

# Pupil Premium Strategy Statement

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 over a three-year period and how we will measure the impact of this spending.

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## School overview

Detail	Data
School name	Manorfield Primary and Nursery School
Number of pupils in school	<b>232 inc. 209 without preschool</b>
Proportion (%) of pupil premium eligible pupils	30%
Academic years covered	<b>2026–2029</b>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicky Jones, Headteacher
Pupil premium lead	Anna Walton
Governor / Trustee lead	Sally Whiteside

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## Funding overview

Detail	Amount (estimated)
Pupil premium funding allocation	£121,915
Pupil premium funding carried forward from previous year	£0
<b>Total budget</b>	<b>£121,915</b>

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## Part A: Pupil premium strategy plan

### Statement of intent

At Manorfield Primary and Nursery School, our ambition is that disadvantage is never a barrier to success. We serve a diverse community and recognise that some pupils require different and additional provision to thrive. Our strategy prioritises **high-quality teaching**, with a deliberate focus on early language development, phonics and mathematical fluency, supported by **targeted academic interventions** and **wider strategies** that strengthen wellbeing, attendance and family engagement.

We consider the needs of pupils with SEND, those who have a social worker, young carers and pupils with multiple vulnerabilities. Decisions are informed by the **Education Endowment Foundation**

(EEF) Toolkit, professional judgement, and close knowledge of our pupils and families. This strategy aligns with our School Development Plan and our response to ongoing social and emotional needs.

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## Challenges

1. Low speech, language and communication skills on entry to EYFS, with vocabulary gaps persisting into KS1 and KS2.
  2. Gaps in phonics knowledge and early reading fluency compared to non-disadvantaged peers.
  3. Difficulty sustaining progress in writing from KS1 into KS2, particularly for pupils who only just meet KS1 expectations.
  4. Emotional wellbeing, resilience and self-regulation difficulties impacting pupils' engagement and readiness to learn.
  5. Attendance slightly below non-disadvantaged peers and challenges with sustained parental engagement.
  6. Significant overlap between disadvantage and SEND, requiring personalised and adaptive support.
  7. Low levels of PSED and physical development in EYFS impacting readiness to learn.
  8. Limited access to cultural capital, enrichment and extracurricular opportunities.
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## Intended outcomes

By July 2029:

- Attainment gaps for disadvantaged pupils in reading, writing and maths are narrowed and in line with non-disadvantaged peers.
  - At least **85%** of disadvantaged pupils meet the expected standard in the Year 1 phonics screening check (with **100%** by the end of KS1 where there is no SEND).
  - Progress in writing from KS1 to KS2 is sustained for disadvantaged pupils.
  - Attendance of disadvantaged pupils is in line with or exceeds non-disadvantaged pupils, with reduced persistent absence.
  - Pupils demonstrate improved emotional wellbeing, resilience and self-regulation, reducing the need for intensive adult support.
  - All disadvantaged pupils access enriching curricular and extracurricular experiences that broaden vocabulary, aspirations and cultural capital.
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## Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of DfE-validated systematic synthetic phonics (Read Write Inc and Fresh Start), including decodable reading books	<b>EEF – Phonics:</b> strong evidence of positive impact on reading accuracy, particularly for disadvantaged pupils	2
Embedding dialogic teaching and vocabulary-rich classroom practice across the curriculum	<b>EEF – Oral language interventions:</b> high impact, low cost; improves language and reading comprehension	1, 3
Targeted CPD for teachers and support staff on adaptive teaching, assessment and feedback	<b>EEF – High-quality teaching:</b> greatest overall impact on pupil outcomes	1, 2, 3, 6
Strengthening maths through diagnostic assessment, CPA approach and number fluency	<b>EEF – Mastery learning / small group support:</b> effective when focused on specific gaps	3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics keep-up and catch-up sessions, including Fresh Start in KS2	<b>EEF – Small group tuition / One-to-one tuition:</b> accelerates progress when targeted effectively	2
Precision teaching and targeted interventions in writing and maths	<b>EEF – One-to-one tuition / Teaching Assistant interventions:</b> positive impact when structured and monitored	2, 3
Speech and language support, including SALT input and trained LSAs leading interventions	<b>EEF – Oral language interventions:</b> crucial for access to curriculum and later attainment	1, 6

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

Budgeted cost: £25,000 (estimate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, nurture and trauma-informed approaches (e.g. Zones of Regulation)	<b>EEF – Social and emotional learning:</b> improves wellbeing and readiness to learn	4, 7

Attendance monitoring and family support led by the Home School Link Worker	<b>EEF – Parental engagement / Improving attendance:</b> effective when support is practical and targeted	5
Subsidised trips, clubs, enrichment experiences and basic needs support	<b>EEF – Arts participation / Wider strategies:</b> builds engagement and cultural capital	8
Implementation of the LEAP Play programme to provide structured opportunities for imaginative play, collaborative learning and problem-solving, particularly for disadvantaged pupils.	<p><b>(EEF alignment: Social and Emotional Learning; Metacognition and self-regulation; Collaborative learning)</b></p> <p>High-quality play and collaborative learning approaches support pupils’ <b>social, emotional and cognitive development across the whole school</b>. Structured imaginative play and problem-solving activities help pupils to develop <b>resilience, self-regulation, communication skills and positive peer relationships</b>, which are essential for effective learning at all ages.</p> <p>Opportunities to work collaboratively and engage in purposeful play support pupils to manage emotions, resolve conflict, think creatively and apply learning in real-life contexts. Research indicates that such approaches are particularly beneficial for disadvantaged pupils, supporting engagement, behaviour, and the development of transferable skills that underpin successful learning across the curriculum.</p>	4, 7
Development of the EYFS climbing area and Forest School provision to enhance high-quality outdoor learning, supporting physical development, confidence and independent learning.	<p><b>EEF alignment: Physical activity; Early Years approaches</b></p> <p>Regular access to well-planned outdoor environments supports <b>Physical Development</b> by strengthening gross and fine motor skills, balance and coordination. Forest School and climbing opportunities promote confidence, risk-taking and perseverance, which contribute strongly to <b>PSED</b> and the <b>Characteristics of Effective Learning</b>. For disadvantaged pupils, enriched outdoor provision provides vital first-hand experiences that support readiness for writing, attention, language development and engagement with learning.</p>	7, 8

## **Monitoring and evaluation**

Impact will be reviewed termly through pupil progress meetings, intervention entry and exit data, attendance tracking, behaviour logs and pupil and parent voice. Outcomes will be benchmarked against the intended outcomes and challenge numbers. Governors will scrutinise progress annually and the strategy will be adapted using evidence of impact.

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

Assessment data from 2024-2025 indicates an attainment gap is evident for disadvantaged pupils. The most notable improvement is in reading where the attainment gap narrows consistently over time. In writing and maths, the gap widens during the year before reducing by the end of summer term. Emotional well-being and SEND support has led to improved engagement and attendance. Overall, the findings have highlighted the importance of maintaining high quality teaching through knowledge retention alongside targeted support for disadvantaged pupils which are part of our priorities and actions in part A.