



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) 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 Church of England Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ellen Thompson
Pupil premium lead	Leanne Jones
Governor / Trustee lead	Kath Bullock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85, 297
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	£85, 297
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

The aim at Manorfield is to provide opportunities for children to develop as caring and confident learners who are inspired to better themselves and inspire others to fulfil their potential, as well as providing a positive contribution to their community and the wider society.

To ensure our Pupil Premium funding is spent in the most effective ways we aim to:

- Target the funding well from the outset, being responsive and flexible to individual needs.
- Use progress data and information effectively to identify the strengths and weaknesses of individual pupils and groups, particularly those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.
- Use effective intervention strategies to improve achievement.
- Ensure that well trained staff help raise standards for all pupils.
- Identify and minimise the barriers to learning achievement, regularly reviewing the circumstances effecting the learning of individuals.

Research highlights that schools most effective in improving outcomes for disadvantaged pupils consistently rely on evidence-based approaches that make a measurable difference. To enhance outcomes for disadvantaged pupils, our school leaders will collaborate with colleagues to:

- Prioritise the achievement of pupils eligible for Pupil Premium funding.
- Leverage research evidence, including resources such as The Sutton Trust and Education Endowment Foundation (EEF) Toolkits, to guide spending decisions.
- Adopt a whole-school approach to high-quality teaching that sets ambitious expectations for all pupils.
- Acknowledge that disadvantaged pupils are not a homogenous group and recognise the importance of identifying and addressing each pupil's unique barriers to learning.
- Implement tailored strategies for individuals or groups based on their specific needs.
- Ensure every member of staff is aware of who the disadvantaged pupils are and is actively invested in their success.
- Appoint a dedicated Pupil Premium Champion (Assistant Headteacher) responsible for researching effective strategies, analysing the impact of spending, supporting staff, and holding them accountable for pupil outcomes.
- Enable Governors to fulfil their role in providing robust and constructive challenge to the school's Pupil Premium Strategy.
- Continuously monitor and evaluate the effectiveness of spending in improving outcomes for pupils.
- This comprehensive approach underscores our commitment to ensuring all disadvantaged pupils receive the support necessary to succeed.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils **at the beginning of this current strategy plan.**

