

Manor Park Primary School 2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	708 (79 in nursery)
Proportion (%) of pupil premium eligible pupils	12.4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Becky Swindell
Pupil premium lead	Sarah Jacoby
Governor / Trustee lead	Samantha Clarke/Steve Cooke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£125,488 (£1,088 from school budget)

Part A: Pupil premium strategy plan

Statement of intent

At Manor Park Primary School, we believe that disadvantage must not determine a child's future. Research from the Education Endowment Foundation highlights that a child from a wealthier background is still more likely to achieve well than a higher-attaining child from a disadvantaged background. Our strategy aims to disrupt this pattern.

Our ambition is to provide an exceptional, creative and inclusive education in which every pupil, regardless of background, need or starting point, thrives academically and personally. High-quality teaching sits at the centre of our approach to improving outcomes for disadvantaged pupils, supported by purposeful enrichment, targeted intervention and strong pastoral care.

12.4% of pupils (Reception–Year 6) are eligible for Pupil Premium funding.

Numbers vary by cohort, and in some year groups there are only a small number of disadvantaged pupils. Therefore, we prioritise individualised identification, tracking and response, while addressing whole-school trends where appropriate.

We also receive Early Years Pupil Premium for eligible nursery pupils, which is monitored and reported separately.

Our ultimate objectives for pupils in receipt of Pupil Premium funding are to:

- **Improve attendance** so that it is at least in line with, and ideally above, that of their peers. We focus on proactive family engagement, wellbeing support and an engaging curriculum enriched by outdoor learning, specialist teaching, trips, visits and Manor Park University.
- **Secure strong academic outcomes** across the curriculum, with pupils meeting or exceeding age-related expectations from their starting points. High-quality teaching, targeted intervention, ambitious SEND provision and timely use of external agencies underpin this goal.
- **Promote wellbeing, confidence and readiness to learn.** Through our family learning mentor, attendance officer, school counsellor and inclusion team, we work to remove social, emotional and contextual barriers so every child can thrive.

We are committed to ensuring that every disadvantaged pupil is known, valued and supported to achieve highly, participate fully in school life and develop the knowledge, skills and character needed to become successful and responsible local and global citizens.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence Some disadvantaged pupils have lower attendance than their peers, including a higher proportion of persistent absentees, which affects readiness to learn and progress. 26.6% of disadvantaged pupils were persistently absent in 2024-2025, compared to 15% of all pupils.
2	Attainment of disadvantaged pupils Our internal assessment data shows that, although whole-school attainment is strong, disadvantaged pupils achieve lower outcomes than their peers across reading, writing and maths. Cohorts are small (10–16 pupils per year), so percentage differences vary between year groups and indicate specific need.
3	Early Years starting points and progress Our internal assessment data shows that disadvantaged children enter Early Years with lower starting points in communication, language and early literacy. Although cohort sizes are small, the pattern over time is consistent. Last year, 38 percent of pupils in receipt of Pupil Premium achieved a Good Level of Development compared with 81 percent of non-Pupil Premium pupils. This indicates a widening gap.
4	Engagement in extra-curricular opportunities Only a small proportion of pupils in receipt of Pupil Premium are accessing the extra-curricular clubs on offer. Last academic year, only 15 disadvantaged pupils attended at least one club. Although numbers are small, this reflects a consistent pattern, and increasing participation is a priority so that disadvantaged pupils benefit fully from wider opportunities.
5	Social, emotional and behavioural needs A number of disadvantaged pupils present with social, emotional or behavioural needs that affect regulation, communication and readiness to learn, sometimes alongside lower parental engagement.

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
To achieve and sustain improved attendance for pupil premium children, in line with peers.	<ul style="list-style-type: none">A sustained reduction in the proportion of disadvantaged pupils who are

