

## School overview

This statement details our academy'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.

Detail	Data
School name	Richard Rose Morton Academy
Number of pupils in school	907
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 25/26 (of 2023-2026)
Date this statement was published	October 2025
Date to be reviewed	February 2026
Date on which it will be next reviewed	July 2026
Statement authorised by	Richard McGuire
Pupil premium lead	Lisa Bewley
Governor / Trustee lead	David Vaughan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,563
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> *including supplement from UL	£244,563

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Morton Academy we believe that social or financial disadvantage should never be a barrier to a young person's life chances. Our objective for our disadvantaged pupils is that they make as much progress if not more than their peers, there should be no gap between their attainment, attendance, and behaviour figures. Our disadvantaged students receive a broad and rich ambitious curriculum which prepares them for their next phase in their life. We encourage every pupil to believe in themselves and to achieve their highest potential.

Our Pupil Premium Strategy Plan identifies any barriers to learning and so they can be resolved in with research informed solutions, as a starting point we have used the EEF recommendation of a tiered approach with focus on quality first teaching, targeted academic support and wider strategies. The plan is reviewed regularly and adapted based on evidence, intervention, and wider research.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally perform below their non-disadvantaged peers in summative assessments.
2	Disadvantaged boys perform lower than disadvantaged girls nationally – although this trend changed 2023 and 2024 at Morton, so we need to maintain this.
3	The percent of disadvantaged students achieving maths and English basics is lower than non-disadvantaged students.
4	Attendance of disadvantaged students is lower than their non-disadvantaged peers.
5	On entry year 7 Reading ages are lower for students eligible for Pupil Premium than non-Pupil Premium students.
6	There is a higher proportion of social and emotional issues affecting disadvantaged pupils in comparison to non-disadvantaged pupils.

## 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
Positive Progress 8 score for all students with a focus on those eligible for Pupil Premium. Disadvantaged students experience a broad and challenging curriculum. They receive excellent information, advice, and guidance, including those with the EBacc suit.	PP students have a positive P8 score, equal to or above their peers (no P8 score for summer 25 and 26)
% Grade 4+ in maths and English. PP students experience excellent teaching in English and maths and the % achieving 4+ is in line with their prior data	PP students achieving 4+ in Maths and English is at least National average.
% Grade 5+ in maths and English PP students experience excellent teaching in English and maths and the % achieving 5+ is in line with their prior data.	PP students achieving 5+ in Maths and English is at least National average.
PP eligible students attend regularly, those with targeted intervention for attendance improve their % and PA among PP students drops.	PP students' attendance is at least 95%.
Reading stanines improve at the same rate for PP as for non-PP students.	Reading stanines of disadvantaged students are in line with their non-disadvantaged peers.
Reduction in behavioural sanctions for students eligible for pupil premium	Reduction in fixed term suspension and withdrawal to independent learning for students eligible for pupil premium.

## 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

Budgeted cost: £ 91,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Feb 26
Evidence based teaching and learning strategy, using Rosenshine principles and TLAC techniques to promote deep learning and long-term memory. SLT member responsible for T&L team.	EEF metacognition and self - regulation The principles behind Rosenshine and TLAC are in line with the majority of the EEF approaches. <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3	
Equity rather than equality strategy used in teaching and across the academy, from classroom intervention such as additional cold calling and checking in. VP responsible for PP enrolled in RADY program which included a range of strategies from uplifting PP students to teaching strategies.	EEF - individualised instruction and EEF metacognition and self-regulation. RADY strategy for schools and academies in Cumbria	1,2,3	.
Timetabled literacy lesson during English curriculum for key Stage 3 to encourage and embed use of Tier 2 literacy words. Lessons also to include Sparx reader.	Extra focus with specialist staff to support learning gaps. <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 5	

<p>Delivery of a KS3 and KS4 School Guided Reading Programme during AM tutor times.</p> <p>Reciprocal reading strategies used throughout the academy during tutor time and lessons.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text.  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5	
<p>Continued review of a broad and ambitious curriculum with a strong focus on sequencing to embed skills and knowledge.</p>	<p>EEF cites mastery learning can improve progress by up to 6 months in science and maths.</p>	1,2,3,4,5	
<p>Knowledge Organisers for years 7-10 leading to students being able to self-quizz and promote long term memory across the curriculum.</p>	<p>EEF cites mastery learning can improve progress by up to 5 months across different subjects.</p>	1, 2, 3, 5	
<p>Whole academy curriculum overview is widely published around the academy, on the academy website. The curriculum includes a wealth of low stakes formative assessment, key for catch-up and checking for understanding.</p>	<p>EEF mastery learning.</p>	1, 2, 3	
<p>Early baseline assessment of year 7 intake with Mydis, tests and NGRT.</p> <p>Lowest readers receive small group reading intervention, including phonics programme if required. Staff trained in reciprocal reading.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 5	

Completion of home learning using Seneca for English and Ebacc subjects along with Sparx maths, reader and science, to aid cognition, memory and catch up. Satchel One used since Sept 23 to streamline the tracking of setting and completion. Whole school detention system to catch up on non-completion.	Use of online programmes to support EEF mastery and homework. Homework can add 5 months progress to learners according to the EEF.	1, 2, 3, 5	
Continue with whole Academy QA focus on Disadvantaged students in terms of learning walks, work scrutiny and deep dives.	There is always representation of the Pupil Premium students to quality of their learning work is as good if not better than their NPP peers of a similar ability.	1, 2, 3	.