Challenge number	Detail of challenge
1	<p>The percentage of children eligible for the Pupil Premium Grant (PPG) meeting age-related expectations is consistently lower than that of their non-PPG peers across most stages. This deficit is particularly evident in key areas such as the Early Years Foundation Stage (EYFS) Good Level of Development (GLD), Year 2, and Year 6, and spans most subjects. The interventions implemented during the previous three-year strategy yielded inconsistent results. Therefore, a comprehensive, school-wide assessment and teaching strategy is necessary to address these disparities effectively.</p>
2	<p>The attendance data reveals a significant disparity between Pupil Premium (PP) children and the overall school population. PP children have an overall attendance rate of 92.3%, compared to the school's 95.7%. The absence rate for PP children is 7.7%, notably higher than the school's 4.2%. Persistent absence is particularly concerning, with 28.1% of PP children affected, compared to 10.6% for the school. Authorised absence for PP children stands at 5.4%, higher than the school's 3.4%, and unauthorised absence is 2.3% for PP children, compared to 0.8% for the school. Additionally, the late rate for PP children is 2.5%, higher than the school's 1.1%. These figures highlight the need for targeted interventions to improve attendance and reduce absences among PP children.</p>
3	<p>The data indicates that a significant majority (69%) of children requiring support from Social Care or other external teams come from Pupil Premium (PP) families. Additionally, 33% of open cases involve PP children who are subject to a Child and Family Wellbeing Service (CFWS) plan. Furthermore, 43% of children recorded as struggling with social, emotional, and mental health issues are PP children. This highlights the compounded challenges faced by PP children, who not only experience economic disadvantage but also require substantial social and emotional support. These findings emphasize the critical need for targeted interventions and comprehensive support systems to address the multifaceted needs of PP children, ensuring they receive the necessary resources to thrive both academically and personally.</p>
4	<p>The fact that 28% of children with Special Educational Needs and Disabilities (SEND) are also eligible for the Pupil Premium (PP), compared to only 11% of non-PP children, highlights a significant overlap between economic disadvantage and additional educational needs. This disproportionate representation underscores the compounded challenges faced by these students, who may require more intensive and tailored support to achieve their full potential. It emphasizes the need for targeted interventions and resources to address both their academic and socio-economic barriers, ensuring equitable access to education and opportunities for all students.</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																				
<p>Children eligible for the Pupil Premium Grant will achieve academic performance in line with national figures at key points throughout the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), and Key Stage 2 (KS2) in core subjects. This includes meeting or exceeding age-related expectations in reading, writing and maths ensuring that these students have equitable opportunities for academic success and are well-prepared for the next stages of their education.</p>	<p>Children eligible for the PPG:</p> <ul style="list-style-type: none"> meet the national level for the GLD (67.7% 2024) in EYFS. <ul style="list-style-type: none"> End of Year 1 40% of PP children will achieve GLD. End of Year 2 60% of PP children will achieve GLD. End of Year 3 70% of PP children will achieve GLD. <p>Children eligible for the PPG:</p> <ul style="list-style-type: none"> meet the national PP level for the Phonics Screening (68% 2024) in Year 1. <ul style="list-style-type: none"> End of Year 1 65% of PP children will pass phonics screening. End of Year 2 69% of PP children will pass phonics screening. End of Year 3 73% of PP children will pass phonics screening. At the end of KS1 children meet the national level for reading (74%) and writing (72%) maths (73%) *<i>Y6 National Levels 2024</i> <ul style="list-style-type: none"> End of Year 1 50% of PP children will be ARE+ in reading, writing and maths. End of Year 2 65% of PP children will be ARE+ in reading, writing and maths. End of Year 3 75% of PP children will be ARE+ in reading, writing and maths. At the end of KS2 children meet the national level for reading (74%) and writing (72%) maths (73%) *<i>Y6 National Levels 2024</i> <ul style="list-style-type: none"> End of Year 1 50% of PP children will be ARE+ in reading, writing, GPS and maths. End of Year 2 65% of PP children will be ARE+ in reading, writing, GPS and maths. End of Year 3 75% of PP children will be ARE+ in reading, writing, GPS and maths 																				
<p>Children in receipt of the Pupil Premium Grant will achieve attendance rates in line with national levels. There will be no significant difference between Pupil Premium (PP) and non-Pupil Premium (non-PP) children in terms of persistent absence, unauthorised absence, and authorised attendance rates.</p>	<table border="1" data-bbox="628 1742 1403 2086"> <thead> <tr> <th></th><th>Starting point</th><th>Target for End of Year 1 (24/25)</th><th>Target for End of Year 2 (25/26)</th><th>Target for End of Year 3 (26/27)</th></tr> </thead> <tbody> <tr> <td>PP overall attendance</td><td>92.3% <small>School – 95.7%</small></td><td>94%</td><td>95%</td><td>96%</td></tr> <tr> <td>PP Absence</td><td>7.7% <small>School – 4.2%</small></td><td>6%</td><td>5%</td><td>4.5%</td></tr> <tr> <td>PP Persistence Absence</td><td>28.1% <small>School – 10.6%</small></td><td>20%</td><td>15%</td><td>10%</td></tr> </tbody> </table>		Starting point	Target for End of Year 1 (24/25)	Target for End of Year 2 (25/26)	Target for End of Year 3 (26/27)	PP overall attendance	92.3% <small>School – 95.7%</small>	94%	95%	96%	PP Absence	7.7% <small>School – 4.2%</small>	6%	5%	4.5%	PP Persistence Absence	28.1% <small>School – 10.6%</small>	20%	15%	10%
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<p>This will ensure equitable access to education and consistent school engagement for all students, regardless of their economic background.</p>	<p>PP Auth. Attendance</p>	<p>5.4% <i>School – 3.4%</i></p>	<p>5%</p>	<p>4%</p>	<p>3.5%</p>
	<p>PP Un Auth. Attendance</p>	<p>2.3% <i>School – 0.8%</i></p>	<p>1.8%</p>	<p>1.2%</p>	<p>0.5%</p>
	<p>PP Lates</p>	<p>2.5% <i>School – 1.1%</i></p>	<p>2%</p>	<p>1.5%</p>	<p>1%</p>
<p>Children eligible for the Pupil Premium Grant will have equitable access to a broad range of opportunities within school, aimed at enhancing their well-being and life experiences. This includes participation in extracurricular clubs and trips, as well as health-promoting activities and initiatives such as school milk programs and swimming lessons.</p>	<ul style="list-style-type: none"> • Each child in receipt of the PPG (Year 1-6) will access at least one after-school club per year. <ul style="list-style-type: none"> ○ End of Year 1 25% of children eligible for the PPG will access an after-school club. ○ End of Year 2 50% of children eligible for the PPG will access an after-school club. ○ End of Year 3 80% of children eligible for the PPG will access an after-school club. • Each child in receipt of the PPG in Year 6 will attend the residential trip <ul style="list-style-type: none"> ○ End of Year 1 70% of the children eligible for the PPG will attend the residential trip ○ End of Year 1 85% of the children eligible for the PPG will attend the residential trip ○ End of Year 1 100% of the children eligible for the PPG will attend the residential trip 				

