

## Pupil premium strategy statement – Morecambe Road School

This statement details our school's use of pupil premium (and recovery 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                                     |
| Proportion (%) of pupil premium eligible pupils                         | 54%                                     |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 to 2026/2027                  |
| Date this statement was published                                       | September 2025                          |
| Date on which it will be reviewed                                       | September 2026                          |
| Statement authorised by   | Mrs A Dootson,<br>Headteacher           |
| Pupil premium lead  | Mrs A Dootson,<br>Headteacher           |
| Governor  | Mrs S Mainwaring,<br>Chair of Governors |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £156,168 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0       |
| <b>Total budget for this academic year</b>  | £156,168 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Morecambe Road School we use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Our pupils all face a wide range of challenges. We provide for all pupils, inclusively, a balanced, individualised curriculum, rich in diversity and life skills that facilitates independent learning.

However, we know that additional economic disadvantages create a variance in learning outcomes, particularly in terms of:

- Academic attainment
- Positive Transition to further and higher education
- Employability
- Social opportunities
- Enrichment Activities

It is our aim that the outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. At the heart of our approach is high-quality teaching and the pupil premium funding is spent on whole-school approaches, such as learning support in the classroom, and individual needs, such as individual IT equipment.

As well as learning outcomes, we assess the socio-economic situation of our pupils – their mental health and wellbeing. We have a clear staffing structure that allows for the extended work with families and engages hard to reach families with a nurturing approach. There is a clear and firm approach to attendance and expectations ensuring boundaries are set and dialogue is maintained.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

All pupils at Morecambe Road School benefit from a staff and curriculum structure which supports their specific educational needs, so additional teaching assistant support is put into the classroom to assist disadvantaged pupils to achieve their potential. Furthermore, we are continuing to develop our curriculum to enable pupils to have greater access to outdoor education and residential trips. We have employed a HLTA to manage Outdoor Education. In addition to our annual trips, pupils benefit from the residential and outdoor experiences at Bendrigg Lodge, Coniston Water Park and Borwick Hall and through the Duke of Edinburgh Award Scheme.



## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Staff Knowledge and Understanding of Impact for Disadvantaged Pupils |
| 2                | Limited or No Access to Learning Resources                           |
| 3                | Exacerbated Challenges as a Result of Disadvantages                  |
| 4                | Limited Access to Enrichment and Opportunities                       |
| 5                | Lack of Experience in Life Skills and Independence                   |

## 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  |
|--|---|
| Quality CPD/staff training is implemented and delivered to all school staff to secure K and U of Economically Disadvantaged pupils.<br>Use of pupil data such as attendance and assessment to target intervention and support for pupil premium pupils and impacts | Whole School Understanding – CPD linked to Improvement Plans<br>Whole School knowledge and communication of data and all pupil outcomes   |
| Increased access in school and where identified individual access to learning resources such as IT equipment   | All pupils having equal access to learning resources in school and at home  |
| Low self-esteem and lack of motivation due to challenges of being economically disadvantaged   | Developing confidence building activities<br>Inclusion and equality embedded as a whole school approach such as PSHE topics   |
| Remove barriers to encourage enrichment and opportunities  | Enrichment and opportunities accessed by all pupils across school regardless of background or economic circumstances<br>Creation of the right opportunities to help pupil premium students develop a desire to learn and fulfil maximum potential |
| Inclusive experiences in life skills and independent living  | All pupils confident in life skills in line with their ability and demonstrating a desire to be independent as they go into young adulthood.  |

## 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: £69,343

| Activity                                      | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD for Staff – Ongoing and New               | Wide range of knowledge and understanding of pupil issues<br>- pastoral care, communication skills, teaching and learning<br>Embedding of Crisis Prevention and Intervention<br>Sharing of good practice on Inset Days<br>Training in safeguarding areas such as child on child abuse and then embedded in PSHE/RSE curriculum | 1 and 3                       |
| Staffing Structure and Contracts              | Flexibility in contracts to retain experienced staff and develop new roles to meet groups of pupils, such as the pupil premium cohort  | 1                             |
| Individual Identified Staff Roles Recruitment | Cover Supervisors for consistency of teaching, Family Liaison Officers for pastoral support, Mental Health Practitioner for Pupil Well Being, Speech and Language Support and Outdoor Education development  | 1, 4 and 5                    |

### Targeted academic support

Budgeted cost: £42,000

| Activity  | Evidence that supports this approach                           | Challenge number(s) addressed |
|---|--|-------------------------------|
| Speech and Language                                     | SLA with Happy Talk<br>Makaton Training                        | 1 and 3                       |
| Link courses for pupil vocational training              | Access to LMC and Myerscough<br>Phoenix 1 and 2 Satellite Unit | 3, 4 and 5                    |
| HI and VI support from the Inclusion Disability Service | SLA with LCC Inclusion Team                                    | 3 and 5                       |



