



The Manor Church of England VC Primary School

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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	The Manor Church of England Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	15% (30 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	15 December 2023
Statement authorised by	Amanda Flanagan (Executive Headteacher)
Pupil premium lead	Lisa Coult (KS Lead and PP Chamoion)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,345



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Part A: Pupil premium strategy plan

Statement of intent

- Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap. This funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident and successful learners.
- At The Manor Church of England Primary School, we are determined to give our children every chance to be the very best they can be. Our school vision of **ASPIRE** to be the best you can be; **BELIEVE** we are all unique and deserved to be valued and **ACHIEVE** anything we set our minds to if we try our best is a vision we have for ALL our pupils
- We aim for all of our disadvantaged children to reach at least national expectations in all areas.
- Through high quality teaching, interventions, bespoke support for children and families, pupils gain confidence to engage fully in their learning. Through the curriculum, pupils have the opportunity to learn a wide aspect of global issues, communities and facts to widen their general knowledge.
- Key principles include a detailed analysis of needs and barriers to learning, regular review and refinement, a whole school approach and commitment.

Challenges

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

Challenge number	Detail of challenge
1	The link between pupil premium and SEND children – 23% of PP children are on the SEN register or the SEND pre-register
2	Wellbeing, mental health and safeguarding - Pupil premium children have significant social and emotional needs than non- PP children – 55 % of PP children have social and emotional needs.
3	To ensure that any remaining gaps resulting from lockdown do not widen further from that of non-PP eligible children. Ensuring all children are receiving quality first teaching differentiated to individual need to ensure maximum progress can be made.

4	Wider curricular opportunities
5	Attendance – to ensure all pupil premium children's' attendance is at least in line, or above that of non-pupil premium children. Year 22-23, overall attendance for PP children was 93.8%%, FSM 93.2% and whole children 95.8%

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
Improved attendance	Attendance levels for PP and vulnerable children are in line with those of non-PP pupils
Improve outcomes for PP and vulnerable children with respect to Reading, Writing and Mathematics	PP and vulnerable children make good progress in reading, writing and mathematics (equal to or above that of non PP pupils), including phonics.
Children's culture capital is built through a range of wider opportunities	There is a planned approach to the delivery of wider opportunities through: trips, visits and visitors, extra-curricular activities, in-school opportunities
The schools processes for supporting the wellbeing, mental health and safeguarding of vulnerable pupils are highly effective.	Highly efficient systems underpin the strong processes and practices in place to support vulnerable pupils within the school as evidenced by termly SWAG meetings (Safeguarding, Attendance and Welfare Group).

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: £ 24,520.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD and rigorous monitoring to ensure all staff have the skills and knowledge required to meet the needs of all pupils. Bi-weekly core group meetings to ensure gaps identified and quickly addressed. SEND surgery weekly to support teachers in planning to meet the needs of SEND pupils within their class/phase. SENCO to support Medium Term Planning days	High quality staff CPD is essential to follow EEF principles. School wide CPD focus on embedding The Manor Pedagogical principles for quality first teaching. In-house research and past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies for those children	1,3,5
Training for teaching and support staff to identify any barriers to learning, being able to implement SMART targets and strategies to ensure any gaps in attainment and progress are reduced.	High quality staff CPD is essential to follow EEF principles.	2,3, 4

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

Budgeted cost: £ 7200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Intervention teacher – small group interventions	DFE guidance shows that regular assessment and monitoring ensures that children remain on track and make progress. Small group sizes lead to better outcomes for pupils	1,3

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

Budgeted cost: £ 12, 624.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO and parent link work supporting children with low attendance.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	2,5
Family Liaison Officer alongside senior leaders target PP children who are regular absentees and those who are at risk of becoming regular absentees	Current data from the school shows that PP children have a higher rate of absenteeism. Previous strategies have shown that engagement of senior leaders at an early stage with parents has significantly improved attendance	4
Enrichment and extracurricular activities, including forest school improves mental and physical health.	Outdoor learning experiences consistently show positive benefits on academic learning (EEF), and the impact on more vulnerable pupils is even higher.	5

Total budgeted cost: £ £44,345

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had on pupils

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend
2024/25	27	25.9%	24.4%	Close to average (non-sig)	No sig change
2023/24	27	29.6%	27.1%	Close to average (non-sig)	No sig change
2022/23	23	21.7%	29.3%	Below (non-sig)	No sig change

2018/19	21	19.0%	16.1%	Close to average (non-sig)	Not available
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FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend
2023/24	28	0.00%	2.33%	Below (non-sig)	No sig change
2022/23	27	0.00%	1.94%	Below (non-sig)	No sig change
2021/22	18	0.00%	1.63%	Below (non-sig)	Not available

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	13	46%	46%	Close to average (non-sig)	68%	-21	Not applicable	Not applicable
2025	4	50%	47%	Small cohort	69%	-19	Suppressed	-
2024	5	60%	46%	Small cohort	67%	-7	Suppressed	-
2023	4	25%	44%	Small cohort	66%	-41	Not available	Low - Stability

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Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	13	77%	62%	Above (non-sig)	80%	-3	Not applicable	Not applicable
2025	4	75%	63%	Small cohort	81%	-6	Suppressed	-
2024	5	100%	62%	Small cohort	80%	20	Suppressed	-
2023	4	50%	60%	Small cohort	78%	-28	Not available	Low - Stability

Disadvantaged pupils - Writing progress

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2-year	7	1.5	-0.7	Above (non-sig)	0.4	1.2	Not applicable	Not applicable
2023	4	3.0	-0.7	Small cohort	0.4	2.7	Suppressed	Low - Stability
2022	3	-0.5	-0.8	Small cohort	0.4	-0.9	Not available	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	13	77%	60%	Above (non-sig)	80%	-3	Not applicable	Not applicable
2025	4	100%	61%	Small cohort	80%	20	Suppressed	-
2024	5	100%	59%	Small cohort	79%	21	Suppressed	-
2023	4	25%	59%	Small cohort	79%	-54	Not available	Low - Stability

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	13	46%	59%	Below (non-sig)	78%	-32	Not applicable	Not applicable
2025	4	50%	60%	Small cohort	79%	-29	Suppressed	-
2024	5	60%	59%	Small cohort	78%	-18	Suppressed	-
2023	4	25%	59%	Small cohort	78%	-53	Not available	Low - Stability



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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
X tables Rockstars	TT Rockstars
Purple Mash	2Simple
Nessy	Nessy Learning
Power of 2	Plus 1