

Pupil premium strategy statement – Manford Primary School 2024 2025

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	443
Proportion (%) of pupil premium eligible pupils	32% (144 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/4 2024/5 2025/6
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	J Donnelly
Pupil premium lead	J Donnelly
Governor / Trustee lead	N Swindon

Funding overview

Detail	Amount
Pupil premium funding allocation Apr-24 to Mar 25	£149,489
Recovery premium funding allocation this academic year	£ 0
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>	£149,489

Part A: Pupil premium strategy plan

Statement of intent

- *Our disadvantaged pupils will receive a high-quality curriculum, well delivered so that they have the knowledge and skills they need for their secondary education.*
- *They will gain confidence and be able to express their thoughts and opinions, showing respect*
- *They will value literature and know that learning is a pathway to success in later life*
- *Our pupil premium strategy uses evidence-based approaches*
- *Our disadvantaged pupils are not one group to be supported, each child has different barriers to learning. Sometimes a barrier affects a number of families or children, other times very bespoke support may be used to secure success.*

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance/persistent absence-inc Wellbeing
2	Post-COVID effects (children in Early Years and Year 1 and 2 and 3 who were socially, emotionally and academically affected by COVID)
3	Pupils in UKS2 (SEN and non) who have made slower than expected progress
4	Housing- Children in temporary accommodation/travelling distances to school/high mobility
5	Increasing high level of SEN needs in disadvantaged pupils
6	Increased cost of living is a barrier to cultural capital and opportunities for pupils, including those who are disadvantaged

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
Attendance improves	Persistent absence in the PP group of disadvantaged children is in line with data for their non-disadvantaged peers

All groups of learners make at least expected progress (including those with multiple disadvantage) (Focus on reading prompted by 2025 data internal and external)	End of Key Stage data shows that the achievement gap between disadvantaged pupils (non-SEN) and their non-disadvantaged peers reduces
Children make increased progress in Early Years, particularly in writing. This secures improved outcomes for disadvantaged pupils at the end of Key Stage 1.	High expectations and emotional support in Early Years raises the % of children who are ready for National Curriculum in Year 1

Activity in this academic year (2025/2026)

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop greater expertise in diagnosing barriers to improving reading, widen the use of diagnostic tools	EEF Improving Literacy in KS2	2,3,5,6 (£2000)
Improve teacher feedback (verbal)	EEF Toolkit	2,3,5,6 (£500)
Improve curriculum access through adaptations (inc digital teaching toolkits AI/Widgit)	EEF Toolkit Goldsmiths, University of London	1,2,3,5,6 (£2000)

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

Budgeted cost: £ 41,029

Activity	Evidence that supports this approach	Challenge number(s) addressed
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EYFS Interventions (ELSA/Speech and Language)	EEF Early Years Toolkit	2,5,6 (£22,000)
Early Literacy approaches	EEF Early Years Toolkit	2,5,6 (£2,000)
Reading interventions	EEF KS2 Literacy Guidance	3 (£5,000)
Booster classes and homework clubs	EEF Toolkit	1,2,3,4,5 (£2,400)
Scholars Programme (Year 6 High Achievers)	Impact Reports	1,2,3,6 (£2,779)
Lexia Programme and related technology for delivery	https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/lexia	2,3,4 (£6850)
Targeted conferencing in KS2	EEF- Flying High marking conferences EEF Supporting reading comprehension in KS2	1,2,3,4,5,6

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

Budgeted cost: £55,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance events and monitoring (EWO service)	EEF Evidence submission to the Education select Committee	1,4 (£5400)
Parental engagement and Early Support	EEF Toolkit, Early Years Toolkit, (Need to avoid widening the attainment gaps)	1,2,3,4 (£16,000)
Provide focussed wellbeing and coaching for vulnerable pupils (e.g. young carers)	EEF Toolkit Public Health doc-The link between pupil health, wellbeing and attainment.	1,2,3,4 (£33,655)
Equity of opportunity to access extra-curricular clubs		1,2,4,6 (£48,000)

Total budgeted cost: £149,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/2025

The school has seen a significant increase in admissions of children with SEND, both with diagnosis and without. This has required a high level of funding. The schools % of EHCP children is currently 6% which will rise to 8.8% in the 2025/6 academic year, against a national figure of 3%.