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: £34, 118.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings Facilitate pupil progress meetings between link SLT members and teaching staff to analyse assessment data—focusing on attainment and progress—across all core subjects. Use these meetings to identify barriers to learning for pupils eligible for Pupil Premium, inform targeted support, and monitor the effectiveness of strategies in accelerating progress.	<p>The EEF recommends a tiered approach to Pupil Premium spending, with diagnosis of need and data-informed planning as foundational steps. It emphasises that high-quality teaching, informed by assessment data, is the most effective way to improve outcomes for disadvantaged pupils. Regular progress meetings are a key part of this diagnostic and monitoring process.</p> <p><i>Education Endowment Foundation (2025). The EEF Guide to the Pupil Premium. [online] Available at: https://educationendowmentfoundation.org.uk/using-pupil-premium</i></p>	1, 4
CPD: Effective Lesson Design for Disadvantaged Learners Staff training focused on refining lesson delivery to better support disadvantaged pupils. Key strategies included: keeping teacher talk concise, using checks for understanding during modelling, encouraging paired talk, planning circulation routes, and re-teaching where needed to address misconceptions.	<p>Research consistently highlights that concise teacher talk improves pupil focus and retention, particularly for disadvantaged learners who may struggle with cognitive overload (Rosenshine, 2012). Checks for understanding during modelling—such as cold calling or using mini whiteboards—ensure misconceptions are identified early, supporting mastery learning (Wiliam, 2011). Paired talk fosters oracy, deepens comprehension, and builds confidence, especially for pupils with lower prior attainment (Alexander, 2020). Planning a purposeful circulation route allows teachers to monitor engagement and provide timely feedback, which is crucial for maintaining high expectations and scaffolding learning (Lemov, 2021). Finally, re-teaching and re-checking are vital for closing gaps, reinforcing key concepts, and ensuring all pupils, particularly those at risk of falling behind, have equitable access to success (EEF, 2021).</p> <p><i>Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press. [books.google.com]</i></p> <p><i>Alexander, R. (2020). A dialogic teaching companion. London: Routledge. Available at: https://doi.org/10.4324/9781351040143. [taylorfrancis.com]</i></p> <p><i>Lemov, D. (2021). Teach like a champion 3.0: 63 techniques that put students on the path to college. Hoboken, NJ: John Wiley & Sons. [books.google.com]</i></p> <p><i>Education Endowment Foundation. (2021). Teaching and learning toolkit. London: EEF. Available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit.</i></p>	1, 4
Pupil Target Setting Embed effective use of target setting in writing with staff and pupils.	<p>When teachers and students have goals for learning, the impact is positive. Students need to share a commitment to the challenging goals they and the teacher set, to enhance the likelihood of being achieved.</p> <p><i>'Developing Assessment Capable Visible Learners, Grades K-12.' Nancy Frey, John Hattie, Douglas Fisher. 2018</i></p>	1, 4
Peer Observations Staff will work in triads to observe one another's practice and collaborate on refining effective teaching strategies aimed at improving outcomes	<p>This guide outlines the benefits of peer observation, including enhanced teaching quality, professional growth, and the promotion of a collaborative culture among teachers.</p> <p><i>University of Edinburgh (2024) 'Peer Observation of Teaching'. Available at: https://institute-academic-development.ed.ac.uk/learning-teaching/staff/teaching-feedback/peer-observation-of-teaching</i></p>	1, 4