	<p>persistently absent (from 26.6 percent towards the school rate).</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged and non-disadvantaged pupils narrows over time. • Identified pupils show improved progress once attendance improves.
To ensure high-quality teaching and curriculum adaptation meet the needs of disadvantaged pupils, alongside targeted intervention.	<ul style="list-style-type: none"> • Teachers can identify barriers for disadvantaged pupils and plan appropriate next steps. • Classroom adaptations are routinely in place and monitored through learning walks and pupil discussions. • Targeted interventions show improved progress for identified pupils, reviewed termly.
To improve reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • The proportion of disadvantaged pupils achieving the expected standard increases over the next three years. • The gap between disadvantaged and non-disadvantaged pupils in reading reduces over time (at both expected and greater depth where relevant). • Pupil voice reflects increased motivation and engagement in reading.
To improve writing attainment as a whole-school priority, including for disadvantaged pupils.	<ul style="list-style-type: none"> • Writing outcomes for disadvantaged pupils increase over the next three years and move closer to reading and maths outcomes. • Staff confidence in the teaching of transcription and composition improves, evidenced through monitoring and CPD evaluation. • Pupils apply early phonics, spelling and handwriting skills more securely.
To improve maths outcomes for disadvantaged pupils.	<ul style="list-style-type: none"> • An increased proportion of disadvantaged pupils achieve the expected standard and make strong progress over the next three years. • The gap between disadvantaged and non-disadvantaged pupils in maths reduces over time. • Monitoring shows secure conceptual understanding and application, evidenced through internal assessment and pupil work.

<p>To ensure a strong start in EYFS for disadvantaged children, where gaps compared to non-disadvantaged pupils are significant.</p>	<ul style="list-style-type: none"> • The gap in Good Level of Development between disadvantaged and non-disadvantaged pupils narrows over time. • Communication and language outcomes improve, supporting progress across the prime areas. • Children are increasingly able to co-regulate or self-regulate and interact positively with peers and adults so they are ready for learning. • Strong relationships are established with EYFS parents, who report feeling confident and able to support learning at home.
<p>To increase engagement of disadvantaged pupils in extra-curricular and enrichment opportunities.</p>	<ul style="list-style-type: none"> • A sustained increase in the number of disadvantaged pupils accessing enrichment activities over the next three years. • Pupil voice reflects improved enjoyment, confidence and sense of belonging.
<p>To ensure the wellbeing needs of disadvantaged pupils are met so they can access learning successfully.</p>	<ul style="list-style-type: none"> • Sustained positive wellbeing indicators by 2027/28, demonstrated through pupil voice, parent feedback and teacher observations. • Identified pupils experience fewer barriers to learning and improved readiness for the classroom.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff focused on adaptive teaching (delivered internally through the SENCO) and belonging, including training from an external provider specialising in trauma-informed practice. (£300)	led) and belonging (external trauma-informed provider) <i>EEF Special Educational Needs in Mainstream Schools</i> highlights the impact of adaptive teaching on disadvantaged learners. DfE <i>Behaviour in Schools</i> guidance recognises that a sense of belonging supports engagement, emotional regulation and attendance.	2, 5
Use of Teachmate AI to support adaptive planning and feedback (£1260)	<i>EEF Feedback</i> report identifies high-impact gains from timely, precise feedback. DfE <i>Workload Reduction Toolkit</i> supports use of tools that free teacher capacity to focus on responsive teaching.	2, 5
Voice 21 curriculum to strengthen spoken language and oracy (£2,450)	<i>EEF Improving Literacy in KS1/KS2</i> emphasises oral language development as a high-impact strategy. The DfE <i>Reading Framework</i> states that strong spoken language underpins reading and writing success, especially for disadvantaged pupils.	2, 3, 5
Read Write Inc training and support (£2000)	<i>EEF Phonics</i> evidence shows consistently high impact on early reading for disadvantaged pupils. The DfE <i>Reading Framework</i> recommends systematic synthetic	2, 3

	phonics delivered with fidelity and trained staff.	
Additional LSAs across KS1 and EYFS (£20,000)	EEF <i>Making Best Use of Teaching Assistants</i> recommends structured deployment under teacher guidance to maximise impact. DfE <i>Early Years Foundation Stage</i> guidance highlights the importance of high-quality adult interaction for language and regulation.	1, 2, 3, 5

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

Budgeted cost: £31,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 booster sessions delivered by teachers (£8,000)	EEF <i>Small Group Tuition</i> identifies high impact over a short period, particularly when delivered by qualified teachers and targeted using assessment. National Tutoring Programme evaluation shows accelerated progress for disadvantaged pupils when tutoring is well-matched to need.	2
Structured interventions delivered by LSAs under teacher direction (£20,000)	EEF <i>Making Best Use of Teaching Assistants</i> recommends targeted, evidence-based small-group and one-to-one intervention, planned and monitored by teachers, to maximise impact for disadvantaged pupils.	2, 5
Learning by Questions (LbQ) purchased to support adaptive practice and formative assessment (£2,754)	EEF <i>Using Digital Technology to Improve Learning</i> highlights that digital tools are most effective when used to enhance feedback and responsive teaching. DfE <i>EdTech in Schools</i> guidance supports use of platforms that provide timely assessment information to address gaps.	2
Oxford Reading Buddy used to provide personalised reading	EEF <i>Improving Literacy in Key Stage 1/2</i> highlights the importance of regular reading practice, structured	2, 3

