

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	Manorfield Primary and Nursery School
Number of pupils in school	211 – Excluding preschool 236 – Total on roll
Proportion (%) of pupil premium eligible pupils	82 children 34.7% (January 2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Jones Headteacher
Pupil premium lead	Anna Walton Assistant Headteacher
Governor / Trustee lead	Sally Whiteside, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134935
Recovery premium funding allocation this academic year	£11636
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 23-24 (Estimated)	£146571

Part A: Pupil premium strategy plan

Statement of intent

At Manorfield Primary and Nursery the curriculum is designed and planned to engage all learners so that no child is left behind due to lack of opportunity. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed

We serve a diverse community and recognise the need to prepare children fully to thrive in their environment, for the next stage of their education and their place in the ever-changing wider world.

Every child is recognised as a unique individual and is provided with equitable, first hand learning experiences, which help underpin the teaching of basic skills, knowledge, concepts, values and attitudes. Every child is provided with an ambitious and challenging curriculum suited to their individual needs.

The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve high standards across all subject areas, including those who are already high attainers. Our strategy runs alongside our school development plan to have better outcomes for all pupils at Manorfield Primary School.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker are young carers and those who are looked after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum full of experiences.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its response to the social and emotional difficulties that our pupils and families are continuing to face, including medical and mental health issues.

Our percentages of deprivation continue to rise due to unemployment, alongside a change in the way benefits are now calculated. Many of our families are finding the

rising cost of living difficult to manage, which then impacts the support and experiences they are able to offer their children.

Our approach will be responsive to common challenges and individual needs based upon sound research and professional judgement rooted in our relationships with the children and their families.

Challenges

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

Challenge number	Detail of challenge
1	Low communication and vocabulary skills – EYFS/KS1 Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Speech and Language needs – KS2 From baseline assessments and observations children speech and language needs are still prevalent in KS2 and this is having an impact in them fully engaging in the curriculum.
3	KS1 phonics and reading Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Progress, especially in writing, for disadvantaged children is below that of others Assessment shows that children that just make the expected level in KS1 struggle to keep up the pace and do not make the expected level in KS2.
5	Emotional wellness Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Many of our disadvantaged pupils were impacted by Covid and have a lack of resilience.
6	Parental engagement Assessments, observations and discussions with families have identified that through parents own childhood experience/ traumas and the ability to parent effectively is having a negative impact on their children's ability to thrive and progress effectively.

	<p>Since Covid lockdown there has been a huge increase in the lack of parental resilience and the support they require for parental skills.</p> <p>Whilst our attendance data is generally good our data indicates that attendance among disadvantaged pupils has been 1% lower than for non-disadvantaged pupils however this is an increase of 1.4% from last year.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>PSED – EYFS (Personal, Social and Emotional Development)</p> <p>Children coming into early years have shown on the baseline that this area of development is very low. This is having an impact on their whole development and showing through a lack of resilience and being able to learn at an appropriate level to meet the end of reception goals</p>
8	<p>Fine and large motor skills – EYFS</p> <p>Children coming into early years have shown on the baseline that this area of development is also very low. This is having an impact on their whole development and showing through them not being able to write, draw, cut etc. They are also struggling with climbing and riding bikes etc.</p>

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. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, tapestry observations and ELG assessments.
2. Children to have improved language and vocabulary skills to enable them to fully access the curriculum at their intended level	Assessments and observations indicate significantly improved in their language and vocabulary skills among disadvantaged pupils. Pupil's progress scores will be in line with non-disadvantaged pupils, unless they have any additional needs.
3. Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2026/27 show that more than 80% of disadvantaged pupils, with no SEND needs, meet the expected standard. Year one phonics screening check outcomes show that more than 80% of disadvantaged pupils, with no SEND