<p>for disadvantaged pupils. These peer observations will promote shared professional learning, reflective dialogue, and the consistent application of approaches that support equity and progress.</p>		
<p>School Learner Model Develop a school-specific <i>Learner Model</i> based on John Hattie's <i>Visible Learning</i> research to define the attributes and behaviours of effective learners. This model will guide teaching and assessment practices, promote shared understanding across the school, and support improved outcomes for disadvantaged pupils through evidence-based strategies like clear learning intentions, feedback, and metacognition.</p>	<p>Visible Learning synthesizes over 800 meta-analyses, covering more than 80 million students, to identify what works best in education. This extensive research provides a robust foundation for developing effective teaching and learning strategies</p> <p><i>Hattie, J. (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. London: Routledge.</i> Available at: https://inspirasifoundation.org/wp-content/uploads/2020/05/John-Hattie-Visible-Learning_-A-synthesis-of-over-800-meta-analyses-relating-to-achievement-2008.pdf</p>	1
<p>Pupil Premium Champion Maintain a Pupil Premium Champion within the SLT to lead the strategic direction of provision for pupils eligible for Pupil Premium. The Champion will work collaboratively with SLT and wider school staff to delegate responsibilities, coordinate support, and ensure that barriers to learning are identified and addressed through collective action, improving both academic and personal outcomes for disadvantaged pupils.</p>	<p>Schools with a designated Pupil Premium Champion often see improved educational outcomes for disadvantaged students. This role helps in implementing targeted interventions and monitoring their impact.</p> <p><i>Education Endowment Foundation (2024) 'The EEF Guide to the Pupil Premium'.</i> Available at: https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>A Pupil Premium Champion can develop and implement a comprehensive strategy that aligns with the school's overall goals. This strategic approach ensures that all efforts are coordinated and focused on closing the attainment gap</p> <p><i>Education Endowment Foundation (2024) 'New and updated resources to help schools maximise the impact of their Pupil Premium funding'.</i> Available at: https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding</p>	1, 2, 3 & 4
<p>Awareness of ACE's & impact Increase staff awareness of children with Adverse Childhood Experiences (ACEs) and their potential impact on learning, behaviour, and attendance by completing an ACEs audit. Use the findings to inform staff discussions, raise awareness of individual pupil needs, and guide the development of trauma-informed approaches that support engagement and progress, particularly for vulnerable and disadvantaged learners.</p>	<p>The Education Endowment Foundation (EEF) emphasises that diagnosing pupil needs is the first and most critical step in developing an effective Pupil Premium strategy. This involves building a rich picture of individual pupil and family contexts, including academic, social, emotional, and wellbeing factors.</p> <p>The guide encourages schools to:</p> <ul style="list-style-type: none"> • Gather and reflect on a wide range of data (e.g. attendance, attainment, wellbeing). • Avoid assumptions and stereotypes. <p><i>Education Endowment Foundation (2025). Diagnose your pupils' needs. The EEF Guide to the Pupil Premium.</i> [online] Available at: https://educationendowmentfoundation.org.uk/using-pupil-premium/diagnose-your-pupils-needs</p>	1, 2, 3, 4

