

Pupil Premium Strategy Statement- Manor Hill First School 2025-26

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 in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	18.5%
EYFS PP	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	October 2025
Date on which it will be reviewed	June 2025
Statement authorised by	L. Harris
Pupil premium lead	N.Tapp
Governor / Trustee lead	A.Lovell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52795
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£52795

Part A: Pupil premium strategy plan

Statement of intent

*At **Manor Hill First School**, we hold the highest aspirations for every child and are committed to helping each pupil reach their full potential. We strive to provide a **high-quality education** that not only prepares children for the next stage in their academic journey but also nurtures them to become **confident, conscientious individuals** who take pride in their skills, talents, and personal qualities.*

*As a school, we recognise that **quality first teaching** has the greatest impact on improving outcomes and closing attainment gaps, including for disadvantaged pupils. This year, we will continue to embed our pedagogical model, Connect – Explain – Example – Attempt – Apply – Connect, ensuring that effective teaching and learning strategies are consistently applied across all classrooms. This will be complemented by **targeted academic interventions** and **tailored pastoral support** to address specific needs, close gaps, and remove barriers to learning.*

*We are committed to ensuring that **no child feels unprepared or unable** to access the full curriculum. By using our resources effectively, we provide **personalised support** to meet individual needs and help all pupils thrive. Our **Pupil Premium Strategy** is designed to identify and remove barriers faced by our most vulnerable pupils, while our whole-school approach promotes **high expectations and improved outcomes** for all.*

Early intervention remains central to our success. By identifying support needs promptly, we help pupils to keep up and make continuous progress throughout their time at Manor Hill.

*Through the use of the **Pupil Premium Concept of Quality**, our approach is firmly grounded in **evidence-based research** and aligns with the **core principles and aims of the Pupil Premium funding**, ensuring that every action we take has a meaningful and measurable impact on pupil achievement and wellbeing.*

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Attendance</i></p> <p>In 2024-25 the average attendance for disadvantaged children was 93.4% which is below non disadvantaged children 95.4% and below the school target for all children 97%.</p> <p>Persistent absentees remain a priority group</p>
2	<p><i>Attainment</i></p> <p>In 2024-25 the attainment of pupil premium children was lower overall than non-disadvantaged children, attainment of disadvantaged pupils with identified SEND has been identified as an area for improvement.</p>
3	<p><i>Social, Emotional and Mental Health</i></p> <p>We recognise that a growing proportion of children require support to be ready to engage with a school day and to maintain positive engagement throughout the day.</p>
4	<p><i>Reading</i></p> <p>We recognise reading remains the key to accessing the full curriculum and that data for 2024-25 in Reading evidences that more needs to be done to improve ARE attainment for disadvantaged pupils.</p>
5	<p><i>Wider Opportunities</i></p> <p>Through feedback with children and families and from evaluations of the curriculum and wider insight from pupil voice and the impact of the cost-of-living crisis generally, we understand that enrichment opportunities and experience which improve cultural capital are lessened for all children, including for disadvantaged children.</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>Attendance Increased attendance rates for disadvantaged pupils compared to the last academic year. 2022-23 Non PP 95.4 PP 92.5 24-25 Non PP 95.4% PP 93.4%</p>	<p>The gap between attendance of disadvantaged and non-disadvantaged will reduce and ideally close.</p> <p>Disadvantaged children’s attendance will be in line with the school target of 97%</p> <p>Persistent absence rates for all children, including disadvantaged children will reduce.</p> <p>Positive engagement from parents with school and EWO when used to support</p>
<p>Attainment Increased attainment in the core subjects for disadvantaged pupils to be in line with non-disadvantaged pupils.</p>	<p>Gaps in learning are identified through use of AFL and standardised assessments to guide QFT and intervention.</p> <p>Intervention programs of support are planned for, timetabled and completed with regular assessment points to maintain targeted individual learning plans</p> <p>Attainment gap is reduced in RWM and closed over time.</p> <p>Improved QFT through the implementation and embedding of the pedagogical model – CPD program structured and planned for teachers</p> <p>CPD program for support staff to fully maximise impact had in intervention groups</p> <p>Early identification and support to be put in place to support keep up and not catch up.</p> <p>Proactive approach to securing the fundamentals in reading, writing and maths.</p>

