



Mornington Primary School

Pupil Premium Strategy Statement – 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Mornington Primary School
Number of pupils in school	260 (FS2 - Y6)
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rebecca Joyce (Head Teacher)
Pupil premium lead	Johanne Reeves (Deputy Head Teacher)
Governor / Trustee lead	Andrew Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450 £7890 (PP+) Total = £53,340
Recovery premium funding allocation this academic year	£ 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	£45,450

Part A: Pupil premium strategy plan

Statement of intent

Evidence and fact make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress. As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged children.'

The targeted and strategic use of pupil premium supports schools in achieving our vision of helping everyone to achieve to their full potential.

MPS is committed to using the Pupil Premium funding to address social disadvantage by ensuring that teaching and learning is designed to meet the needs of all pupils. Common barriers to learning for disadvantaged pupils include weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality.

School recognises that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support.

Support will be allocated following a needs analysis which will identify priority classes, groups or individuals. Due to limited funding and resources, not all children receiving free school meals will be in receipt of pupil premium interventions at all times.

We will:

- ⚡ Used diagnostic assessments of well-being and learning needs
- ⚡ Ensure appropriate provision is made for vulnerable pupils
- ⚡ Prioritise the use of Pupil Premium funds for maximum impact
- ⚡ Perform regular reviews and monitoring
- ⚡ Focus provision on the development of the whole child
- ⚡ Support staff with focussed CPD
- ⚡ Have high aspirations for all children
- ⚡ The responsibility for the care, support and achievement of Pupil Premium pupils lies with all staff.

Challenges

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

Challenge number	Detail of challenge
1	Writing assessments show a continued gap, with only 44.7% of disadvantaged pupils meeting ARE, compared with 66.5% of their non-disadvantaged peers.
2	Our observations, assessments (PP calculator) and discussions with pupils and staff show that our disadvantaged children are less likely to partake in enrichment experiences that will positively impact academic achievement and well-being and build cultural capital. 9% of PP children have signed up to an enrichment club in Autumn term.
3	Summative and formative assessments show that disadvantaged pupils are attaining lower outcomes in maths than their non-disadvantaged peers. Only 63.2% of disadvantaged pupils achieved ARE in maths, compared with 73.9% of non-disadvantaged pupils.
4	Attendance remains a significant challenge for disadvantaged pupils. Data from last year shows that 43% of pupils eligible for the Pupil Premium had attendance below 95%, with 29% attending less than 90%. In addition, 20% of Pupil Premium pupils were classified as 'persistently absent' over the year. Lateness also remains an issue, with 43% of Pupil Premium pupils arriving late at least once during the last academic year.
5	Observations and discussions suggest a proportion of our disadvantaged children have lower oracy skills, highlighting the need to develop their spoken language abilities to enable them to reach their full potential in school and beyond.

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.

Improved reading attainment for disadvantaged pupils	<ul style="list-style-type: none"> ➤ End-of-year writing attainment shows a narrowing of the gap between PP and non-PP pupils. ➤ Identified PP children without additional needs are achieving the expected writing standard for their year group. ➤ PP pupils with additional needs receive targeted intervention support tailored to small-step targets. ➤ Ongoing monitoring indicates that these interventions are supporting progress in writing for identified pupils.
PP children are engaged in a wide range of experiences and activities beyond the classroom e.g clubs, visits and residential.	<ul style="list-style-type: none"> ➤ Increased participation of PP children in extracurricular clubs. ➤ PP children participate in residential visits and other school visits to support their learning. ➤ Tracking and monitoring show that PP pupils are accessing a broader range of enrichment opportunities throughout the year. ➤ Feedback from pupils and staff indicates greater confidence, enjoyment, and cultural capital as a result of these wider experiences.

Improved maths attainment among disadvantaged pupils	<ul style="list-style-type: none"> ➤ Formative and summative assessments show that the attainment gap in maths between disadvantaged pupils and their peers is narrowing. ➤ Disadvantaged pupils demonstrate increased confidence and accuracy when applying mathematical concepts during lessons and independent tasks. ➤ Targeted interventions and small-group support lead to measurable progress for identified disadvantaged pupils in key maths skills.
Improve the attendance and punctuality of PP children	<ul style="list-style-type: none"> ➤ Attendance of pp children in each year group is above 95% ➤ There is a reduction in the percentage of pupil premium pupils with attendance lower than the National average. ➤ Attendance practices and procedures have been reviewed. ➤ Regular monitoring is conducted alongside support mechanisms. ➤ Parental engagement with school to improve attendance
Improved oral language skills among disadvantaged pupils.	<ul style="list-style-type: none"> ➤ Observations, including lesson visits, indicate improved oral language skills among disadvantaged pupils. ➤ Pupil Premium pupils are engaging in classroom discussions with greater confidence. ➤ PP pupils are increasingly using a broader range of vocabulary to deepen their understanding and knowledge of their learning. ➤ Triangulation with wider evidence, such as lesson engagement, book scrutiny, and ongoing assessments, supports these findings.