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

Budgeted cost: £17, 059.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Intervention SLT will collaborate with teachers to identify Pupil Premium pupils in need of targeted intervention or enhanced support. Decisions will be based on assessment data and teacher insight to ensure support is tailored to individual needs, helping to remove barriers and accelerate progress.</p>	<p>Utilising data from assessments and ongoing monitoring allows SLTs and teachers to make informed decisions about which students require enhanced support. This data-driven approach ensures that interventions are targeted and effective.</p> <p><i>Education Endowment Foundation (EEF). (2022). The EEF Guide to the Pupil Premium. Retrieved from EEF.</i></p>	1, 4
<p>Learning Support Assistants Employment of Learning Support Assistants to deliver targeted support such as Precision Teaching, pre and post lesson teaching, speech and language therapy, social, emotional and behavioural support, Read, Write, Inc. phonics. & NELI in EYFS and Y1.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.</p> <p><i>Education Endowment Foundation (2018) The Best Use of Teaching Assistants. Available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</i></p>	1, 3, 4
<p>PP/SEND Role Having the SENCO and Pupil Premium Lead as the same person strengthens the support system for students by ensuring a cohesive and integrated approach to addressing both special educational needs and financial barriers to learning.</p>	<p>Combining these roles ensures a more integrated approach to addressing both special educational needs and financial barriers, leading to more comprehensive support for students. When one person holds both roles, they can implement consistent strategies across both areas, ensuring that interventions are aligned and reinforcing each other</p> <p><i>Teach with Mrs. T. (2023). Collaborating with SENCOs, Special Education Professionals, and the DSL: A Holistic Approach to Understanding Pupil Needs. Available at: https://www.teachwithmrst.com/post/collaborating-with-sencos-special-education-professionals-and-the-dsl-a-holistic-approach-to-under</i></p> <p><i>One Education. (2024). Collaborating with SENCOs: Best Practices for Teachers. Available at: https://www.oneeducation.org.uk/collaborating-with-sencos-best-practices-for-teachers/</i></p>	1, 2, 4

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

Budgeted cost: £34, 118.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular Communication</p> <p>Establish half-termly direct contact with parents and carers of pupils eligible for Pupil Premium to raise awareness of their entitlement and the opportunities available. These communications will aim to strengthen home-school partnerships, ensure families are informed about support options (e.g. academic interventions, enrichment activities, pastoral services), and encourage engagement with initiatives designed to improve outcomes for disadvantaged pupils.</p>	<p>The Education Endowment Foundation (EEF) emphasizes the importance of parental engagement in supporting student outcomes. Effective communication with parents, especially those of Pupil Premium (PP) and Special Educational Needs and Disabilities (SEND) students, helps identify barriers to participation and ensures that interventions are appropriately targeted. Engaging parents through surveys and direct communication can provide valuable insights into the challenges they face and how the school can support them.</p> <p><i>Education Endowment Foundation (EEF). (2022). Parental engagement. Retrieved from EEF.</i></p>	1, 2, 3
<p>Inclusive Leadership Opportunities</p> <p>Ensure that disadvantaged pupils are encouraged and represented in leadership roles within school.</p>	<p>Research indicates that involving disadvantaged pupils in leadership roles can positively impact their academic and social outcomes. A study by the National Foundation for Educational Research (NFER) found that schools which successfully raised the attainment of disadvantaged pupils often emphasized student leadership and voice as key components of their strategy. This involvement helps build confidence, responsibility, and a sense of belonging among disadvantaged students.</p> <p><i>National Foundation for Educational Research (NFER). (2015). Supporting the attainment of disadvantaged pupils: articulating success and good practice. Retrieved from NFER.</i></p>	1, 2, 3
<p>Enrichment Activities</p> <p>Disadvantaged pupils will actively participate in a broad range of in-school and after-school enrichment activities (e.g., sports, competitions, cooking), leading to improved confidence, teamwork, and aspiration.</p>	<p>Research strongly supports the impact of enrichment activities on disadvantaged pupils' outcomes. Studies such as the Education Endowment Foundation's <i>Children's University</i> trial show that structured extracurricular experiences can lead to measurable academic progress and improvements in confidence, teamwork, and aspirations. Meta-analyses of after-school programs highlight positive effects on both academic achievement and social-emotional development, while research from the Nuffield Foundation and the Centre for Young Lives emphasizes that accessible, varied activities—such as sports, arts, and cooking—boost self-esteem, engagement, and wellbeing.</p> <p><i>Education Endowment Foundation. (2017) Children's University: Evaluation Report and Executive Summary. [online] EEF. Available at: https://eric.ed.gov/?id=ED581159 [Accessed 2 Jan. 2026]; Education Endowment Foundation. (n.d.)</i></p>	1, 2, 3