<p>Social Emotional and Mental Health</p> <p>Children are ready to access a full curriculum as barriers to wellbeing are identified and addressed.</p>	<p>Early identification is crucial for support the children when required.</p> <p>All children have access to personalised support to meet their needs through a menu of approaches delivered by trained staff.</p> <p>Children do not miss learning whilst they are becoming ready to access the classroom and make gains in learning through QFT – keep up in place when learning is missed</p> <p>Further engagement with external agencies is established to meet the needs of all pupils.</p> <p>Following an ELSA program, regular daily check-in are used – zones of regulation are used</p> <p>All necessary stakeholders having a voice in the support for that child: pupil, parents/family, teacher, support staff, SENCO</p>
<p>Reading</p> <p>Reading attainment outcomes are improved for all underperforming groups, including disadvantaged and the gap closed between disadvantaged and non-disadvantaged pupils</p> <p>Phonics</p> <p>Increased % children passing phonics screening check in Y1 and to be above National.</p> <p>Increase the number of children reading for pleasure, embedding a reading culture throughout the school</p> <p>Parental support for reading will be increase.</p>	<p>Reading outcomes are in line with national outcomes for disadvantaged pupils in all year groups.</p> <p>Phonics screening outcomes are improved overall and specifically for disadvantaged children – being above National</p> <p>Swift intervention in EYFS means that keep up interventions are put into place to impact on gaps in learning sooner.</p> <p>Keep up interventions are identified at the earliest possible opportunity and not left for the 6-weekly assessment point.</p> <p>Parental attendance to reading events, workshops will be improved, frequency of reading at home will be improved and evidenced in diaries.</p> <p>Children to engage in reading for pleasure initiative.</p> <p>All staff to receive a CPD package of support around reading lessons, phonics and reading groups</p>

	<p>Monitor the attendance of workshops and ensure information is provided to non-attendees – make personal contact where necessary</p> <p>Increase in engagement with home reading as well as reading for pleasure with new initiatives being put in place.</p>
<p>Wider Opportunities</p> <p>Increased opportunities to develop cultural capital and aspirations for pupils. Personal development curriculum embedded to positively impact pupils experiences and outcomes both academically and emotionally.</p>	<p>Personal development curriculum implemented</p> <p>Increased attendance at extra-curricular clubs of disadvantaged pupils</p> <p>Increased offer of enrichment opportunities</p> <p>Continuation of new extra-curricular experiences, eg Young Voices Choir and First Aid training.</p> <p>Clear tracking of attendance of clubs and signposting children / families to the right clubs</p> <p>Personalised invites where required to increase uptake and where clubs are 'paid for', subsidised may be provided to support access to these clubs for PP children.</p> <p>Lunchtime playground physical and sporting activities are provided through T4S to pupils, free of charge.</p>

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: £ 23848

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Commitment to the provision of quality CPD to enable QFT for all.</p> <p>To include:</p> <ul style="list-style-type: none"> • Phonics • Reading fluency and comprehension • The Write Stuff • Pedagogical model • Trauma and Attachment • EYFS • NPQs • Restorative behaviour approaches • Adaptive teaching • Pupil Book Study • Concepts of Quality • Subject network meetings – Trust led 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>QFT</p> <p>1. High-quality teaching EEF</p> <p>CPD for staff</p> <p>Effective Professional Development EEF</p> <p>Whole class reading</p> <p>EEF Blog: Whole-class reading - choose your strategy carefully... EEF</p> <p>Reading comprehension strategies EEF</p> <p>Closing the word Gap</p> <p>word-gap.pdf</p> <p>Improving outcomes in EYFS and KS1 early maths</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Pupil Book Study by Alex Bedford</p> <p>Rosenshine Principles of Instructions</p> <p>Christopher Such – Primary Reading Simplified</p>	<p>2 3 4</p>