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: £7,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of Little Wandle to support reading and vocabulary.	EEF (teaching and learning toolkit – phonics) +5 School have purchased a validated phonics scheme to be used throughout school to support the development of early literacy skills. A priority on training the whole staff ensures a consistent approach to the teaching of early reading which can then progress through school and be used to support interventions. The EEF Toolkit states that 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'.	3
Purchase of standardised diagnostic assessments – CAT	These tests provide valuable insight into a student's cognitive abilities and academic potential. These scores are instrumental in understanding a student's strengths and areas for improvement, helping educators and parents tailor educational approaches.	1, 3, 4

Purchase of White Rose and Times Table Rock Stars to develop knowledge of small steps.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Children are taught mathematical concepts through pictorial, practical and written methods in order to develop a deep understanding, confidence and competence in Maths and improve fluency.	4
Implement the Voice 21 project to support pupils' articulation of ideas and understanding and extension of vocabulary.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1,3

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

Budgeted cost: £30,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide additional TA support to deliver 1:1 or small group phonic sessions</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4 EEF guidance report 'Making best use of teaching assistants' states that we should 'use teaching assistants to deliver high-quality one to one or small group support using structured interventions.' Our new phonics program is a structured intervention. All staff in school to receive full training.	3
<i>To provide additional TA support to deliver 1:1 or small group maths</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4 EEF guidance report 'Making best use of teaching assistants' states that we should 'use teaching assistants to deliver high-quality one to one or small group support using structured interventions.'	1,4
<i>To provide additional TA support to deliver 1:1 or small group English</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4 EEF guidance report 'Making best use of teaching assistants' states that we should 'use teaching assistants to deliver high-quality one to one or small group support using structured interventions.'	1,3
<i>ELSA sessions available to students to promote wellbeing TA x2 0.5 day</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 3

Addressing EYFS language low baseline. 0.5 day	The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) – section 2 – language comprehension states the importance of talk in developing early language skills. This guidance can be used to model classroom practise that can be used by teacher and TA to develop early reading skills. Oral language interventions EEF (educationendowmentfoundation.org.uk) s +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	3
SALT intervention to address poor oracy TA 0.5 day	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions +6 months Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	3

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

Budgeted cost: £8,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving life experiences through funding school trips and residential. Residential take place in Y2/4/6	Life skills and enrichment EEF (educationendowmentfoundation.org.uk) Financial support will ensure that PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interests	2
Access to the EMET school councillor	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1
Well-being and emotional health network	Guidance overview: Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk) A whole school or college approach to promoting mental health and wellbeing which, if applied consistently and comprehensively, will help contribute towards protecting	1

	and promoting children and young people's mental health and wellbeing.	
<i>ELSA sessions available to students to promote wellbeing TA 2 x 0.5 days</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 3
<i>Parent workshops to support maths</i>	Parental engagement EEF (educationendowmentfoundation.org.uk) EEF Guidance report 'Working with Parents to support children's learning' Section 2 – Provide practical strategies to support learning at home - suggests providing parents with tips, advice and resources can make home activities more effective.	4
<i>Attendance at an Improving Attendance network.</i>	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance To support key members of staff to effectively monitor attendance and develop improvement strategies by keeping schools up to date with the latest local and national developments in attendance, promoting good attendance which will contribute to raising achievement and attainment and facilitating the sharing of best practice to meet the needs of the network of schools.	1, 4

Free school meals = £16,245

Additional cost: £46,424

Total budgeted cost: £62,669

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance Data for 2024 – 2025:

PP children – 93.4%

Non-PP children – 95.8%

EYFS - GLD

	% achieving GLD
Total (34)	61.8%
FSM6 (1)	0%
Non FSM6 (33)	64.6%

KS1

% achieving EXS+	Reading	Writing	Maths
All pupils (37)	75.7%	62.2%	75.7%
FSM6 (5)	20%	0%	33.3%
Non FSM6 (32)	84.4%	71.9%	84.4%

KS2

% achieving EXS+	Reading	Writing	Maths
All pupils (44)	77.3	70.5%	79.5
FSM6 (8)	75%	62.5%	87.5%
Non FSM6 (36)	77.8%	72.2%	77.8%