	<p><i>Children's University – first trial.</i> [online] EEF. Available at: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university [Accessed 2 Jan. 2026].</p> <p>Yao, J., Yao, J., Li, P., Xu, Y. and Wei, L. (2023) 'Effects of after-school programs on student cognitive and non-cognitive abilities: A meta-analysis based on 37 experimental and quasi-experimental studies', <i>Science Insights Education Frontiers</i>, 17(1), pp. 2627–2649.</p> <p>Callanan, M., Laing, K., Chanfreau, J., Paylor, J., Skipp, A., Tanner, E. and Todd, L. (2016) <i>The value of after school clubs for disadvantaged children.</i> [online] Nuffield Foundation. Available at: https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</p> <p>Centre for Young Lives, Leeds Beckett University and YMCA George Williams College (2025) <i>Beyond the classroom: the role of enrichment in tackling the school absence crisis. Report for National Citizen Service Trust and The Duke of Edinburgh's Award.</i> [online] Available at: https://cdn.prod.website-files.com/.../Centre%20for%20Young%20Lives_FINAL.pdf</p>	
<p>Fostering Community Engagement</p> <p>Ensure a variety of community service projects and well-being initiatives provided for all children, especially disadvantaged.</p>	<p>Community service projects are linked to positive youth development, including improved social skills, increased civic engagement, and enhanced academic outcomes. Research by the Annie E. Casey Foundation highlights that evidence-based programs promoting child well-being can strengthen communities and make effective use of public funding. These programs help children meet academic, social, emotional, and physical milestones by addressing risk and protective factors in their lives.</p> <p><i>Annie E. Casey Foundation.</i> (2022). <i>Building Evidence.</i> Retrieved from Annie E. Casey Foundation.</p>	<p>1, 2, 3</p>
<p>Enhanced Emotional Support through Trained ELSA Provision</p> <p>Provide a fully trained ELSA to provide enhanced emotional and behavioural support for identified vulnerable children in school e.g. managing big feelings, Circle of Friends, social communication groups, bereavement.</p>	<p>Research has shown that ELSA programs are effective in supporting children's emotional literacy and well-being. A study by the ELSA Network found that ELSA interventions help children develop better emotional regulation, social skills, and coping strategies.</p> <p><i>ELSA Network.</i> (2015). <i>Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools.</i> Retrieved from ELSA Network.</p> <p>A report by the National Institute for Health and Clinical Excellence (NICE) emphasizes the importance of good mental health in protecting children from social, emotional, and behavioural problems. ELSA programs, which focus on enhancing emotional literacy, have been found to reduce problem behaviours and improve academic performance and overall well-being.</p> <p><i>National Institute for Health and Clinical Excellence (NICE).</i> (2009). <i>Social and Emotional Wellbeing in Primary Education.</i> Retrieved from NICE.</p>	<p>1,2,3,4</p>
<p>Removing Barriers to Residential Participation for Pupil Premium Families</p> <p>Provide comprehensive information and support to Pupil Premium families regarding the Year 6 residential trip to encourage higher participation rates. Offer assistance with specific needs such as clothing, equipment, and financial barriers to ensure all</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p><i>Education Endowment Foundation</i> (2024) <i>Outdoor Adventure Learning.</i> Available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1, 2, 3</p>

students can access this opportunity.		
<p>Strengthening Attendance Monitoring and Family Support Systems</p> <p>Build a holistic understanding of pupils and families and diagnose specific needs in regard to attendance issues.</p> <ul style="list-style-type: none"> - Attendance data is managed and reviewed each week by Attendance Lead and works closely with Admin and SLT. - Insights and Bromcom are used as attendance monitoring tools and reported on weekly for discussion on the following week. - Attendance lead and admin team discuss daily absences of 'Purple Pupils' Patterns and trends across the weeks/terms etc are unpicked. - Termly reports to Governors is produced using EMAT document. - Weekly DSL/Attendance meetings are held with DSLs, SENCO, HT to discuss high priority cases and intervention if needed. - Termly communication to parents re. attendance percentage PA/SA or improving. Daily communication when absent. 	<p>The Education Endowment Foundation (EEF) emphasizes the importance of understanding pupils and their families to diagnose specific needs and address attendance issues effectively. This approach helps in identifying underlying causes of absenteeism and tailoring interventions accordingly.</p> <p><i>Education Endowment Foundation (2023). Supporting Attendance: Build a holistic understanding of pupils and families and diagnose specific needs. Available at: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs</i></p> <p>Regular review and management of attendance data by the Attendance Lead, in collaboration with Admin and SLT, are crucial for timely interventions. Effective attendance management systems, such as those discussed in various studies, highlight the importance of systematic data review to improve attendance rates</p> <p><i>Harvard Graduate School of Education (2024). Family Engagement Can Help Ease Absenteeism in Schools. Available at: https://www.gse.harvard.edu/ideas/ed-magazine/24/05/um-where-everybody</i></p>	1, 2
<p>Building Strong, Personalised Communication with Families</p> <p>Communicate effectively with families regarding attendance.</p> <ul style="list-style-type: none"> - Parents are kept informed about attendance through Class Dojo, letters, phone calls, and meetings. Admin team personally call families 	<p>The Education Endowment Foundation (EEF) highlights that personalized communication with parents, especially when linked to learning and framed positively, can significantly improve school attendance.</p> <p><i>Education Endowment Foundation (EEF). (n.d.). Communicate effectively with families. Retrieved from https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families.</i></p>	1, 2