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Feb 26
Continue with whole Academy focus on RADY (Cumbrian initiative to Raise the attainment of Disadvantaged Youngsters) and strategy of Disadvantaged first, where ever set of data is preceded with disadvantaged figures compare to non-disadvantaged.	Trialling county wide, based on evidence informed practice.	1,2,3	.
Bridge provision especially for removing barriers to learning for PP students including attendance, academic and emotional strategies.	EEF mentoring Small group or 1:1 support in resilience and social communications. The EEF cites learners make up to 4 months progress for social and emotional learning.	1, 2, 3, 4, 5, 6	

Literacy and numeracy intervention in The Bridge Provision for LAP and MAP PP students.	EEF small group and 1:1 tuition.	1, 2, 3, 5	
Small group maths tuition through Capital tutoring which prioritises Disadvantaged students at 4+,5+ and 7+ benchmark for year 10 and 11 to begin October 2025	Small group tuition, EEF cites up to 4 months progress on learners.	1, 2, 3	
Holiday revision workshops, online, or in the academy for year 11, targeting Disadvantaged students.	EEF extending the school day cites to improve progress by up to 3 months.	1, 2, 3	
Programme of maths and English intervention for every year 11 during tutor time so students receive one extra hour of maths and English every week.	EEF extending the school day cites to improve progress by up to 3 months. In previous years students who regularly attended were more likely to achieve their target grades or above.	1, 2, 3	
SLT meeting with students and parents to discuss mock results, next steps, revision techniques etc. All non-attenders have follow-up meetings.	EEF cites parental engagement can improve progress by up to 4 months. The academy offers alternative dates, times and methods of communication to ensure hard to reach parents are involved.	1, 2, 3, 4, 6	
All year 10 Disadvantaged students to receive 1:1 meeting with Vice Principal after mid year mock.	EEF mentoring cites up to 2 months progress on learners	1, 2, 3, 5, 6	
Small group reading and writing interventions with Teaching Assistants, particularly in year 7 and year 8.  Third year of using Lexia programme.	EEF Reading and comprehension strategies. We have used small group 'Fresh start' and 'Read Write Inc' programme in SENs area for year 7 with lowest reading	2, 3, 6	

<p>Ongoing programme of loaning Chromebooks to those without access at home, with PP students prioritised for the first devices.</p> <p>Scientific calculators also provided for</p>	<p>Use of online programmes to support EEF mastery and homework. Homework can add 5 months progress to learns according to the EEF.</p>	1, 2, 3	.
<p>A bespoke CEIAG programme for Disadvantaged students, prioritising interviews with Inspira, visits and follow-up meetings</p>	<p>EEF Aspirations interventions.</p> <p>Previous focus on prioritising PP students has contributed to our leavers rarely being NEET.</p>	1, 2, 3, 4, 5, 6	
<p>Bespoke rainbow group strategy to personalise support for year 11 based on their attainment and progress. Groups displayed on the Wonder Wall.</p> <p>This also includes bespoke assemblies based on ATL and P8 quadrant following November mocks</p>	<p>EEF Aspiration intervention and EEF Feedback. Feedback can raise progress by up to 5 months in secondary schools</p>	1, 2, 3, 5, 6	
<p>All students to receive a 'Guardian Angel' from October 25, which will lead to aggressive mentoring where required after November mocks. SLT to prioritise PP and grade <math>\frac{3}{4}</math> basics.</p>	<p>EEF mentoring cites up to 2 months progress on learners</p>	1, 2, 3, 5, 6	
<p>Key workers for SEND students to support those students who are double disadvantaged.</p>	<p>Teaching assistants are assigned students as keyworkers. The EEF cites this has 4 months progress.</p>	1, 2, 3, 4, 5, 6	