Intended outcome	Success criteria	Achievements (end of 2024/25 academic year)
To improve PP children's emotional mental health, wellbeing and readiness to learn.	<p>Children demonstrate stronger working relationships and friendships with peers.</p> <p>PP children are proud to share their work via Class dojo portfolios.</p> <p>Targeted interventions show a positive impact on mental health.</p>	<p>This year, nine PP children received targeted emotional support through either the school-based ELSA programme or sessions with the EMET counsellor. These interventions have provided pupils with tailored strategies to support emotional regulation, self-esteem, and confidence.</p> <p>Classroom observations (HT) and learning walks conducted by the Wellbeing Lead indicate that the majority of PP pupils are engaged and ready to learn. While a small number remain quiet during whole-class discussions, support sessions have included strategies to build confidence and encourage participation, and these are beginning to show positive effects.</p> <p>A total of 14 awards were presented to PP children during the half-termly awards assembly, reflecting their achievements, effort, and positive attitudes across school life.</p>

		<p>All PP pupils in Year 6 were offered a Year 6 job role, and they carried out their responsibilities successfully. This has contributed positively to their sense of belonging, responsibility, and self-worth.</p> <p>Overall, the evidence suggests that PP pupils' emotional wellbeing and readiness to learn are improving, with further development needed in building confidence for some children during whole-class discussions.</p>
<p>PP children are engaged in a wide range of experiences and activities beyond the classroom e.g clubs, visits and residential.</p>	<p>Improved engagements in a range of extra-curricular activities and experiences.</p> <p>PP children participate in residential visits and other school visits to support their learning.</p> <p>A percentage of PP children participate in a range of competitive sports events.</p>	<p>All PP pupils were offered the opportunity to join in extra-curricular activities. There was a wide variety of clubs on offer including sports, music, arts.</p> <p>29 places on clubs were taken up by PP children</p> <p>Football – 3 Basketball – 4 Multisport – 3 Rounders – 1 Chess – 1 Choir – 6 Wheelchair basketball – 3 Dance - 4 Bricks 4 Kidz – 1 Tag Rugby - 3</p> <p>Eight PP children took part in a range of peripatetic music tuition throughout the school year and performed in the Musical Soiree at the end of the year. They also had the opportunity to perform in the half-termly celebration assemblies for parents.</p> <p>All PP children were offered the opportunity to attend the residential in Y4 and Y6 and the 'Stay Late' in Y2. 5/7 PP children attended Year 4 residential 4/7 PP children attended the Year 6 residential. 3/4 PP children attended the Year 2 'Stay Late'.</p> <p>School funded part of the cost for one child to attend the Y4 residential.</p>
<p>Improved oral language schools among disadvantaged pupils.</p>	<p>Observations indicate improved oral language among disadvantaged pupils eg lesson visits.</p> <p>PP children engage in classroom discussions with increased confidence.</p> <p>PP children use a range of vocabulary to deepen their understanding and knowledge of what they are learning.</p>	<p>Lesson observations completed by HT and Oracy Champion indicate that pupils are showing increased confidence in sharing their ideas and thoughts with the class. There is clear evidence of their engagement in structured speaking and listening activities, with pupils contributing willingly and appropriately during discussions.</p> <p>Pupil voice reflects that children feel more confident when sharing their ideas, and many can articulate how their speaking and listening skills have improved. Pupils are aware of the school's listening ladders and discussion guidelines, and they are confident in using and referring to these to support effective communication.</p> <p>Although progress is evident, the consistent use of correct terminology remains an area for further consolidation. Strengthening this aspect will help to further enhance oracy outcomes and ensure that pupils' spoken language</p>

		more accurately reflects the vocabulary expectations of the curriculum.																								
Improved maths attainment among disadvantaged pupils	Formative and summative assessments show a reduction in the attainment gap between PP and non-PP children in the identified year groups.	<p>Out of 35 Pupil Premium children - 7 also had Special Educational Needs (20% of the cohort).</p> <p>Lesson observations (HT) and a book scrutiny completed by the maths lead show that pupils are actively engaged in their learning and can record appropriately in their maths books.</p> <p>Termly pupil progress meetings provide insight into the interventions and support implemented.</p> <table><tr><th colspan="4">% at least EXS in Maths</th></tr><tr><th>KS1</th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>PP</td><td>62.5%</td><td>75%</td><td>33.3%</td></tr></table> <table><tr><th colspan="4">% at least EXS in Maths</th></tr><tr><th>KS2</th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>FSM6</td><td>50%</td><td>66.7%</td><td>87.5%</td></tr></table>	% at least EXS in Maths				KS1	2023	2024	2025	PP	62.5%	75%	33.3%	% at least EXS in Maths				KS2	2023	2024	2025	FSM6	50%	66.7%	87.5%
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Oracy development and training	Voice 21
Phonics programme	Little Wandle – Letters and Sounds

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling is available through the EMET counselling service for any service child in need of emotional support. We also have 2 training ELSA TA's who are able to offer support if needed.
The impact of that spending on service pupil premium eligible pupils
Stable emotional wellbeing for our service children (4 children)