<p>with attendance issues to offer support and clarity.</p> <ul style="list-style-type: none"> - Face-to-face meetings allow for discussion of tailored strategies and encourage feedback from families. - The school avoids automated messages, opting for personalised communication that considers family needs and accessibility, including translation services. - Families know how to reach staff via Class Dojo or the school office. 93% of families stated that they are satisfied with the communication from school in general and 96% stated that it was clear. 		
<p>Celebrating Attendance Through a Whole-School Reward System</p> <p>Develop and embed a whole-school attendance award system based on class weekly attendance rates.</p>	<p>Research indicates that positive reinforcement, such as attendance awards, can motivate students to attend school more regularly. A study by the NSW Department of Education found that schools using evidence-based strategies, including reward systems, saw meaningful improvements in student attendance and engagement.</p> <p><i>NSW Department of Education. (2024). Understanding attendance research review. Retrieved from NSW Department of Education.</i></p>	<p>1, 2</p>

Total budgeted cost: £85, 297

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 2024 to 2025 academic year.

Children in receipt of the PPG achieve in line with the national figures for Pupil Premium (where available)

<u>% of Children eligible for PPG meeting ARE+ in comparison to (national PP figures)</u>	End of Academic year 2024-2025	End of Academic year 2025-2026	End of Academic year 2025-2026
EYFS GLD	33%		
Manorfield PP Strategy Target	40%	60%	70%
Year 1 Phonics	29% (67%)		
Manorfield PP Strategy Target	65%	69%	73%
Year 2 Reading	50%		
Manorfield PP Strategy Target	50%	65%	75%
Year 2 Writing	50%		
Manorfield PP Strategy Target	50%	65%	75%
Year 2 Maths	51%		
Manorfield PP Strategy Target	50%	65%	75%
Year 6 Reading	64% (63%)		
Manorfield PP Strategy Target	50%	65%	75%
Year 6 Writing	82% (59%)		
Manorfield PP Strategy Target	50%	65%	75%
Year 6 Maths	55% (61%)		
Manorfield PP Strategy Target	50%	65%	75%
Year 6 GPS	82%		
Manorfield PP Strategy Target	50%	65%	75%

Current PPG attainment shows strong performance in KS2, with Year 6 Writing (82%) and GPS (82%) significantly exceeding both Manorfield targets and national figures, and Reading (64%) slightly above national. Year 2 outcomes meet or marginally exceed targets across Reading, Writing, and Maths. However, early years and phonics remain critical priorities: EYFS GLD (33%) and Year 1 Phonics (29%) fall well below targets and national benchmarks, representing the largest gaps. Year 6 Maths (55%) meets the school target but is still below national (61%). Overall, while KS2 strengths indicate good progress toward future goals, urgent intervention is needed in phonics and EYFS to close substantial gaps and secure improvement for 2025–26 targets.

Children will have good rates of attendance and punctuality to maximize learning opportunities.

