

Pupil premium strategy statement Manor Leas Infant School

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	145
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 – 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 September 2026 September 2027
Statement authorised by	Claire Turner, Headteacher
Pupil premium lead	Claire Turner, Headteacher
Governor / Trustee lead	Charlotte Rossington, Lianne Aherne Co-Chairs of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,445
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£4,399
Total budget for this academic year	£58,844

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all the subject areas. We plan for the pupil premium funding to be used to support our disadvantaged pupils to achieve this goal.

We consider the challenges faced by our vulnerable pupils, such as those who have a social worker and young carers. The plans we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

We recognise the importance of high quality teaching and the impact this has on our pupils. We believe this will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. As part of our strategy, we wish to narrow the gap between our disadvantaged and non-disadvantaged pupils and will plan for targeted support through high quality interventions. We also intend to develop the vocabulary and key life skills of all pupils and will plan a curriculum which enriches the language of young people and teaches key skills of resilience and independence.

We believe that all pupils are entitled to the same enriching, exciting educational experiences and therefore will ensure that all pupils can attend these experiences no matter what.

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external assessments indicate that reading and phonics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>This has resulted in gaps in knowledge leading to some pupils falling further behind their peers and not working in line with age-related expectations.</p>
2	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>This has resulted in gaps in knowledge leading to some pupils falling further behind their peers and not working in line with age-related expectations.</p>

3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This has resulted in gaps in knowledge leading to some pupils falling further behind their peers and not working in line with age-related expectations.
4	Observations have indicated that some pupil premium pupils have lower levels of independence and resilience compared to non-pupil premium pupils. This has resulted in some pupils not attempting tasks on their own, being too reliant on adult support or not persevering when a task appears challenging, which impacts on their progress.
5	On entry to school in Reception, data (Wellcomm and qualitative data/interactions with pupils) indicated that pupil premium pupils joined school with underdeveloped oral language skills and vocabulary gaps than non-pupil premium pupils.
6	National attendance data indicates that pupil premium pupils have a lower attendance compared to non-pupil premium pupils, which may impact on their outcomes. At Manor Leas, PP pupil attendance is 1% lower than non-PP pupils; in addition, the percentage of PP pupils who are classed as persistently absent is 14%, compared to 7% of non-PP pupils. We want to continue to reduce the gap in attendance to prevent gaps in learning.
7	Some families may have a lack of financial resources to provide children with access to additional experiences, high quality reading texts, extra curricular clubs, school trips or visitors.

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 reading and phonics outcomes among pupil premium pupils.	The number of pupil premium pupils achieving a Good Level of Development will be in line with national average. The number of pupil premium pupils meeting the expected standard in the Y1 phonic screening check will have increased (to at least 60%) and progress will be in line with their peers. The progress of pupil premium pupils in reading in KS1 will be in line with their peers.
Improved writing outcomes among pupil premium pupils.	The number of pupil premium pupils achieving a Good Level of Development will be in line with national average. The progress of pupil premium pupils in writing in KS1 will be in line with their peers.
Improved maths outcomes among pupil premium pupils.	The number of pupil premium pupils achieving a Good Level of Development will be in line with national average. The progress of pupil premium pupils in maths in KS1 will be in line with their peers.
To increase the resilience and independence among pupil premium pupils.	Improved and sustained levels of independence and resilience amongst pupil premium pupils, demonstrated through qualitative data such as classroom observations and quantitative data such as pre and post assessments.

<p>Improved oral language skills and vocabulary among pupil premium pupils</p>	<p>Assessments and observations indicate significantly improved oral language among pupil-premium pupils.</p> <p>The number of pupil premium pupils accessing Wellcomm in Y1 will decrease. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our pupil premium pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 97%, and the attendance gap between pupil premium pupils and non-pupil premium pupils being no more than 1%. • the percentage of pupil premium pupils who are classed as persistently absent will be in line with non-pupil premium pupils.
<p>All pupil premium pupils will have the opportunity to access extra-curricular clubs, school trips and internal workshops.</p>	<p>An increased number of pupil premium pupils will access extra-curricular clubs, up from 35% in 2024.</p> <p>All pupil premium pupils will attend school trips and take part in internal workshops/visitors.</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: £2,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Lead and English Lead to work directly with teachers to support with the development of high quality teaching and learning.	<u>EEF Guide to the Pupil Premium</u> <i>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.</i>	1 2 3
Maths Lead and English Lead to monitor the impact of our teaching and curriculum on PP children and work with teachers to identify support for those not on track for expected	<u>EEF Guide to the Pupil Premium</u> <i>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.</i>	1 2 3
Reading Leader to identify precise reading and phonic intervention needed by pupils to maximise progress and to deliver appropriate CPD.	<u>EEF Improving Literacy in KS1</u> <i>Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs</i> <u>Little Wandle Letters and Sounds Revised</u> <u>Effective Phonics Practice</u> <i>It is recommended that: each school appoints a dedicated Reading Leader, who is responsible for coaching teachers, monitoring provision, gathering data and ensuring that all teachers are trained</i>	1 2
Small reading groups to provide precise teaching targeted to pupil's needs	<u>EEF Small Group Tuition</u> <i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</i> <u>Little Wandle Letters and Sounds Revised</u> <u>Effective Phonics Practice</u>	1 2

