-8% of non-disadvantaged at the end of KS2 for RWM and combined The attainment gap between the

<p>Our disadvantaged children will do this whilst still accessing a full broad and balanced curriculum and have opportunities to explore extra-curricular activities, cultural capital and play an extensive role in our many pupil voice groups.</p>	<p>school's disadvantaged pupils' KS2 RWM combined percentage and the national non-disadvantaged KS2 RWM combined percentage will be reduced to 0 percentage points or less</p> <ul style="list-style-type: none"> • The participation rate of disadvantaged pupils' extra-curricular clubs and school-funded trips/visits will maintain 100% over the three year period.
<p>Our attendance team will ensure that disadvantaged children's attendance is in line with non-disadvantaged and is at best in line with national attendance figures for all pupils. Our current attendance figures for disadvantaged is 92.9% and whole school is 95.6%. Many of our persistent absentees are disadvantaged children. The attendance team will work to ensure that the number of children with persistent absenteeism is significantly reduced.</p>	<ul style="list-style-type: none"> • By the end of year 3, disadvantaged children's attendance will be within 1-2% points of non-disadvantaged. • Disadvantaged children's attendance will at least be in line for all pupils nationally • The number of disadvantaged children who are persistently absent will reduce by 50%.
<p>Our disadvantaged children are given the emotional social support for them to develop resilience, motivation, self-esteem etc to become successful in life. Interventions and specialist support is readily available if required for them, and their families, through our inclusion team and cluster support. We are using Zones of Regulation as a whole school self-regulation strategy and there will also be zones of regulation interventions being led by the SENCO and inclusion team. A large proportion of disadvantaged children still access inclusion and cluster support.</p>	<ul style="list-style-type: none"> • By the end of the first academic year, the percentage of disadvantaged pupils requiring ongoing intensive Tier 3 support from external cluster services will decrease by 20% compared to the baseline, as documented by the Inclusion Team and Cluster records. • Zones of regulation interventions will improve the self-efficacy and resilience scores of disadvantaged children by 15% as measured by SQD exit questionnaire.
<p>Through reading interventions and the continued progress with whole class reading, our disadvantaged children will be exposed to extensive vocabulary, which will widen their knowledge. This is reinforced through the EYFS curriculum and Reading Frameworks. Children will apply their metacognitive reading strategies when reading which will lead to more disadvantaged children attaining working at and greater depth scores. Disadvantaged pupils scoring in the reading domains of authorial intent, inference and vocabulary in the KS2 SATs will be broadly in line with their peers. Disadvantaged pupils' phonics scores will be in line with non-disadvantaged.</p>	<ul style="list-style-type: none"> • The average scaled score or the percentage of disadvantaged pupils achieving the expected standard (EXS+) in the KS2 Reading SATs for the domains of Authorial Intent, Inference, and Vocabulary will be within 5 percentage points of the non-disadvantaged cohort • 90% of disadvantaged pupils in Key Stage 2 (KS2) will be assessed as consistently applying at least three agreed-upon metacognitive reading strategies (e.g., clarifying, questioning, summarising, predicting) during dedicated reading time, as evidenced by teacher monitoring and pupil

	<p>book/record analysis.</p> <ul style="list-style-type: none">• Across school attainment in reading for disadvantaged pupils will be within 10% of non-disadvantaged and 85% of children will be reading at an age-appropriate book band. Disadvantaged pupils' phonics pass rate will be in line with non-disadvantaged.
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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: £30000 (This includes but not limited to CPD, resources to support CPD, specialist training around oracy, metacognition, cover for staff to attend courses/plan training, payment of English consultants and the cost of resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy including vocabulary development across the curriculum</p>	<p><i>We believe that alongside reading, writing and arithmetic, oracy is the fourth 'R': an essential, foundational building block to support our young people on their journey towards living fulfilling adult lives (Oracy Education Commission, 20204)</i></p> <p><i>There has been a wealth of educational research over recent years regarding the gap in vocabulary that many children face: this particularly effects children from lower income families and those with English as an additional language (Mandy J. Maguire, et. Al 2018).</i></p> <p>In the academic year 2025/26 the school have adopted an oracy curriculum based on the Voice 21 Oracy Framework. There is also a dedicated oracy lead who has been appointed. Members of SLT and the oracy lead have attended numerous training sessions and have planned a programme of CPD and monitoring to be delivered to the whole school. The oracy implementation plan builds on the work the school have been doing on move and learn and metacognition over the previous three years.</p> <p>As part of the oracy framework the previous work around the importance of developing children's vocabulary – specifically tier 3 vocabulary in the wider curriculum- will continue. Use of Frayer models, morphology, etymology etc will continue to be part of first wave teaching across the core subjects of RWM Specific speech and language support will be used through 'Talk Boost'.</p>	<p>1</p>