practice and comprehension support for disadvantaged pupils, with tracking to inform next steps. (£900)	comprehension and matched texts. The DfE <i>Reading Framework</i> states that increasing reading volume with appropriately pitched books supports fluency and confidence, particularly for disadvantaged pupils. Digital tools are most effective when used to enhance feedback and guided practice.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor support: Targeted pastoral support for identified pupils to develop emotional regulation, social skills and readiness to learn, including regular sessions and family engagement. (£35,000)	EEF <i>Social and Emotional Learning</i> identifies positive impact on self-regulation and behaviour when programmes are well-implemented. DfE <i>Mental Health and Behaviour in Schools</i> guidance highlights early, relationship-based support.	1, 5
Trip subsidisation (50%): Financial support to remove cost barriers so disadvantaged pupils can access curriculum-linked trips, residencies and enrichment opportunities. (£3380)	EEF <i>Wider Strategies</i> notes that access to enrichment can increase engagement, cultural capital and aspiration for disadvantaged pupils. Sutton Trust research links enrichment participation with improved outcomes.	4, 5
LA attendance officer involvement: Targeted casework and early intervention for families with persistent absence, including joint planning, home visits	DfE <i>Working Together to Improve School Attendance</i> recommends targeted, early intervention and multi-agency support for families with persistent absence.	1

and escalation where required. (£2,200)		
Family First training for pastoral and inclusion leader and learning mentor: Training to strengthen early help and parental engagement so staff can provide joined-up support for disadvantaged families. (£250)	DfE <i>Mental Health and Behaviour in Schools</i> emphasises staff training to support early help and parental engagement. EEF <i>SEL</i> guidance highlights adult skill and consistency as key drivers of impact.	1, 5
Phase leader restructure: Increased middle-leader capacity to provide on-the-ground support for staff, pupils and parents and enable early identification of need. (4 x £1,000)	DfE <i>School Leadership</i> guidance identifies distributed leadership as improving consistency and implementation. Increased leadership presence supports early identification of barriers and family engagement.	1, 2, 5
Restructure of pastoral team: Deputy head oversight and protected time for learning mentors to prioritise proactive pastoral work and reduce competing duties. (£15,000)	DfE <i>Behaviour in Schools</i> stresses clear leadership and capacity for proactive pastoral work. EEF implementation guidance highlights that staffing structures affect delivery fidelity.	1, 5
Community room developed: Dedicated space created to support family engagement, early help meetings and access to school-based and external services. (£1,000)	DfE <i>Working Together to Improve Attendance</i> recommends reducing barriers by providing accessible spaces for support. National Early Help practice standards highlight the importance of welcoming, non-stigmatising environments.	1, 5
Collaboration with other schools: Working with partner schools to share	EEF <i>Putting Evidence to Work</i> identifies peer learning and networked improvement as effective implementation approaches. DfE	1, 5

effective practice in family engagement and reduce barriers for disadvantaged pupils. (£250)	<i>Attendance Guidance</i> promotes sharing practice for vulnerable groups.	
Hardship fund: Financial support for essential items (e.g. school uniform, coats, shoes) where needed. (£3,000)	DfE <i>Working Together to Improve School Attendance</i> identifies reducing practical barriers as a key strategy for improving attendance and engagement. National Early Help guidance highlights that meeting basic needs can improve stability, wellbeing and readiness to learn. EEF <i>Wider Strategies</i> notes that removing financial barriers enables disadvantaged pupils to access school life fully.	1, 5
Counsellor: External counsellor providing time-limited therapeutic support for identified pupils, accessed through a referral pathway. (£3,744)	DfE <i>Mental Health and Behaviour in Schools</i> guidance highlights the value of targeted external provision as part of a graduated response for pupils with social and emotional needs. The national <i>Transforming Children and Young People's Mental Health</i> programme emphasises early access to specialist support to prevent escalation. EEF <i>Social and Emotional Learning</i> guidance notes improvements in regulation and emotional literacy when interventions are delivered by trained professionals.	1, 5

Total budgeted cost: £ 125,488

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment data for disadvantaged pupils 2024-2025

EYFS

Pupil Group	Cohort	GLD	Gap to National
All Pupils	89	79.8%	11.50%
Disadvantaged	7	28.6%	-22.80%