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

Budgeted cost: £52,987

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Feb 25
Intervention in the Bridge for Disadvantaged students affected by Persistent Absence. Inclusion VP student experience to line manage the Bridge as well as Alternative Morton.	EEF 1:1 tuition EEF mentoring EEF behaviour interventions EEF social and emotional learning	1, 2, 3, 4, 5, 6	
Third year of increased attendance team creating capacity to ensure every absence receives a phone call as well as a text and allow for more home visits. Further involvement of SLT where required.	EEF feedback EEF parental engagement	4	
Ensuring the students who are at risk of suspension have appropriate pastoral intervention in place which is reviewed at Internal Inclusion Panel. Where it is in the best interest of the child. Support in the The Bridge or the ISU as required.	EEF mentoring, EEF behaviour interventions and EEF 1:1 tuition.	4, 6	
Continue with structured tracking of report system within the pastoral system to ensure students are moved to the next strategy if required.	EEF cite behaviour strategies and parental engagement can improve progress by up to 4 months.	6	
Aggressive mentoring programme set up after November mocks to complement new year 11 Bespoke Groupings Strategy.	EEF cites mentoring can improve progress by 2 months	1, 2, 3, 6	
Subsidised trips such as Forest Schools for disadvantaged students to experience outside learning and support cultural capital.	EEF outdoor adventure learning. Such trips also promote cultural capital	4, 6	
Wide range of co-curricular clubs and opportunities such as DofE, school performances and sport teams to engage and support with cultural capital	EEF Aspirations Research indicates that engagement in extra curricular activities improves academic outcomes. <a href="#">CSJ- A Level Playing Field.pdf</a>	6	

Whole school mental health strategy, continues, including 2 counsellors from Barnados based in the academy again for the 3 <sup>rd</sup> year running. A high proportion receiving support last year were PP.	EEF social and emotional learning, despite there being little evidence, the limited studies show this can improve learning by 4 months.  There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a>	4, 6	
Academy to investigate all alternatives to PEX and FEX for Disadvantaged students, including the ISU and sister academy.	EEF behaviour interventions.	4, 6	
Staffing of Independent Learning. Staff continue to call home and has a restorative conversation with the child.	EEF cites behaviour interventions can improve progress by up to 4 months and is more successful if a whole school policy is applied.	1, 2, 3, 4, 6	
Continue to purchase revision guides for every GCSE student in every subject. Extended to PP receiving free texts for English literature.	EEF mastery learning, also homework can add 5 months progress to learners according to the EEF.	1, 2, 3, 4	
Third year of house system to raise the profile of positive praise, rewards and ambition across the academy.	EEF aspiration interventions do not have enough evidence to state an improvement in months but as the academy behaviour and attainment improves, we want to focus on rewards and positives.	1, 2, 3, 4, 6	
Sundries for other barriers to learning, including purchasing ingredients for food lessons, music lessons, equipment or uniform.	EEF cites parental engagement can improve progress by up to 4 months.	1, 4, 6	

**Total budgeted cost: £244,563**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

The attainment 8 score for pupils eligible for pupil premium is has increased by 3 points from 35.5 in 2024 to 38.5 in the summer 2025.

The strategies in the plan have contributed to an increase in students eligible for pupil premium achieving English and maths at each benchmark from 2024 to 2025: those achieving 4+ in English and maths increase by 4%, those achieving 5+ in English and math also increased by 4% as did those achieving 7% in English and maths, which was also a 4% increase. Maths outcomes for eligible pupils have also improved, with a 13% rise in those achieving a grade 5 from 2024 to 2025. English outcomes for students eligible for pupil premium increase by 7% at grade 4 and 6% at grade 7.

As we continue to work hard to improve the attendance of those eligible for pupil premium, the percentage of Persistent Absence (below 90%) for students eligible for pupil premium has reduced for three consecutive years.

The number of removals from lesson have reduced across the academy for all students, including those eligible for pupil premium; in 2022 PP students were withdrawn to independent learning 957 times. In 2024 this had reduced by nearly half to 482. Current data for 2025 shows this number has reduced by half again.

Reading data shows a continued improvement following intervention with 38% of disadvantaged students making progress within the same stanine, 24% moving up a stanine and 38% moving up 2 stanines.

Whilst we do not have P8 figures for 2025, due to lack of SATs during Covid 19 it is important to recognise an improvement in the progress 8 score for students eligible for pupil premium from -1.07 then -0.47 to -0.24 in 2024. We obviously strive to continue with this improvement until the P8 score for pupils eligible for pupil premium is at least 0. PP P8 in English increased by 0.7 from 2019 to 2024, PP P8 in Maths has increased by 0.3 from 2019 to 2024, PP P8 in EBacc subjects has increased by 0.85 and PP Open has increased marginally remaining positive from 2019. PP Boys P8 is positive at +0.01.

## 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*

	<b>Provider</b>
Maths catch-up	Maths Star Tutoring

## Further information (optional)

Due to the confidentiality and data protection of students who are eligible for Pupil Premium it is inevitable that students who are not eligible for Pupil Premium to benefit from many of the strategies above, particularly with the primary focus being on quality first teaching.