

Manorfield School Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged learners.



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 statement on Pupil Premium

It is our belief that children in receipt of pupil premium support are inherently no less able than their peers. The strategic intention of this school is to ensure that by the end of Key Stage 1 our Pupil Premium children achieve at least in line with non-Pupil Premium children and that there is no gap between the average of their attainment and that of other children.

School overview

Detail	Data
School name	Manorfield Infant and Nursery School
Number of learners in school	174 (Rec-Y2)
Proportion (%) of pupil premium eligible learners	25 FSM (14.4%) 0 PLA (0.0%) 1 CLA (0.6%)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr. G Alvy
Pupil premium lead	Mrs K Ellis-Holmes
Governor / Trustee lead	Mr. G Alvy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year; £1515.00 per pupil; October 2025 census numbers: 25 children (14.4%)	£43,935
Recovery premium funding allocation- no allocation this academic year	£0 per pupil; £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43,935

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of [different strategies and their value for money](#).

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

As well as recognising that Pupil Premium children are inherently no less able than their peers, we also understand that among them are children who are of higher ability and we are committed to ensuring that these children are provided with educational opportunities that will help them to achieve their potentials.

Our ultimate objectives are:

- To narrow and preferably eliminate the attainment gap between disadvantaged and non-disadvantaged learners.
- For all disadvantaged learners in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the learners
- Ensuring that appropriate provision is made for learners who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged learners are adequately assessed and addressed
- When making provision for socially disadvantaged learners, we recognise that not all learners who receive free school meals will be socially disadvantaged
- We also recognise that not all learners who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of learners the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Pupil Progress reviews will include analysis of the progress made by Pupil Premium children, individually and collectively, to enable the school to focus on identifying where teaching strategies have been effective or where they may need improvement.

Achieving these objectives:

- The range of provision the Governors consider making for this group include and would not be inclusive of:
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support and tuition
- Additional teaching and learning opportunities provided through trained ETA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations or Greater Depth.
- Additional learning support.
- Support payment for activities and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower starting points in communication and language.</p> <p>Many disadvantaged learners enter reception with:</p> <ul style="list-style-type: none"> • Limited vocabulary and oral language • Less confidence expressing needs ideas or emotions • Reduced exposure to rich, extended language interactions prior to starting school
2	<p>For some learners, wider contextual factors can limit engagement with learning. These include communication barriers, emotional regulation needs and health-related challenges. This can result in a greater reliance on adult support and a reduced willingness to take risks in learning, particularly when tasks feel unfamiliar or demanding.</p>
3	<p>Attendance and Punctuality issues. Our attendance data year indicates that attendance among disadvantaged learners has been between 1.8% lower than for non-disadvantaged learners.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged learners' progress.</p>
4	<p>Disadvantaged learners attain at a lower level than their peers, and although progress is evident, it is not yet strong enough to reduce the attainment gap, which remains evident and increases across Key Stage 1 in reading, writing and mathematics.</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
Disadvantaged children develop the vocabulary, oral language and confidence needed to engage fully in learning from the start of Reception and across Key Stage 1.	EYFS assessment and observations show disadvantaged learners using taught vocabulary independently, sustaining talk, and beginning to narrow the communication and language gap by the end of Reception.
Disadvantaged learners regulate emotions more effectively, engage positively with learning and develop greater independence	Behaviour logs, observations and learning evidence show improved emotional regulation, sustained engagement and reduced reliance on adult support among disadvantaged learners.
Improved attendance for disadvantaged learners	Attendance for the group is in line with non disadvantaged learners.

Activity 2025-2026

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

Teaching (for example, CPD, recruitment and retention):

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Ongoing CPD around phonics teaching and reading	<p>Ensure all relevant staff (including new staff) have received training to deliver the Read, Write Inc. phonics scheme effectively.</p> <p>This cascades to include TAs.</p> <p>English Lead released weekly to further embed phonics and reading teaching and learning through delivering bespoke practise sessions and coaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 4
Deployment of trained EYFS staff to deliver daily, planned language-rich interactions and explicit vocabulary teaching	<p>EEF <i>Improving Literacy in the Early Years</i> identifies structured adult-child interactions and explicit vocabulary teaching as key drivers of improved communication and language outcomes. Oral language interventions show an average impact of +6 months, particularly for disadvantaged children with low starting points.</p>	1 4
Teaching: Ongoing CPD to improve maths teaching and learning	<p>Ensure all relevant staff (including new staff) have received training to deliver the White Rose Maths scheme.</p> <p>This cascades to include TAs.</p> <p>Maths Lead out of class as needed through the year to ensure high quality teaching and consistency through school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1 4
<p>CPD for teachers to:</p> <ul style="list-style-type: none"> · Further develop QFT · Subject leader expertise · Address personal areas of need (all career stages) · Address issues arising through monitoring · Ensure consistency <p>As well as attending courses, staff</p>	<p>The EEF Guide to the Pupil Premium (2019) states that a tiered approach is the most effective, placing teaching at the helm. According to the review of 6 years of EEF research, ‘Closing the Attainment Gap’ (2018), ‘What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.’ The EEF Guide agrees that, ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.’</p>	1 4

