Pupil premium strategy statement

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	Manor Primary
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2024
Dates on which it will be reviewed	September 2027
Statement authorised by	Fiona Swain
Pupil premium lead	Emma Anderson
Governor / Trustee lead	Stephen Innes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,750
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	£162,750

Part A: Pupil premium strategy plan

Statement of intent

At Manor Primary School, our ultimate objectives are to ensure that our disadvantaged pupils are given all the opportunities to enable them to achieve well and meet their full potential. We want our pupils to achieve the best possible progression from their starting points through the EEF principles of high-quality teaching, targeted academic support and wider strategies, with the aim for disadvantaged children to keep up rather than catch up. All PPG children will leave Manor motivated, successful and fully prepared for the next stage in their learning and future careers. Our three-year PPG strategy is based on the EEF four step cyclical approach of:

- Diagnosing our pupils needs
- Using strong evidence to support our strategy
- Implementing our strategy
- Monitoring and evaluating the outcomes.

How we implement this:

At Manor Primary School we:

- Diagnose PPG pupils' needs through assessment and observations
- Work together identify PPG pupils' barriers to learning during pupil progress meetings
- Look at external evidence and use our expertise, plus the context of the school, when considering approaches and solutions
- Ensure our PPG strategy is aligned with the SDP and Curriculum statements
- Look at how the aspects of the strategy may impact on existing practises and school organisation
- Ensure PPG pupils have access to high quality teaching and resources
- Utilise the Academic Mentor, interventions and 1 to 1 tuition to meet individual PPG's pupils needs
- Ensure that professional development to implement the strategy is effective and keeps abreast of new research and initiatives
- Regularly track PPG pupils progress and attainment against national benchmarks
- From feedback and evaluation, adapt approaches if necessary
- Have clear outcomes for the end of interventions and monitor progress against these
- Are rigorous in the evaluation of pupils' attainment and barriers to learning as part of the cycle

Challenges

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

Challenge number	Detail of challenge
1	**Knowledge Retention** - across Reading, Writing and Maths a high proportion of the lower attainment pupils are pupil premium. At the end of 2024, across KS1 and 2, 58% in Reading, 51% in Writing and 63% of Maths of PPG pupils' attainment are at and above age expectation which has increased over the last three years. Pupil Premium attainment and progress is still below their peers as the children struggle to retrieve prior knowledge and retain knowledge and understanding.
2	**Phonics and Reading fluency** - A barrier to reading with meaning is children's reading fluency. Fluency is an identified barrier to the children progressing further in their reading, especially the bottom 20% of pupils. Reading at home is noticeably less for our disadvantaged pupils.
3	**Oral language and Vocabulary** – Through internal assessment and observations throughout the school, many of our disadvantaged pupils have underdeveloped oracy skills and limited vocabulary which impacts on their progress in all subjects.28% of PPG pupils are EAL, with some requiring further support with their language acquisition.
4	**Parental Engagement** – The school is situated the bottom 10% of deprivation. Many of our families live in overcrowded housing, which impacts homework. Parental engagement with pupil's learning remains poor, visibly noticeable with home reading, especially in the Early Years, as shown in their home reading logs. 77% of parents attended Parents Evening in the Autumn Term 2024 which has increased over the last three year but still could be improved.
5	**Attendance 2024** – This was similar for PPG pupils and non-PPG children (91.99% v 91.93 %. The majority of pupils who are persistently absent or late are disadvantaged pupils.
6	**Emotional, Social, Health and Behavioural well-being –** Some of our PPG pupils have anxiety and need additional emotional literacy support. Height and Weight's data from the school nursing team indicates the school has one of the highest number of pupils who are overweight and obese in the local authority.
7	**Cultural Capital** – PPG children can have limited life experiences beyond their homes and their local area.

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
1. For PPG pupils to make progress in all areas of the curriculum, especially in Reading, Writing and Maths. For the gap to be narrowed in progress and attainment between disadvantaged and non-disadvantaged pupils and for PPG pupils to make national expectations in Reading, Writing and Maths.	• Increased number of PPG making national expectations in Reading, Writing and Maths in statutory tests. • All PPG pupils (unless they have significant SEN need) accessing their age curriculum in all subject • PPG pupils progress monitored during Pupil Progress Meetings • Pupils who need accelerated progress are in high quality interventions • PPG pupils' retention and retrieval skills increase, demonstrated through formative and summative assessments
2. For all PPG pupils, unless they have significant SEN, to pass their Phonics Screening Check. For all PPG pupils by the end of KS2, to read age-appropriate texts aloud and fluently, at a speed of 90 words per minute.	• Phonics tracking indicates an increasing number of pupils on track through Reception and Yr 1 • Increasing number of pupils are passing the Phonics Screening Check every year. • Less pupils needing phonic intervention in Year 3 onwards • No gap between PPG and Non-PPG pupils in Phonics • Increasing number of pupils able to access age-appropriate texts in KS2 • PPG pupil's words per minute is tracked and increases • Less pupils having to have additional time in KS2 SATs due to Reading Fluency • All teachers across the school trained in RWI Phonics
3. For PPG pupils to make progress from their starting points in oracy For Oracy, as one of the school's main drivers, to be embedded into the whole school culture EAL pupils, especially new to the country, are fully supported across the curriculum	• PPG pupils make progress from their starting points in oral programmes • PPG Pupils are confident to present and speak in full sentences, in standard English and understand modes of address • Through book scrutiny, pupils show they have an increased age-appropriate vocabulary and improved sentence construction in all subjects. • EAL pupils, especially pupils who are new to the country, assessed and