	needs, meet the expected standard rising to 100% by the end of the key stage.
4. Progress from KS1 shows sustained improvement to KS2	KS2 writing results will show sustained progress.
5. To achieve and sustain improved wellbeing and resilience for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a decrease in need for regulation stations in each classroom / children that are using them are calming quickly and returning to learning • A decrease in the need for adult support to deal with friendship issue, playtime support etc. • A decrease in the need for constant reassurance • ELSA support is needed less for resilience
6. To support parent to have the skills to deal with their child's needs – emotional and physical. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Parents are equipped with the skill to support their children in being prepared and ready for school • Parents are equipped to deal with the emotional needs of their child • Sustained high attendance from 2025/26 demonstrated by: no attendance gap between disadvantaged pupils and their non-disadvantaged peers.
7. Improved emotional support for Early Years children	<ul style="list-style-type: none"> • Emotional support will lead to more resilient and independent children which will show more children reaching GLD
8. Improved physical development for all children	<ul style="list-style-type: none"> • Children will be able to achieve through gross motor skill and fine motor skills. (forest school, climbing etc.) • GLD will improve at the end of Reception

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£54048**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investing in National College for all teachers to support independent CPD.</p> <p>Support bespoke training for groups of teachers.</p>	<p>Evidence from research provides insight into what has happened in classrooms in the past to inform strategy alongside professional judgement.</p> <p>Teachers who have researched around their respective areas of responsibility make informed decisions where impact is at the heart of all decision making.</p> <p>National College DFE guidance</p>	All
<p>Ensure staffing supports good or better progress for all pupils including those who are vulnerable so that children can work in small groups with adult support.</p> <p>Provide bespoke training so that all adults have measurable impact on the learner.</p>	<p>Teaching assistants can provide a positive impact on learner outcomes where teaching assistants are trained to deliver an intervention to small groups or individuals Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p> <p>Teaching assistants Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4,5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase resources and fund ongoing teacher training and release time.</p> <p>Budget for independent SALT to support those pupils with significant speech delays. Train LSA as a S&L support</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2

Continue to purchase support for a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (RWI)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3 RWI Fresh start
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£58355**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions in KS1 and KS2 using RWI and Fresh Start targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. RWI Phonics Toolkit Strand Education Endowment Foundation EEF Fresh start Fresh Start	3
Precision teaching in Key Stage 1 to support basic skills. Precision teaching in Key Stage 2 to support application of skills.	The combination of frequency building and precision teaching is an effective method for increasing a variety of academic skills. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored.	3, 4
Deliver targeted interventions for individuals or small groups including SALT and REMA. Invest in training for Learning support assistants, supporting effective working practices and lesson	Teaching assistants can provide a positive impact on learner outcomes where teaching assistants are trained to deliver an intervention to small groups or individuals Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. Teaching assistants Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4

feedback to support attainment of all pupil.		
Engaging children in tutoring support. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
ELSA/ and Wellness LSA Therapy dog PAWS therapy dog support	Being able to manage emotions and managing themselves in social situations is not immediately quantative in its impact – however these programmes directly support pupil self-confidence which has a direct impact on resilience and then subsequently on attainment – more specifically in English. SEL Toolkit Strand Education Endowment Foundation EEF	5. 7

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

Budgeted cost: **£34,168**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the jigsaw curriculum to Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into classroom practices and supported by internal CPD and training for staff.	There is extensive evidence associating childhood social and emotional skills, including ACEs, with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) ACEs	5

<p>Taking part in Surrey Attachment Aware & Trauma Informed School (SAATIS) project</p>	<p>There is evidence that trauma and attachment prevents vulnerable children effectively accessing learning. It is about developing our understanding of attachment and trauma so that it can be drawn upon to develop setting and classroom practice.</p>	<p>7. 7</p>
<p>Use of the role of the HSLW as part of the inclusion team to children and their families particularly those who are disadvantaged.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>Parental engagement has a positive impact on progress providing communications are flexible and creates opportunities for parents to engage with the school in a meaningful way – that involves providing them with tips, strategies and resources when working with their children.</p> <p>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>5. 6</p>
<p>Deliver a curriculum rich in experiences; developing cultural capital and an understanding of the wider opportunities available to them.</p> <p>Subsidies available for swimming, trips, events, cultural links.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education, extra curricula clubs and life skills.</p> <p>DELIGHT</p>	<p>All</p>
<p>Support pupil's basic needs so that they can access the curriculum.</p> <ul style="list-style-type: none"> -Fund breakfast club and Afterzone, - provide low-priced second-hand uniform, - provide free uniform - have access to snacks/food. - Bagel scheme 	<p>If basic needs are not met then children find paying attention to instructions or focusing on work challenging.</p> <p>It is a teacher's responsibility to ensure they meet the needs of all learners (TS 5, 7, part two)</p> <p>Teaching standards</p> <p>Mazlow – school based</p> <p>Mazlow – in the context of the COVID pandemic</p>	<p>All</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
LEAP play	Based on research imaginative play and working together aids resilience and problem-solving skills used in everyday life. https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-Exec-Summary.pdf	5
Development of the climbing area and forest school	Exciting and engaging areas within the EYFS area will support the fine and gross motor skills of the children.	8