<ul style="list-style-type: none"> SEND support staff training <p>Release time for Monitoring, CPD and Evaluation cycles</p>		
<p>NCETM Mastering Number training and associated resourcing. Maths Hub release time.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	2

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

Budgeted cost: £ 21198

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification	The EEF Guide to the Pupil Premium EEF	1,2,3,4,5
Parent workshops for Reading, Phonics and Mathematics. Associated release time and resources to facilitate homework	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	2 4
Daily Reading	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2 4
Little Wandle Keep up /Catch up	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics EEF</p>	2 4

NELI	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	2 4
1-1 interventions, including reading fluency, pandora's box, beat dyslexia	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2 3 4
ELSA	Social and emotional learning EEF	3
Pre-teach session targeted support for math and securing the foundations on number	Small group tuition EEF The impact of a pre-teaching intervention in mathematics	

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

Budgeted cost: £ 7749

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support via VIP EWO Associated rewards Attendance Clinics and workshops for parents	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils The EEF Guide to the Pupil Premium EEF Engage with Educational Welfare Officer through VIP Education to improve attendance through parent partnerships and restorative approach in the first instance	1
Personal development opportunities subsidy	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	5

for visits and funding for visitors into school.	Wider Strategies	
Wellbeing Lunchtime nurture group provision ELSA training and supervision Breakfast boxes Uniform swap Food Bank Appointment of a parental support role	https://www.elsanetwork.org/wp-content/uploads/2022/10/Evaluating-the-impact-of-ELSA-Research.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning BBBL-Final-Version.pdf https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res https://www.bera.ac.uk/publication/food-banks-in-schools	1 2 3 4 5

Total budgeted cost: £ 52795

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in 2024-2025 academic year.

Attendance for disadvantaged pupils improved to 93.4%, narrowing the gap with non-disadvantaged pupils (95.4%). The school's engagement with the Education Welfare Officer (EWO) has been instrumental in maintaining a restorative and preventative approach to attendance. Ongoing communication with families and early intervention for persistent absentees has supported this improvement.

Further work will continue to focus on consistency of attendance for a small number of persistently absent pupils through targeted support, family engagement, and the continuation of rigorous monitoring.

Current data shows that attainment in Reading remains a focus, with 64% of disadvantaged pupils meeting the expected standard compared with 78% of non-disadvantaged pupils. Swift intervention in EYFS has had a positive impact, ensuring "keep-up" strategies are implemented at the earliest stage rather than after 6-weekly assessment points.

Improved communication with parents through reading events and workshops is beginning to increase engagement. Further embedding of early interventions, targeted support for SEND learners, and continued parental engagement will remain a key priority.

The school has strengthened its SEMH provision through the increased offer of ELSA support and targeted nurture sessions that include breakfast routines and welcome activities to help pupils settle for learning. The Parent Liaison role has played a key role in supporting both children and families, building trust and improving readiness for learning.

Further expansion of nurture and mentoring support is planned to sustain this positive impact.

The introduction of a new reading incentive has led to increased pupil engagement in reading. Disadvantaged pupils continue to perform below non-disadvantaged pupils, but provision mapping and targeted interventions "keep-ups" have ensured that pupils receive structured and timely support.

The consistent use of flashcards, have contributed to improved fluency and decoding skills. The Pupil Book Study is now well established and the new teaching model is in the sustaining phase, supporting consistency across classrooms.

All children, including those in receipt of Pupil Premium, have had access to a wide

range of clubs and enrichment opportunities. Support has been provided to families to ensure equitable access, particularly for paid extracurricular clubs such as *T4S*. This commitment has ensured participation and inclusion remain strong, despite financial pressures. The school continues to allocate resources to maintain these opportunities, recognising their impact on confidence, aspiration, and engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
ELSA	
Little Wandle	
White Rose Maths	
TT Rockstars	
HAF	Time4Sport
EdShed - spelling	
Letter join handwriting	