Y1 Phonics

Pupil Group	Year 1 Phonics Cohort	Year 1 Current Year Rate	National Gap
All Pupils	89	89.9%	10.0%
Disadvantaged	8	75.0%	8.2%

KS2

Reading, Writing and Maths

Pupil Group	Cohort Size	>= EXS	National Gap EXS	High Standard	National Gap HS
All Pupils	89	83.1%	20.9%	10.1%	1.7%
Disadvantaged	13	84.6%	37.2%	0.0%	-3.6%

Reading

Pupil Group	Cohort Size	>= EXS	National Gap EXS	Higher Std.	National Gap HS
All Pupils	89	88.8%	13.7%	47.2%	13.9%
Disadvantaged	13	84.6%	21.5%	0.0%	-21.3%

Writing

Pupil Group	Cohort Size	>= EXS	National Gap EXS	Greater Depth	National Gap GDS
All Pupils	89	93.3%	21.1%	10.1%	-2.7%
Disadvantaged	13	92.3%	32.9%	0.0%	-6.6%

Mathematics

Pupil Group	Cohort Size	>= EXS	National Gap EXS	Higher Std.	National Gap HS
All Pupils	89	92.1%	18.0%	43.8%	17.3%
Disadvantaged	13	92.3%	31.8%	7.7%	-7.3%

Attendance

Attendance Data	All pupils	Disadvantaged	Persistent Absence Data	All pupils	Disadvantaged
2024-2025 School/National	95.1%/94.5%	93.1%/92.1%	2024-2025 School/National	11.6%/15%	22%/26.6%

Review of previous intended outcomes

To ensure that outcomes for pupils in receipt of Pupil Premium were at least in line with those of their peers, supported by high-quality teaching, targeted interventions and curriculum adaptations.

Our internal assessment data shows that outcomes at the expected standard have improved for pupils in receipt of Pupil Premium, and the attainment gap has begun to close across the school. At Key Stage 2, disadvantaged pupils outperformed non-disadvantaged pupils at the expected standard, demonstrating the impact of the targeted intervention model used in Year 6.

Attainment at greater depth has not yet improved at the same rate, and remains an area for development. The successful Year 6 approach will therefore be rolled out more widely in the next strategy cycle to strengthen progress and increase the proportion of disadvantaged pupils achieving greater depth.

To ensure all pupils in receipt of Pupil Premium, including those with SEND, made at least expected progress from their starting points.

Progress for disadvantaged pupils, including those with SEND, showed a very mixed picture. Due to the small size of the cohort, individual pupil needs had a significant impact on overall patterns, and progress varied considerably from child to child. Where targeted support was closely matched to specific barriers, pupils made stronger gains; however, this was not consistent across the whole group.

In the next strategy cycle, we will strengthen our approach to personalised, needs-led intervention, ensuring that support is tightly aligned to each pupil's profile and monitored regularly so that progress can accelerate from individual starting points.

To continue to ensure the attendance of pupils in receipt of Pupil Premium was in line with their peers, reducing the proportion classed as persistent absentees.

Attendance for pupils in receipt of Pupil Premium continues to be an area of challenge. While there has been success in improving attendance for some individual pupils through targeted work, the overall proportion of disadvantaged pupils who are persistently absent remains higher than their peers. The needs of this group are variable and often change over time, requiring ongoing, responsive support.

Improving attendance will therefore remain a priority in the next strategy cycle, with continued focus on early intervention, family engagement and close monitoring of vulnerable pupils.

To ensure the well-being needs of all pupils in receipt of Pupil Premium were met so that they were ready for learning.

Qualitative feedback from pupils, families and staff indicates that the work of the learning mentor team has had a positive impact on the wellbeing of disadvantaged pupils. Many pupils accessing support have shown improved confidence, emotional regulation and readiness to learn.

This remains an ongoing area of need, with new pupils requiring support each year and varying levels of vulnerability within the cohort. As a result, wellbeing support will continue to be a core element of the next strategy, with sustained focus on early help, pastoral capacity and close partnership with families.

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
Read, Write, Inc.	Ruth Miskin Training/Oxford University Press
Voice 21	Voice 21
Oxford Reading Buddy	Oxford University Press
Accelerated Reader	Renaissance Learning
Times Table Rockstars	Maths Circle Ltd
Spelling Shed	EdShed (Education Shed Ltd)
Chatty Learning Toolkit	Speech and Language UK