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

Budgeted cost: £44,825

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Residentials   | All pupils in Years 6, 8 and 9 plus the Nurture Secondary Groups access Residential trips to Water Parks, Bendrigg and Borwick Outdoor Education Centres | 3 and 5                       |
| Extra-curricular activities through extended services such as the Duke of Edinburgh Award Scheme | Duke of Edinburgh Accredited Centre and Award Scheme<br>JUDO Club and Gradings<br>Activities and enrichment through After School Club and Holiday Club   | 2, 3, 4 and 5                 |
| Swimming sessions  | Annual contract with the Loyne Hydrotherapy, Molly's Minnow School of Swimming and Heysham High School   | 4                             |
| Breakfast Club   | Provision of breakfast free of charge  | 3                             |
| Events in school   | Newsletter and Stakeholder Bulletins – recording events to demonstrate inclusion of all  | 4 and 5                       |
| Rewards system relates to pupil attendance and behaviour data.                                   | Data on attendance and behaviour through SIMS, B squared and CPOMS.  | 3 and 5                       |
| Learning Facilities: Extensions to Room 43 and 45, Early Years Classroom                         | Physical installations to enrich pupil experiences   | 2, 4 and 5                    |
| IT Hardware  | Purchase of IT hardware for individual pupils and constant improvements to IT resources in school eg updated Computing Curriculum Laptop Trolley         | 2 and 3                       |
| Educational Psychologist   | Contract with Educational Psychologist   | 1 and 3                       |
| Life Skill Activities  | Events in the Learning Café, access to the community, Duke of Edinburgh and trips/residentials   | 2 and 5                       |
| Careers and Enterprise experiences   | Enterprises following a business model<br>Employment of an independent advisor   | 3, 4 and 5                    |
| Build A Better Life for Pupils   | Well Being Programme to coach pupils to pause and reflect  | 3 and 5                       |

**Total budgeted cost: £156,168**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

B Squared Progress data (based on the Progression Steps Framework) evidences the performance of our pupil premium pupils in the academic year 2024/25. This can be viewed at Appendix A and demonstrates the performance of our disadvantaged pupils across the academic year 2024/25 - (on average) 95% of our disadvantaged pupils have progressed across all Maths and English parameters within Minimal/Moderate/Good or Significant progress rates. On average, 70% of disadvantaged pupils progressed within the Moderate/Good/Significant progress rates. Progress is tracked not only via the whole school assessment tool (B Squared) but against other Special Schools within the NWSCAP group via Yearly Progress Trackers for Maths and English which are updated termly via the B Squared assessment tool.

The SIMS report at Appendix B evidences 2.55% difference in whole school attendance rates between pupil premium pupils and their non-PPG cohort. There are further strategies in place to bridge this gap, for example deployment of the Family Liaison Officers and use of SIMS attendance monitoring. A proactive school management are taking action to reduce this difference further through policies and consistent communication with parents.

With the strategies in place outlined in Part A of this statement, there is a full expectation that the challenges will be overcome and future outcomes will be positive for the disadvantaged pupils at Morecambe Road School.

### Externally provided programmes

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

| Programme               | Provider            |
|-------------------------|---------------------|
| Speech and Language     | Happy Talk          |
| Educational Psychology  | Dr Pat Bennett      |
| Home Tutoring           | Hawthorne's Limited |
| Pupil Mental Well Being | Build A Better Life |

### Further information (optional)

In addition to PPG, we proactively apply for charity donations to subsidise extended opportunities for the pupils and to ensure that all pupils have access. These include school equipment such as bikes and paying for the experience of residentials.

