



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Manor Farm Academy
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Andrea Collins
Pupil premium lead	Mrs Charlotte Cosgrove
Governor / Trustee lead	Mrs Nat Train

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,777
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,777

Part A: Pupil premium strategy plan

Statement of intent

At Manor Farm Academy, we have two fundamental objectives for disadvantaged pupils. The first is for them to achieve their full potential academically, with progress rates and attainment levels which are at least equitable with their peers. The second is that disadvantaged pupils receive a comprehensive range of culturally enriching opportunities and activities, and that access to broader horizons is made possible for them by the direct action of the school.

Our pupil premium strategy plan works towards achieving those objectives by simultaneously tackling a number of challenging aspects ranging from individual risk factors to school culture and family circumstances while drawing on the existing evidence base in doing so. Our strategy complements the school aspiration for all pupils to engage meaningfully with enriching and varied experiences. The implementation of this strategy incorporates all members of our school team, and utilises the committed effort of the whole school in order to realise these objectives for our pupils.

The key principle underpinning this strategy is that all pupils, regardless of socioeconomic context, should be supported as needed to achieve highly and access a wide range of enriching experiences.

Challenges

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

Challenge number	Detail of challenge
1 Securing Progress & Attainment	Internal observations and assessments evidence that many pupils in receipt of PP have made good progress from their start point. While this is positive, we recognise the importance of embedding the progress made so that it is secured year on year.
2 Language Deficit	Internal observations and assessments identified that poor vocabulary and experiences of literacy and literature are more common for PP pupils than among their peers. Exposure to language-rich experiences, or to a broad range of language contexts, is less likely among PP pupils at Manor Farm Academy. As the average level of language acquisition at the academy is high, this places our PP pupils at a marked disadvantage.
3	In general, disadvantaged pupils across the academy have more limited access than their peers to cultural and enrichment experiences such as



Enrichment Experiences	galleries, museums and exhibitions, sports provision and music lessons, which would otherwise enrich their vocabulary, knowledge and opportunities for self-development. Pupils at the academy generally access a wide range of enriching and cultural experiences, and thus PP pupils are placed at a disadvantage in their cultural capital development when compared to their peers.
4 Well-being, social and emotional	Assessments, observations and communication with pupils and their families has identified social and emotional issues for many pupils. This has resulted in them not being ready to access learning due to low levels of resilience and determination. Pastoral support is needed to further support these pupils and enable them to be successful within the academy.
5 Attendance	5.6% of disadvantaged pupils have been 'persistently absent' compared to 3.6% of their peers during last academic year. Assessment and teacher feedback indicates that absenteeism negatively impacts upon some of our disadvantaged pupils' progress.

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
1. Securing Progress & Attainment Throughout EYFS, KS1 and KS2 PP pupils make strong progress from their starting points and consequently achieve at least in line with their peers at the end of each key stage. Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum, with a focus on phonics, reading, writing and maths. The attainment gap is narrowed PP pupils and their peers	The targets for PP pupils are as ambitious as those for their peers QFT is at least good and personalised provision in the classroom support the pupils to succeed Rigorous data analysis of ongoing assessments and NTS outcomes, alongside book looks and learning walks, evidence that pupils are making good progress Any pupils who are not making expected progress are identified and barriers to learning are addressed Highly focused interventions in place to ensure that barriers are overcome and accelerated progress is made
2. Language Pupils with lower expressive vocabularies are supported in their language acquisition and make	PP pupils achieve in line with their peers in the phonics screening PP pupils demonstrate improved levels of expressive vocabulary across the curriculum,



strong progress in their vocabulary and understanding. The academy ensures that PP pupils have equal access to a wide range of opportunities for new and varied language, and opportunities that promote the acquisition of vocabulary. A strong reading culture is embedded across the school and ensures that all pupils develop a love of reading.	determined in the monitoring and evaluation cycle There is no language gap between PP pupils and their peers by the end of KS1 A wide range of opportunities are evident to support language development- e.g. debating, holding conversations for different purposes. Pupils make good progress in reading as a result of consistent implementation of the approach to reading across the school Classrooms and shared areas are 'text rich', and pupils regularly engage with a widening variety of books/texts. Increased % of PP pupils working at ARE or above across the school in reading and phonics. All PP pupils have access to reading at home and at school Fluency continues to be a high priority
3. Enrichment Experiences Regardless of socioeconomic backgrounds, pupils at Manor Farm Academy are able to access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits. All pupils eligible for PP engage in meaningful sporting and cultural activities, and enrichment experiences that develop an understanding of different cultural contexts, allowing them to access the full range of social and cultural capital on offer at the school.	Trips for PP pupils are fully funded and residential are partly funded PP pupils have access to participate in at least one sports club or cultural club each week PP pupils have one club per term funded
4. Well-being, social and emotional Pastoral support is well targeted and effective in ensuring that our most vulnerable pupils eligible for PP are fully engaged in all aspects of school life.	Pupils who receive pastoral support intervention make at least expected progress. Pre and post measures within pastoral support interventions evidence a positive impact. Key families are accessing our offer of support through Early Help.