	supported within their stage of language acquisition.
4. 100% of parents/carers reading with their children at least five times a week in the Early Years and an increase engagement with other homework activities e.g. times tables. Improved parental attendance at school's workshops and for the majority of parents to attend parent teacher evenings.	• Pupils' Reading Records demonstrate regular reading at home. • More PPG pupils being able to rapidly recall their times tables by the end of Year 4, demonstrated by the MTC • An increased amount of homework being handed in with less behaviour entries for no homework. • An increase of parents attending parent teacher evening and parent workshops • An increase of parents accessing parenting support
5. For all PPG pupils to meet the national expectations of at least 95% attendance and diminish the persistent absenteeism.	• Less home visits by the Family Support Worker • Percentages will be in line with both local and national figures • Decrease in Fixed Penalty Notices • Gap closed between PPG and Non-PPG pupils in attendance and persistent absence
6. For pupils be resilient and self-organised. They will be able to work independently. For the emotional and behavioural needs of PPG pupils to be fully supported. For PPG pupils and parents to be supported in making healthy choices.	• Pupils demonstrate resilience in lessons and are not discouraged when they make mistakes • Support staff are used effectively so there is not an over reliance on adult support • Improved levels of emotional well-being demonstrated by surveys and teacher observations • Pupils demonstrate more emotional literacy when discussing how they or others are feeling • When required, more parents making referrals to GPs, dentists, opticians, health visitors and school nursing team
7. For all PPG pupils to have opportunities and exposure to cultural experiences and background knowledge that will equip them with cultural knowledge that will propel them further in their education, careers and social development.	• A varied and engaging curriculum which is well sequenced, challenging and scaffolded to meet the needs of all pupils. Literature is well chosen to ensure that heritage, different backgrounds, language and traditions are celebrated • Trips and visits are well planned to ensure that pupils have a wide variety of experiences and opportunities throughout their school life • Children will have opportunities to experience or be exposed to a range of

	cultural and social activities e.g. sports clubs

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: *£ 32,550*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers' CPD on scaffolding based on Tom Sherrington's Walkthrus, which incorporate Rosenshine's principles into everyday practise, with a focus on supporting SEN and EAL children	Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial – EEF High Quality Teaching High-quality teaching | EEF Metacognition and self-regulation | EEF Providing feedback is a well-evidenced and has a high impact on learning outcomes EEF+ 6 months – low cost Feedback | EEF	1,3
Develop pupils' writing fluency through the automaticity in transcription and dictation	Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial – EEF High Quality Teaching High-quality teaching | EEF Metacognition and self-regulation | EEF	1
Develop an internal PD programme so teachers, working in a tripartite, observe each other in class, coaching, modelling, providing	Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice – EEF What works great for CPD	1

feedback and reflection to fully embed into every day practise.		
Maths Lead & TAs working with MOBUIS Math hub - this focus on mastery is then implemented into classrooms	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year – low cost + 5 months EEF Mastery learning | EEF Over the last 7 years the success of the Maths Hubs programme can be seen in the progression students have made at all stages of education with mathematical knowledge – MOBIUS Maths Hub	1, 7
Teacher undertaking the NPQ Primary Maths Lead	Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial – EEF High Quality Teaching High-quality teaching | EEF	1
Ongoing RWI training and progress meetings to enhance Phonics teaching further	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Phonics | EEF	2
SLT hold Welfare & Pupil Progress Meetings with teachers, PPG is a focus x3 a year to ensure pupils need are diagnosed, implemented, monitored and evaluated	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them – EEF High-quality teaching | EEF	1,6
Additional teachers (DHTs) to support Maths in KS1 and Yrs 3 & 4	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them – EEF High-quality teaching | EEF	1