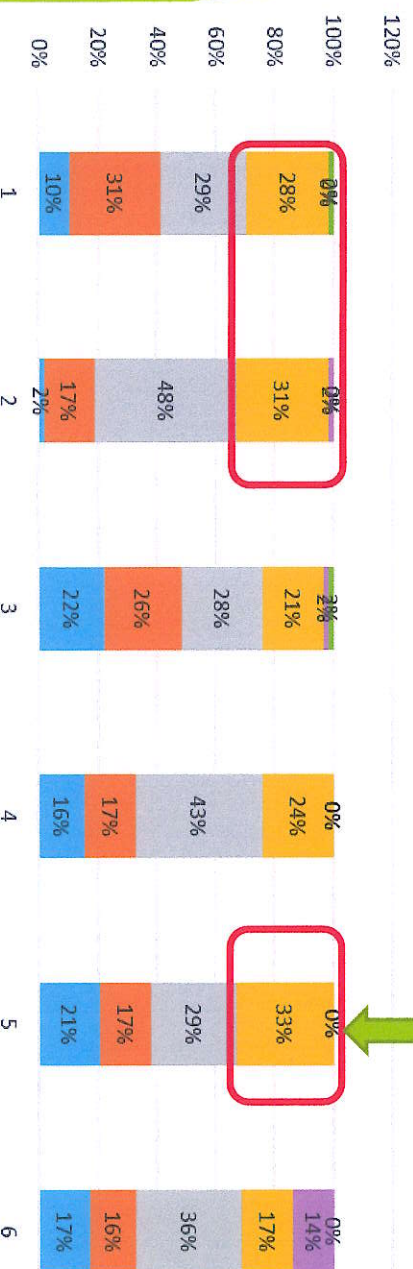


# PPI/FSM:

PPI (Oct'24 - Jul'25)



FSM (Oct'24 - Jul'25)



## KEY:

|   |                            |
|---|----------------------------|
| 1 | Reading                    |
| 2 | Writing                    |
| 3 | Spoken Language            |
| 4 | Number                     |
| 5 | Measurement and Geometry   |
| 6 | Statistics and Probability |

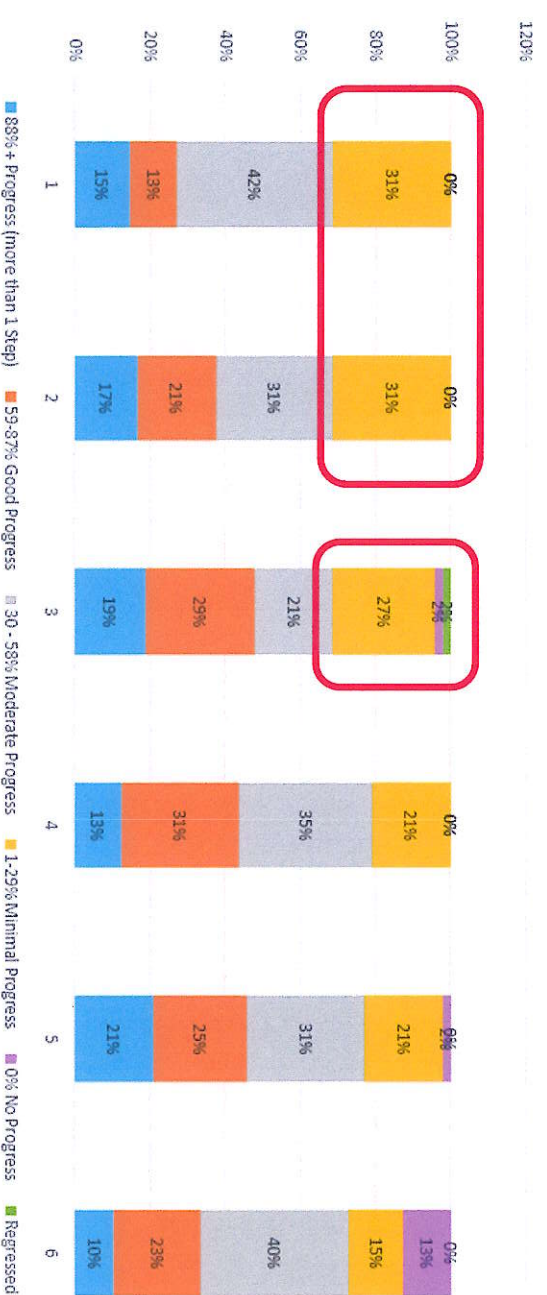
- Both PPI and FSM pupils achieved the greatest amount of **Minimal Progress** in Mt&G, followed closely by Writing and Reading.
- **The 0% progress/Regression for PPI pupils** was explained by the following:
  - ✓ 1 X pupil being on roll but educated elsewhere for all of the 2024-25 academic year.
  - ✓ 2 X pupils with significant changes to family circumstances
  - ✓ 1 X ASD pupil with additional SCLN
  - ✓ 1 X pupil - care experienced