<p>Development of reading</p>	<p><i>By the final year of compulsory schooling in England, the reading skills of children from disadvantaged backgrounds are on average almost three years behind those from the most affluent homes [Jerrim, J, and N. Shure (2016) Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school. [DfE (2016) Reading is the master skill at Morley Victoria and leaders are continually attending CPD and delivering this to staff.</i></p> <p>Annually, each year group completes trackers for their bottom 20% and produce an overview of which children are receiving wave 2 support for their reading and what is their individual barrier e.g. phonics, vocabulary, comprehension etc. This will be delivered either 1 to 1 (+5 months EEF), have a phonics focus (+5 months EEF) or through a small group (+4months EEF). Year 2 upwards will continue to develop comprehension strategies around our bespoke 'Magnificent 7'. (Reading comprehension strategies +6 months EEF) Reading is still the 'Master Skill' with our children being closely tracked and supported.</p>	<p>2</p>
<p>Metacognition including Zones of Regulation</p>	<p>The schools work on metacognition over the past two years has also allowed children to develop their metacognitive strategies for reading particularly focusing on the reading domains of authorial intent, inference and vocabulary. <i>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months' progress when used well. EEF.</i></p> <p>Zones of regulation are being used across whole school to supporting self-regulation. Groups for targeted children are being run by the inclusion team.</p>	<p>2, 5</p>

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

Budgeted cost: £25000 (Including and not limited to interventions, over time, resources, one to one costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions	All our PP children have their own tracker and their progress is continually monitored and planned interventions will be provided if necessary. An approximate percentage of PP children on targeted intervention throughout the year is around 65-75% at any given assessment point. We have also invested in an intervention called "Talk Boost" which will be implemented across the Early Years. Staff have already received the training for this speech and language programme. Staff have received specific training related to children they work with for example training around autism, British Sign Language, colourful semantics, Bucket time or Lego Therapy.	1,2,5
Subscriptions	We pay for various subscriptions to help support the running of these interventions as a school such as Grammarsaurus and Active Learn Bug Club online e-books. We also provide specialist IT equipment such as iPads and programmes for dyslexia such as Nessy.	1,2,5
Mini Vic	We have employed a HLTA to work from Mini Vic who will run small group academic interventions across school	5

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

Budgeted cost: £ 40000 (This includes Inclusion team, behaviour support worker, CPD for the staff, resources, after school clubs for disadvantaged children and running costs for the nurture hub).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team, the Whole	We have a non-classed based inclusion	3,4

<p>Child Approach and Zones of Regulation</p>	<p>team to support the needs of our children as our school ethos is the 'whole child approach'. This team are there to support children and families who are going through difficult times and provide intervention following plan, do review cycle. (+4 months EEF). They also help develop behaviour strategies in place for children where required (+3 months EEF). We have developed our own nurture space called 'Mini Vic' where intervention groups are being run. On average around, 50% of our disadvantaged children are receiving support from our inclusion team at any given time. As a school we track our disadvantaged children in terms of their participation and opportunities given to participate in extracurricular activities. We will pay for clubs such as Minecraft, Creation Station and Rocksteady and subsidise trips so children can increase their cultural capital.</p>	
<p>Specialist cluster support</p>	<p>We pay into specialist cluster support with several schools who provide us with access to professionals such as education psychologists, therapists and family support workers. They have professional expertise, local knowledge and support in which we have immediate access to when we would otherwise have to source this. (+4 months EEF). Historically, around 25% of our disadvantaged children and their families have accessed the cluster.</p>	<p>3,4</p>
<p>Behaviour Support Worker and one to one support</p>	<p>We have a specialist behaviour support worker who is working with some of our most vulnerable, disadvantaged children. He also helps to develop behaviour strategies in place for children where required (+3 months EEF). The BSW is sharing his expertise with other staff and is also contributing to the wider school as part of the inclusion team. He is helping to coach members of staff with techniques and ideas to support behaviour across school. He also runs an after-school club where he is promoting Lego Therapy. The BSW is supporting children through using zones of regulation sessions.</p>	<p>3,4</p>

Total budgeted cost: £ 95000

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 2023 to 2024 academic year.