	Starting point Sept 2024	End of Year 1 (2025)	End of Year 2 (2026)	End of Year 3 (2027)
PP overall attendance	92.3% <small>School – 95.7%</small>	93.7% <small>School – 96.3%</small>		
Manorfield PP Strategy Target		94%	95%	96%
PP Absence	7.7% <small>School – 4.2%</small>	6.3% <small>School – 3.7%</small>		
Manorfield PP Strategy Target		6%	5%	4.5%
PP Persistence Absence	28.1% <small>School – 10.6%</small>	16.4% <small>School – 4.6%</small>		
Manorfield PP Strategy Target		20%	15%	10%
PP Auth. Attendance	5.4% <small>School – 3.4%</small>	4.7% <small>School – 3%</small>		
Manorfield PP Strategy Target		5%	4%	3.5%
PP Un Auth. Attendance	2.3% <small>School – 0.8%</small>	1.6% <small>School – 0.7%</small>		
Manorfield PP Strategy Target		1.8%	1.2%	0.5%
PP Lates	2.5% <small>School – 1.1%</small>	1.8% <small>School – 0.8%</small>		
Manorfield PP Strategy Target		2%	1.5%	1%

PP attendance has improved from **92.3% in Sept 2024** to **93.7%**, just below the Year-1 target of **94%** and still behind the school average (96.3%). **Absence** reduced from **7.7%** to **6.3%**, close to the **6% target**, while **persistent absence** saw the most significant improvement, dropping from **28.1%** to **16.4%**, surpassing the Year-1 target of **20%** and moving toward the Year-2 goal (15%). **Authorised absence** (4.7%) and **unauthorised absence** (1.6%) are both better than targets ($\leq 5\%$ and $\leq 1.8\%$), and **lates** improved to **1.8%**, ahead of the 2% target. Overall, strong progress is evident in reducing persistent

absence and lateness, but continued focus is needed to raise overall attendance to **95% next year** and close the gap with whole-school figures.

Children eligible for the Pupil Premium grant will have equal access to wider opportunities in school to promote well-being and life-experience.

Extra-Curricular Clubs

Available Clubs during Academic Year 24-25:

- *Year 1 & Year 2 Multi Sports*
- *Year 1 & Year 2 Tennis*
- *Year 3 & Year 4 Football*
- *Year 3 & 4 Tennis*
- *Year 5 & 6 Football*
- *KS2 Choir*
- *KS2 School Council*
- *KS2 Eco Council*
- *KS2 Gymnastics*
- *KS2 Spanish*
- *KS2 Creative Club*
- *Year 5 & 6 Cheerleading*

To further support engagement and inclusion, enrichment opportunities need to be expanded within the school day to increase participation among Pupil Premium children. Currently, children in receipt of PPG are entitled to one paid extracurricular club per term; however, figures show that across the year only 7% of sports club attendees and 4% of non-sport club attendees were PPG pupils. This low uptake suggests that barriers such as timing, accessibility, and competing priorities may limit participation. Embedding enrichment activities into the school timetable and reducing reliance on after-school provision could significantly widen access and ensure that PPG pupils benefit fully from the broader curriculum and opportunities for personal development..

Year 6 Residential ‘Caythorpe Court’

The progress in Pupil Premium (PP) participation in the Year 6 residential trip to Caythorpe Court is highly positive, with attendance rising from a concerning **36% in the previous year to 90% this academic year**. This dramatic improvement means that the vast majority of PP children accessed valuable opportunities for personal growth, team-building, and experiential learning that such trips provide. These experiences are crucial for developing confidence, resilience, and social skills, which can have a lasting impact on academic achievement and wellbeing. The achievement reflects the success of targeted interventions and support strategies, such as financial assistance, proactive communication with families, and early planning to remove barriers. Moving forward, sustaining this high level of engagement and embedding similar approaches for other enrichment activities will be key to ensuring equitable access for all pupils.

ELSA Provision

The fact that 34% of the Emotional Literacy Support Assistant (ELSA) caseload is made up of Pupil Premium (PP) students is significant and shows a slight increase from last year. This continues to highlight the elevated need for emotional and social support among PP children, who may face additional challenges impacting their well-being and academic performance. The figure reinforces the importance of maintaining and strengthening targeted interventions, ensuring PP pupils have access to consistent emotional support to build resilience, confidence, and readiness to learn. Sustaining this provision and monitoring trends will be crucial to addressing barriers and promoting equity in both emotional development and academic achievement.

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
Read Write Inc. Phonics	Ruth Miskin Training
Read, Write Inc. Fresh Start	Ruth Miskin Training
NumberStacks	NumberStacks.co.uk

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