### PPI Pupils (KS1/KS2/KS3) Progress: Oct'24 - Jul'25



### Non PPI Pupils (KS1/KS2/KS3) Progress: Oct'24 - Jul'25

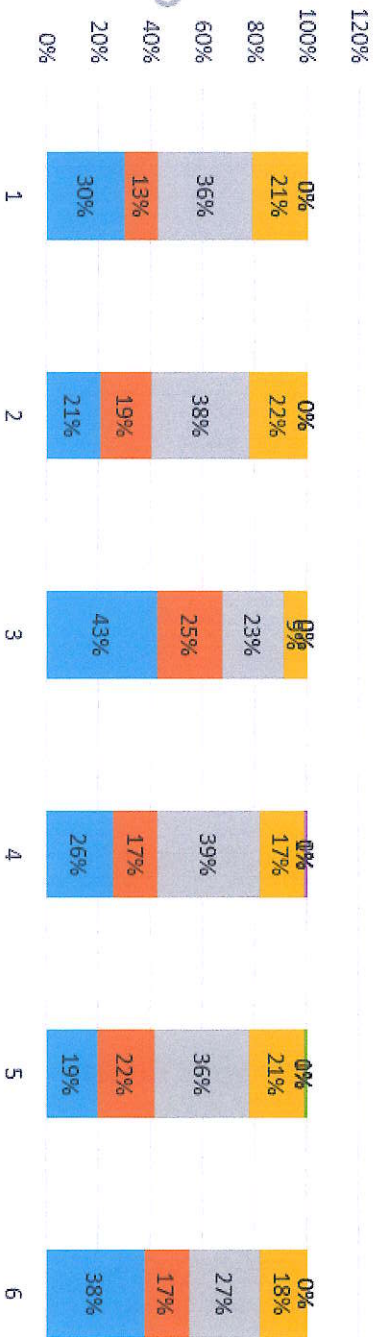


- Both PPI and Non PPI pupils achieved the greatest amount of minimal progress in Reading and Writing.
- However, PPI pupils also achieved the greatest amount of minimal progress in Mt&G, whereas Non PPI pupils achieved over a quarter of minimal progress in Spoken Language as opposed to Mt&G.
- Non PPI pupils achieved marginally more within the Moderate/Good/Excellent Progress
- The data suggests there is very little difference between PPI and non PPI pupils both groups achieving at least 95% progress across all parameters.
- Within St&P both PPI and Non PPI pupils achieved 86-88% progress due mainly to certain classes not covering the content due to external accreditations.

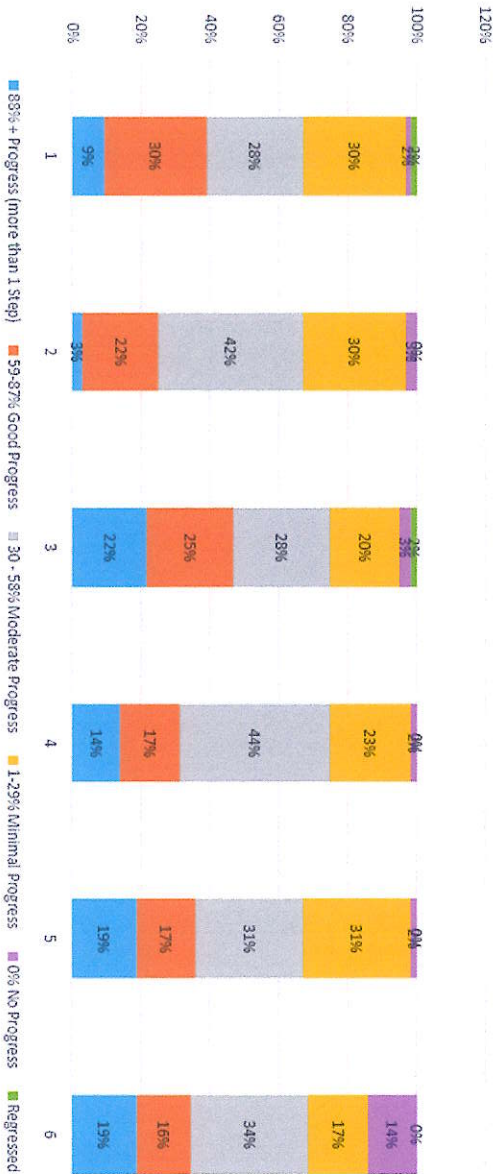


# PPI data from 2024-25 compared to last year's progress (2023-24):

PPI (Sept'23 - Jul'24)



PPI Pupils (KS1/KS2/KS3) Progress: Oct'24 - Jul'25



- 2024-25 PPI pupils experienced a greater amount of **Minimal Progress** compared to last year. However, this was also the whole school trend.
- **M&G, Reading and Writing** remain the parameters where PPI pupils achieved the greatest amount of Minimal progress.

| KEY: |                            |
|------|----------------------------|
| 1    | Reading                    |
| 2    | Writing                    |
| 3    | Spoken Language            |
| 4    | Number                     |
| 5    | Measurement and Geometry   |
| 6    | Statistics and Probability |

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## Appendix B

### Group Analysis by Vulnerability

Period: 01/09/2024 AM to 27/07/2025 PM

#### Whole School Percentages

|                   | Attendances | Authorised Absences | Unauthorised Absences | Late Before | Late After |
|-------------------|-------------|---------------------|-----------------------|-------------|------------|
| Pupil Premium     | 89.17       | 8.66                | 1.97                  | 0.30        | 0.23       |
| Not Pupil Premium | 91.72       | 7.35                | 0.76                  | 0.31        | 0.17       |