Disadvantaged Data 2024/25

	Reading		Writing		Maths		Combined	
	School	National	School	National	School	National	School	National
Attainment	82%	75%	73%	72%	91%	74%	73%	61%
GD	18%	33%	0%	13%	27%	26%	0%	8%

There are no progress measures due to the pandemic however our internal data shows that many of our disadvantaged children have closed the gap from working towards to working at the end of KS2. We are especially pleased with the numbers of children who achieved the combined figure this year as, although it is below non-disadvantaged in school, it is above national.

Year Group	Emotional and Social Support	English (inc phonics)	Maths	Percentage of children not receiving any wave 2 support
Reception				
Year 1	100%	100%	100%	0%
Year 2	50%	50%	0%	50%
Year 3	40%	55%	0%	37%
Year 4	32%	88%	0%	12%
Year 5	36%	90%	45%	0%
Year 6	62%	77%	70%	0%

The above shows figures which support our strategies for targeted academic support and work done with our inclusion team. We have also tracked our extra-curricular offer and all our disadvantaged children have participated in extra-curricular opportunities again this year with many attending multiple events or having multiple roles in

school.

Multiplication Checklist Results 2025

School	School	National		
Status	Average	Full Marks	Average	Full Marks
Non disadvantaged	23	70%	21.7	41%
Disadvantaged	22.5	33%	19.3	27%

We are very pleased with the performance of our disadvantaged pupil's performance in the MTC check. Our disadvantaged scored higher than non-disadvantaged nationally with a higher average score. The average score is also broadly in line with non-disadvantaged in school. The average score is significantly higher than non-disadvantaged nationally as is the percentage obtaining full marks. We recognise the need to increase full marks to be in line with national non-disadvantaged and close this gap with non-disadvantaged in school.

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

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

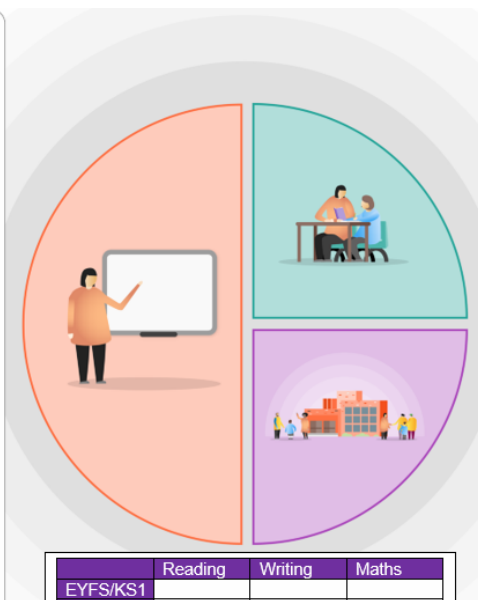
Pupil Premium Trackers

Each of our disadvantaged children have a PP tracker to monitor their progress in school – see below as an example. These trackers are designed to get teachers to understand any barriers the children may have, classroom strategies for first wave strategies plus any interventions both academically and socially and emotionally. The PP children are discussed in pupil progress meetings and the pupil premium leaders will quality assure throughout the year.

1 Teaching

Look at the Strategy Statement, SDP and Teaching and Learning Toolkit
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

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2 Targeted academic support

Anything over and above wave 1 teaching.

3 Wider strategies

What support does the child have for emotional and social, attendance, behaviour etc

All staff have met with the PP leads, had the strategy document shared and been given training on how to best use the EEF document to support. Our strategies for the PP link closely with objectives on the school's development plan, our strategic intent plan, subject leader action plans, inclusion team action plans and whole staff CPD that has been delivered on areas such as cognitive load theory, the reading framework and attachment amongst others.