EAL lead appointed (DHT) and part of a Reading Network to give guidance to teachers as to how to support EAL pupils	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year + 6 months EEF Oral language interventions | EEF	3

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

Budgeted cost: £ *98,650*

Activity	Evidence that supports this approach	Challenge number(s) addressed
As part of Academic Mentor focusing on English who provides - 1 to 1 support in Reading Fluency and Phonics	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas + 5 months – EEF One to one tuition | EEF	1, 2, 3
Small group interventions for Phonics	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress + 5 months EEF Phonics | EEF The average impact of the small group tuition is four additional months' progress, on average, over the course of a year + 4 EEF Small group tuition | EEF	2
Additional staff – teaching assistants and EYPs for small group interventions	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year + 4 EEF Small group tuition | EEF	1
Volunteers attend regularly for one-to-one reading	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas + 5 months – EEF One to one tuition | EEF	

School Led tutoring in Maths	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas + 5 months – EEF One to one tuition | EEF	1
Small group - Speech and Language	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year + 6 months EEF Oral language interventions | EEF Small group tuition | EEF	3
Elklan Speech and Language Training	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year + 6 months EEF Oral language interventions | EEF Small group tuition | EEF	3

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

Budgeted cost: £ *54,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to support families with attendance and to reach out to families who need additional help, signposting when necessary to external services	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. + 4 months EEF Parental engagement | EEF	4,5
Attendance Support Worker working with the Head Teacher and the Family Support Worker to monitor, report and offer	PP funding on non-academic interventions, such as improving attendance as this will boost attainment – EEF	5

support on PP attendance		
3 x ELSAs employed, to provide targeted support across the school	The average impact of successful SEL interventions is an additional four months' progress over the course of a year + 4 months EEF Social and emotional learning | EEF	6
Implement Zones of Regulation into classrooms	The average impact of successful SEL interventions is an additional four months' progress over the course of a year + 4 months EEF Social and emotional learning | EEF	6
Massage and Play Therapist working with targeted pupils	The average impact of successful SEL interventions is an additional four months' progress over the course of a year + 4 months EEF Social and emotional learning | EEF	6
Dog Therapy – working with the ELSA, as well as targeted support	The average impact of successful SEL interventions is an additional four months' progress over the course of a year + 4 months EEF Social and emotional learning | EEF	6
School uniform	The Guide to Pupil Premium – tiered approached - EEF	6
Breakfast Club, to help with attendance	The Guide to Pupil Premium – tiered approached - EEF	5
SLT to investigate different approaches to engage parents and implement case studies	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. + 4 months EEF Working with Parents to Support Children – EEF guidance	4
SLT to evaluate current homework practises and introduce a system which encourages self-study skills and overcomes barriers to homework	Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work (see Feedback). + 5 months EEF Homework | EEF	4

Calls home to parents who have not made parent teachers to encourage them to make an appointment	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. + 4 months EEF Parental engagement | EEF	4
Additional opportunities for parents to engage with their children's learning prior to the parent's evening	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. + 4 months EEF Parental engagement | EEF	4
Parental Workshops across the school	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. + 4 months EEF Parental engagement | EEF	4
EAL lead to hold onboarding meetings on entry to school	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. + 4 months EEF Parental engagement | EEF	4
To plan in a wide range of trips, visits and enrichment activities	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum - + 3 months Arts participation | EEF	7

Total budgeted cost: £ 185,2000, additional £22,450 taken from school expenditure budget.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2025 - 2026

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Priority 1: For PPG pupils to make progress in all areas of the curriculum, especially in Reading, Writing and Maths.

For the gap to be narrowed in progress and attainment between disadvantaged and non-disadvantaged pupils and for PPG pupils to make national expectations in Reading, Writing and Maths.

Disadvantaged Foundation Stage 2 GLD

Year	Disadvantaged	Vs LA	Vs Nat
3-year average	61%	56%	53%
2026	60%	62%	55%
2025	67%	50%	51%
2024	58%	56%	52%

3 Year average indicates higher than an average national figure of disadvantaged children achieving GLD. In 2026

Combined Reading, Writing and Maths EXP+

Year	Cohort	Sch disadvantaged Vs Nat disadvantaged	Vs non - disadvantaged	Vs similar schools
3-year average	56	52% v 47%	68%	47% (above)
2026	19	32% v 49%	70%	47% (below)
2025	18	67%v 47%	69%	46%(above)
2024	19	58% v 46%	67%	49%(above)

Disadvantaged Reading EXP+

Year	Cohort	Sch disadvantaged Vs Nat disadvantaged	Vs non - disadvantaged	Vs similar schools
3-year average	56	71% v 63%	81%	64% (above)
2026	19	53% v 63%	81%	62% (below)
2025	18	94%v 63%	81%	64%(above)
2024	19	68% v 62%	80%	65%