meeting, reading and researching, this will include release time for peer observations, subject leadership and coaching / support sessions with middle or senior leaders.		
CPD for teaching assistants: Whole school foci, address specific areas of need and issues arising through monitoring, ensure consistency	Recent research demonstrates that when they are well trained and used in structured settings with high-quality support and training, teaching assistants can make a noticeable positive impact on pupil learning (EEF June 2021)	1 2 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions): Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated time for senior leaders to coordinate, oversee, monitor and evaluate implementation and impact of intervention and provision of pupil premium provision.	EEF Implementation guidance - Evidence indicates that implementation is the key element of success and if insufficient time is taken chances of success are minimised.	1 2 3 4
Reading for pleasure-development of the school library and library systems to allow children an opportunity to develop reading for pleasure	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). <u>Reading for pleasure (DfE 2012)</u>	1 2 4

Reading, Writing and Maths interventions	<p>Establish small group interventions for disadvantaged learners falling behind age-related expectations-</p> <p>SENCO out of class for 2.5 days per week to embed intervention structure/ethos and train and upskill staff</p> <p>Oral language interventions can have a positive impact on learners' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/oral-language-interventions</p>	2 3 4
Additional phonics sessions targeted at disadvantaged learners who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on learners, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonicsw</p>	1 4
Vocabulary and language enhancements	<p>Implementation of speech and language interventions- SALT (from the Yorkshire Speechie), talk around stories and TWitCH principles in Nursery.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	1 4

Wider strategies (for example, related to attendance, behaviour, wellbeing): Budgeted cost: £ 13,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with families	Using Evidence me and ParentHub	2 3 4
Improving attendance and readiness to learn for the most disadvantaged	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 2 3

learners Embedding principles of good practice set out in the DfE's Working Together to improve School Attendance advice. This will involve training and release time for staff to develop and implement new procedure	Internal school analysis shows that attendance of disadvantaged learners is lower than non-disadvantaged learners. All the activities we have put in place are intended to tackle this area holistically and supportively. Research conducted by the National Governance Association (2018) suggests that schools need to adopt a more holistic outlook when deciding on pupil premium spending. This means that, in the pupil premium spending strategy, teaching and learning initiatives should be accompanied by more pastoral initiatives which are often better at addressing the specific barriers to educational achievement which hold back pupil premium learners. The same research suggests that four of the five most commonly identified barriers to pupil premium learners realising their potential were: ·family life (mentioned in 22/ 36 strategies analysed)	3
Subsidising trip and experiences	·low attendance (mentioned in 17/ 36 strategies analysed) ·social and emotional barriers to engagement (mentioned in 14/ 36 strategies analysed) ·individual pupil needs, especially learners identified as having special educational needs, or English as an additional language (mentioned in 10/ 36 strategies analysed).	3 4
Commissioned Speech and language therapist		3 4
Provide free milk for all children in receipt of PP (support with sourcing uniform / book bags if required)		3 4
Rewards purchased for good behaviour and attendance		3 4
Contingency fund for acute issues.		1 2 3 4

Total budgeted cost: £43.935

Part B: Review of outcomes 2024-2025

Our assessments during 2024/25 suggested that the performance of disadvantaged learners was starting to improve in comparison to the previous years in key areas of the curriculum. Results have improved for disadvantaged learners in KS1 outcomes in Reading, writing and Maths, and the gap between disadvantaged and non-disadvantaged learners has decreased in some key areas. There is a clear link between PP children and PA, which in turn is then leading to issues with attainment. Until the gap is closed between disadvantaged and non-disadvantaged learners, there is still considerable work to do.

EYFS outcomes July 2025	Manorfield	
	PP	Non PP
Achieved GLD	50%	53.8%

Phonics outcomes July 2025	Manorfield	
	PP	Non PP
Achieved pass mark of 32 or above	87.5%	80%

KS1 July 2025	Manorfield	
	PP	Non PP
Achieved EXS or above reading	46.7%	54.3%
Achieved EXS or above writing	40%	50%
Achieved EXS or above Maths	46.7%	56.5%
Achieved EXS or above in reading, writing and maths	40%	45.7%

--

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
None	

Funding allocation

7/12ths =£: 25,628.75. This is the amount of pupil premium funding to allocate to the first 7 months of the 2025/26 academic year (September 2025 to March 2026).

5/12ths of budget from October 24 census= £18306.25 payment from April to August

Estimate pupil premium funding you will receive in the 2026-27 financial year.

October 25 Census: 25 learners = £38,625 (based on current PP allocation)

7/12ths payment from September 26-March 27=£22,531.25.

Further information (optional)

2025-2026

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for learners, particularly disadvantaged learners.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. All learners will attend weekly extra-curricular activities.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged learners. We also used the EEF's families of schools database to view the performance of disadvantaged learners in schools similar to ours and contacted schools with high-performing disadvantaged learners to learn from their approach.

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 also looked at studies about the impact of the pandemic on disadvantaged learners.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase 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 learners..