Attendance improved despite the increase of children with SEN needs and holidays in term time. We are also seeing more families seeking medical and dental treatment abroad due to waiting lists and a lack of capacity within local NHS services.

	School data Period: 2024/2025	National data 2023/2024	
Overall attendance Statutory Pupils	Prim: R-6 = 94.43% Prim: 1-6 = 94.04% PPG-92.85%	Prim: 94.5%	Overall attendance for all pupils and statutory pupils increased on 2023/2024 data.
Authorised absence Statutory Pupils	Prim: R-6 = 4.16% Prim: 1-6 = 4.43% PPG-4.85%	Prim: 3.9%	Authorised absence for all pupils and statutory pupils decreased from 2023/2024 data.
Unauthorised absence Statutory Pupils	Prim: R-6 = 1.41% Prim: 1-6 = 1.53% PPG 2.29%	Prim: 1.6%	Unauthorised absence for all pupils and statutory pupils increased from 2023/2024 data. However, the figures are still lower than the National.

<p>Persistent absence</p> <p>PA students below 10% threshold</p> <p>Statutory Pupils</p>	<p>Prim: 1-6 = 65 pupils</p> <p>Prim: 1-6 = 18.375%</p>	<p>Prim: 14.6%</p>	<p>This is an increase. There has been an increased number of term time holidays and three pupils with EBSA are being supported.</p>
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When comparing the PPG cohort from 2023/4 and 2024/5 the number of eligible pupils rose by more than 33%-impacting the attendance data. Comparing 2023/4 to 2024/5 shows:

Overall PPG attendance increased from 92.85% to 93.18%

Overall PPG authorised absence increased from 4.66% to 4.85%

Overall PPG unauthorised absence increased from 2.16% to 2.29%

In **EYFS** the % of PPG pupils achieving GLD was 25% higher than the national figure and was also higher than the non-PPG group. 70% of PPG children at Manford achieved GLD against 67% of non-PPG children. The % of PPG students achieving expected across all ELG's was also higher than national. Additionally, nationally the gap between PPG students who achieved expected across all ELGs was 20.6% whereas at Manford this gap is just 11.1%

The **Year 1** cohort 2024/5 included a disproportionate % of children with EHCP (18.3%) which negatively impacted the data. Internal data shows that progress in phonics and reading was strong from children's starting points, particularly for the PPG non-SEND group.

In **Year 4** the APS for non-disadvantaged pupils was 22.8 compared with 21.0 for the PPG pupils. Nationally the gap between the two groups was 2.2, at Manford this gap is 1.8, additionally the gap between the two groups at Manford has been narrowing for three consecutive years.

At the end of **KS2** 38% of the cohort were PPG eligible and 14.5% of the cohort were on the SEN register. White non-British ethnicity was the largest group at 27%, this group also had high mobility.

However, the % gap between the PPG and non-PPG pupils achieving combined EXS has significantly closed over three consecutive years (2023-50.5, 2024-40.2 and 2025 24.7) despite the fact that the PPG group has significantly increased.

In reading, the gap between eligible pupils and non-eligible pupils achieving EXS has reduced over three consecutive years and is narrower than the gap between the two groups nationally. However, our ambition remains to raise the attainment for eligible pupils even though the % of PPG children has increased by 50%.

In maths, whilst the gap between PPG eligible who achieve EXS and their non eligible peers has significantly closed (% gap 44 in 2023 to 27 in 2025) the same data nationally reveals a smaller gap between the two groups (19.7)

In writing the gap between the groups at Manford is much narrower with PPG eligible pupils achieving well. Outcomes for PPG pupils at Manford are higher than outcomes for PPG eligible children nationally.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
ELSA support
The impact of that spending on service pupil premium eligible pupils
Attainment remains strong, attendance is good (one child)