Total budgeted cost: £144,091

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our assessments during 2023/24 suggested:

Year 1 Large difference between reading and writing but this has decreased from last term. Large difference in maths and this has increased.

Year 2 Difference in reading and maths but writing has improved from last term

Year 3 Slight difference in all areas but not much,

Year 4 Disadvantaged performing better in all 3 areas

Year 5 Slight difference in reading and maths but not much.

Year 6 Difference in writing but all areas have decreased since last term.

Where there are differences it is generally down to the children that are disadvantaged having multiple vulnerabilities.

However, this gap is closing with these groups as time and interventions go on.

Our end of year internal teacher judgements and SATs results have informed our next steps and plans for recovery as outlined in this plan.

	ALL	Non-Dis	Disadv	Maths EXS+				Reading EXS+				Writing EXS+			
				All	Non-Dis	Disadv	Difference	All	Non-Dis	Disadv	Difference	All	Non-Dis	Disadv	Difference
Year 1	30	21	9	70.0%	76.1%	44.4%	31.7%	63.3%	71.4%	44.4%	27.0%	46.6%	57.1%	22.2%	34.9%
Year 2	31	18	13	61.2%	72.2%	46.1%	26.1%	64.5%	72.2%	53.8%	18.4%	61.2%	55.5%	69.2%	13.7-%
Year 3	30	17	13	83.3%	88.2%	76.9%	11.3%	80.0%	82.3%	76.9%	5.4%	80.0%	82.3%	76.9%	5.4%
Year 4	30	17	13	53.3%	52.9%	53.8%	0.9-%	60.0%	52.9%	69.2%	16.3-%	53.3%	47.0%	61.5%	14.5-%
Year 5	31	15	16	77.4%	80.0%	75.0%	5.0%	74.1%	80.0%	68.7%	11.3%	61.2%	66.6%	56.2%	10.4%
Year 6	56	34	22	83.8%	88.2%	77.2%	11.0%	91.0%	91.1%	90.9%	0.2%	74.9%	82.3%	63.6%	18.7%
Year 6 Breakdown															
Y6 E	28	17	11	82.1%	94.1%	63.6%	30.5%	89.2%	94.1%	81.8%	12.3%	71.4%	88.2%	45.4%	42.8%
Y6 L	28	17	11	85.7%	82.3%	90.9%	8.6-%	92.8%	88.2%	100.0%	11.8-%	78.5%	76.4%	81.8%	5.4-%

Progress in Reading and Writing

Plans in place:

RWI will continue to be delivered with increased teaching opportunities throughout the day – teamed with holistic teaching of writing using the teaching backwards skills-based approach focussing on language and sentence development.

Pre-teaching and post teaching for KS1 pupils who are in the bottom 20%.

Development of the writing curriculum.

Progress in Mathematics

Plans in place:

Reasoning and practical resources are being embedded in QFT across all year groups to ensure that pupils with PP and no other barriers meet expected standard. The curriculum has been tweaked to ensure all areas of maths are supported equally with concrete resources to help and develop skills.

Phonics

Plans in place:

RWI is embedded with top up RWI lessons now in place to close the gap on missed learning.

Tutoring is in place to support those who have fallen significantly behind.

Other

Plans are in place:

Additional wellbeing sessions are being provided for identified children to work on communication, emotional resilience and life skills – supporting improved future outcomes. An Early Years adult is being trained as an EYFS ELSA.

Further information (optional)

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with Governors, parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.