Disadvantaged Writing EXP+

Year	Cohort	Sch disadvantaged Vs Nat disadvantaged	Vs non - disadvantaged	Vs similar schools
3-year average	56	61% v 59%	78%	61%
2026	19	42% v 60%	79%	60% (below)
2025	18	78%v 59%	78%	61%(above)
2024	19	63% v 58%	78%	63%

Disadvantaged Maths EXP+

Year	Cohort	Sch disadvantaged Vs Nat disadvantaged	Vs non - disadvantaged	Vs similar schools
3-year average	56	64% v 61%	81%	60%
2026	19	53% v 62%	82%	61% (below)
2025	18	72%v 61%	81%	60%(above)
2024	19	68% v 59%	79%	62%

Priority 2: To ensure that every disadvantaged child, without significant SEND, passes the Year 1 Phonics screening test.

For all PPG pupils by the end of KS2, to read age-appropriate texts aloud and fluently, at a speed of 90 words per minute.

To rapidly close learning gaps for PP children in Phonics and Reading throughout the school

Phonics Check Year 1

Year	Sch disadvantaged Vs Nat disadvantaged	Vs Sch non - disadvantaged	Vs statistical neighbour
2026	**78% v 68%**	**77%**	**71%**
2025	**75% v 67%**	**76%**	**69%**
2024	**75% v 68%**	**75%**	**68%**

In Year 1, there is a rising trend of disadvantaged children passing the Phonics Screening Check.

KS1 Reading – through the work with the Academic Mentor and Quality First teaching in class, children's decoding and fluency have improved.

KS2 Reading – Fluency remains an area of development in KS2, indicated by their reading speed scores. Each class has a Reading Fluency group to tackle children who need extra intervention in their reading.

Priority 3: For PPG pupils to make progress from their starting points in oracy programmes

A priority of the SDP this year will be a focus on Communication and Language in the Early Years which will impact the attainment in Phonics, Reading and Writing.

Continuing work from the previous year. In all subjects, vocabulary is taught explicitly enabling pupils to understand and apply it in the correct context. Vocabulary is displayed and word banks are created for the pupils to use independently. Subject leaders have looked through their schemes of work for the year and have identified and shared the key vocabulary with the teachers to ensure the correct and relevant terms are being taught.

There has been an increase of EAL children attending the school with no or very little English. Strategies like pre teaching of vocabulary are used. Staff have had CPD on strategies to improve outcomes for children with EAL and gain a better understanding as to the barriers to learning that EAL children have to overcome. As a result of this training, there is now a EAL lead (DHT). SLT have revisited the processes of entry of EAL children in school, including the enrolment form, to ensure we have a better understanding of our families and their potential needs. The school offers meetings on entry to school with the EAL Lead which have been very successful and has now been rolled out to all pupils who enter the school in year.

Priority 4: Parental Engagement

Parental engagement at both Parents Evenings was 62 % compared to last year of 64%. However, the school has introduced a Parental open morning and afternoon before Parents Evenings which parents are attending but then not booking appointment for parents' evenings. Analyse of these figures show 76% have attended either a parent evenings or open morning or afternoon. EAL and vulnerable pupils' parents were less likely to attend. This needs to be a focus again this year, looking at the timings of these

events and our communication. More work this year is needed to encourage parents to read with their children at home.

Priority 5: To improve persistently absent attendance for PPG children

Year	Persistent absence PPG	National PPG
End of 2026	25%	25.3%
End of 2025	26.6%	24.9%
End of 2024	25.7%	27.1%

Persistently absent PPG children percentage has decreased from last year and in line with National PPG figures. The Family Support Worker and Attendance Support Worker are working hard with harder to reach families to give them the support they need. There has been an increased number of attendance panels this year and fixed penalty notices.

Priority 6: Wellbeing and health

ELSAs and our therapy dog have worked with the pupils on a number of different issues e.g. social skills, behaviour, anxiety. We also have a massage therapist and a play therapist regularly attend the school. Parental feedback indicates a positive response to the children attending these sessions.

Priority 7: Cultural Capital

A variety of free clubs were offered to the children last year. Children were able to attend residentials in Year 4 and Year 6 again. Yr 1, Yr 3 and Yr 5 participated in swimming lessons. The school attended sporting competitions and the school choir performed at the Hexagon. Different phases went on a variety of trips outside of school which is carefully planned so pupils get a range of enrichment activities.

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**
Nessy	Net Education Systems
Times tables Rock stars	Maths Circle

Numberbots	Maths Circle
Accelerated Reader	Renaissance
Star Assessments	Renaissance
MyON	Renaissance
Mathletics	3P Learning

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