	Teaching Assistants are allocated to best meet the needs of all learners, they challenge and guide the pupils
5. Attendance To achieve and sustain improved attendance (in particular PA) for all pupils, particularly our disadvantaged pupils.	Robust attendance strategies and monitoring will be in place to ensure persistent absentees are identified Attendance will be high priority and high profile across the academy, with open channels of communication to ensure a whole school approach and shared responsibility The gap between PP and Non-PP persistent absence attendance will be no more than 1%



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: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary and language acquisition training for all teaching staff. CPD for all FS/KS1 staff to ensure that high quality and specific approaches in the teaching of phonics, early reading and language and communication is consistently in place across FS and KS1.	EEF guidance reports on 1) 'Improving literacy in KS1' available here. 2) 'Preparing for Literacy' available here. 3) 'Improving literacy in KS2' available here. EEF guidance report on 'Effective Professional Development' available here. Education Endowment Foundation (EEF): 'Teaching and Learning Toolkit' Phonics (+5 months) available here Oral language Interventions (+6 months) available here	1, 2
CPD for all KS2 staff to ensure high quality teaching in reading (fluency and comprehension), and writing.	Evidence from EEF: Improving Literacy KS2 available here Reading comprehension strategies (5+ months) available here	1, 2
'Emotion coaching' training for staff	EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4) available here. EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools' available here.	4

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

Budgeted cost: £2500



Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality, structured, evidence based interventions, delivered by highly competent Learning Support Assistants, to address barriers to learning.	Targeted small group tuition based on specific barriers to learning EEF research-available here EEF 'Teaching and Learning Toolkit': Individualised instruction + 4 months available here	1, 2
Daily reading interventions for pupils in EYFS, KS1 and KS2	EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 months' progress respectively) available here . EEF guidance reports on 1) 'Improving literacy in KS1' available here . 2) 'Preparing for Literacy' available here .	1, 2
Oral Language interventions in EYFS and KS1.	EEF Teaching and Learning Toolkit. 'Oral Language Interventions' (+6 months' progress). Available here . EEF guidance reports on 1) 'Improving literacy in KS1' available here . 2) 'Preparing for Literacy' available here	2

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

Budgeted cost: £27677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment club subsidies: free clubs each term for PP pupils and residential subsidised	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science) available here . EEF Teaching and Learning Toolkit 'Physical Activity' (+1 month progress on academic attainment) available here .	3



High quality daily school lunch prepared for PP pupils	(Implemented to ensure that PP pupils receive a balanced and nutritional hot meal every day, in the same manner as their peers).	1
Time to Talk' programme led by the Mental Health First Aider	EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4 months' additional progress in academic outcomes over the course of an academic year) available here .	4
ELSA interventions to support pupil well-being	EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4 months' additional progress in academic outcomes over the course of an academic year) available here .	4
Lego Therapy interventions to support pupil communication and social interactions	EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4 months' additional progress in academic outcomes over the course of an academic year) available here .	4
Attendance Monitoring	EEF Supporting School Attendance available here .	5

Total budgeted cost: £ 33777



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.

Attainment for the Pupil Premium group in each group is outlined below:

Reception- 0/1 of PP pupils achieved GLD (combined)

PP vs non-PP ARE	Cohort:	PP		No PP		PP		No PP		PP		No PP		PP		No PP		PP		No PP		PP		No PP	
		(2)	(28)	(4)	(27)	(4)	(26)	(5)	(25)	(2)	(28)	(4)	(26)	(2)	(28)	(4)	(26)	(2)	(28)	(4)	(26)	(2)	(28)	(4)	(26)
	Reading	2	100%	22	79%	3	75%	23	85%	2	50%	21	81%	4	80%	23	92%	1	50%	26	93%	4	100%	19	73%
	Writing	1	50%	20	71%	3	75%	21	78%	-		22	85%	2	40%	19	76%	1	50%	22	79%	4	100%	20	77%
	Maths	1	50%	24	86%	3	75%	22	81%	1	25%	22	85%	2	40%	18	72%	1	50%	23	82%	4	100%	16	62%
	SPaG					3	75%	21	78%	-		21	81%	2	40%	21	84%	1	50%	24	86%	4	100%	19	73%
	Combined	1	50%	20	71%	3	75%	19	70%	-		19	73%	2	40%	18	72%	1	50%	21	75%	4	100%	15	58%

We have analysed the performance of our school's disadvantaged pupils during the previous academic year. The data demonstrated that PP pupils in Y6 outperformed non-PP pupils in all areas and Y1 PP pupils outperformed their peers in Reading. Aside from this, non-PP pupils outperformed their peers in all other year groups and subjects creating some substantial gaps in attainment. With that in mind, 6 of the 21 PP pupils are on the SEND register, 1 of which has an EHCP.

In order to ensure that the gap between PP and non-PP attainment and progress is addressed and improved, provision will be closely monitored and the impact of this will be regularly evaluated. The introduction of a new, whole school provision map has been implemented to closely track intervention across the academy.

Curriculum plans have continued to be developed to ensure a consistent approach to reading, writing and maths which continues to secure and deepen understanding as well as focus heavily on vocabulary to further develop language and comprehension. Subject Leaders continue to embed subject changes and provide staff with high-quality CPD to ensure consistency and at least 'Good' QFT.

Pastoral intervention is closely tracked, securely in place and these evidence positive impact; pupils and families speak confidently and positively about our 'Pastoral Offer' and high quality support is provided for all pupils who need this. Further links have also been built with external professionals to enhance our provision (e.g. MHST team). Our Pastoral Lead has developed strong relationships with families and liaises with outside agencies where appropriate. This has had a significant impact on our pupils wellbeing, but has also supported in reducing potential safeguarding and attendance concerns.



Enrichment opportunities continue to be well attended by PP pupils and our enrichment offer ensures that there is a wide variety of trips, clubs and experiences on offer.

Attendance continue to be prioritised and monitored regularly.