	<i>To be effective, it is essential that decodable books: present only words made up of GPCs learned to that point</i>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to deliver high-quality support in phonics, reading, writing and maths through: <ul style="list-style-type: none"> • scaffolding • modelling of vocabulary and language • small group classroom support 	<p><u>EEF Improving Literacy in KS1</u> <i>Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.</i></p> <p><u>EEF Special Education Needs in Mainstream Schools</u> recommends that teachers should use scaffolding as one of the 'Five-a-day' evidence-informed approaches to support all pupils, including those with SEND.</p>	1 2 3
Targeted phonics intervention carried out by members of staff, using Little Wandle materials <ul style="list-style-type: none"> • Little Wandle phonics • Maths • Writing 	<p><u>EEF Guide to the Pupil Premium</u> <i>An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.</i></p> <p><u>EEF Improving Literacy in KS1</u> <i>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</i></p> <p><u>Little Wandle Letters and Sounds Revised Effective Phonics Practice</u> <i>Repeated, spaced practice is by far the most effective way of transferring knowledge from short-to long-term memory. Effective phonics teaching offers repeated practice at the point of learning and returns to practise the same elements again at intervals over an extended period</i></p>	1 2 3
Targeted WellComm sessions for individual pupils who require language support	<p><u>EEF Guide to the Pupil Premium</u> <i>An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support</i></p>	5

	<p><i>could include structured small-group interventions that link to classroom teaching and the curriculum.</i></p> <p><u>EEF Oral Language Interventions</u></p> <p><i>Oral language interventions can be an effective approach for disadvantaged pupils.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for individual pupil premium pupils to develop their independence, resilience and communication and support individual circumstances	<p><u>EEF Social and Emotional Learning</u></p> <p><i>The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p>	4 5
ELSA training and supervision	<p><u>EEF Social and Emotional Learning</u></p> <p><i>The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p>	4
Continuing use of a nurture room and sensory space to support pupil premium pupils with regulation, behaviour independence, resilience and communication needs	<p><u>EEF Social and Emotional Learning</u></p> <p><i>Being able to effectively manage emotions and interact with others will be beneficial to children even if it does not translate directly to reading or maths scores.</i></p>	4 5
Purchase of high-quality reading texts, which also represent protected characteristics	<p><u>EEF Improving Literacy in KS1</u></p> <p><i>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</i></p>	1
Purchase of high-quality classroom texts	<p><u>EEF Improving Literacy in KS1</u></p> <p><i>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should</i></p>	1

	<i>include active engagement with different media and genres of texts and a wide range of content topics.</i>	
Purchase of equipment to develop outdoor learning provision to develop pupils' independence, resilience and communication	<u>EEF Social and Emotional Learning</u> <i>Being able to effectively manage emotions and interact with others will be beneficial to children even if it does not translate directly to reading or maths scores.</i>	4 5
Improving school attendance through attendance tracking	<u>EEF, Supporting School Attendance</u> Regular attendance is linked to improved academic attainment...Well-designed school communications can be effective for generating positive engagement and having an impact on attendance and other outcomes.	6
Milk provision	This will support children being ready for teaching and learning by contributing to their overall health.	7
Extracurricular trips and experiences	This will ensure that pupils do not miss out on the opportunity to access school trips and experiences, due to financial circumstances.	7
After-school clubs	This will ensure that pupils do not miss out on the opportunity to access after-school clubs, should they wish to, due to financial circumstances. <u>EEF Arts Participation</u> <i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i>	7
Contingency fund for breakfast club places to support individual pupils with poor or late attendance	We have identified a need to reserve a small amount of funding to be able to respond to pupil-premium pupils with late or poor attendance by offering a breakfast club place on a short-term basis. <u>EEF Improving Behaviour in Schools</u> <i>Teachers reported improved behaviour in their classrooms, suggesting that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend a breakfast club, through better classroom environments.</i>	6 7
Contingency fund for acute and previously unidentified issues.	We have identified a need to reserve a small amount of funding to be able to respond quickly to previously unidentified needs of existing or newly-admitted pupil premium pupils.	1-7

Total budgeted cost: £ 58,844

Part B: Review of the previous academic year 2024-2025 Outcomes for disadvantaged pupils

EYFS and Phonics Screening Check Statutory assessments took place in 2025.

All EYFS children were assessed on entry using the Wellcomm programme. Three pupil premium pupils with an identified need took part in Wellcomm sessions, each making progress from their starting points.

EYFS children had access to targeted intervention through the Little Wandle phonics programme, which ensured all children made progress in their word recognition and fluency. 78% of EYFS pupil premium pupils required and received phonic intervention, 43% of whom were ready to access phase 3 phonics by the start of Year One.

67.3% of the cohort achieved a Good Level of Development in 2025, with 22% of pupil premium pupils achieving GLD.

84% of this EYFS cohort achieved the listening and attention early learning goal, compared with 44% of children eligible for pupil premium funding. 92% achieved the speaking early learning goal, compared with 67% of children eligible for pupil premium funding. 84% of pupils achieved a Good Level of Development in Comprehension, compared with 44% of children eligible for pupil premium funding. 76% of pupils achieved a Good Level of Development in Word Reading, compared with 33% of children eligible for pupil premium funding. It is important to note that 67% of the pupil premium pupils in EYFS also had SEND.

Significant levels of targeted support and intervention for Y1 pupils took place using the Little Wandle Letters and Sounds Revised scheme. 79.6% of the Y1 cohort met the expected standard in the Y1 Phonics Screening Check in 2025. 60% of pupils eligible for PP funding achieved the expected standard, which was an increase of 3% from 2024.

60% of Y1 pupil premium pupils required and received phonic intervention, of which 33% passed the phonics screening check and 56% were ready to access phase 5 phonics by the start of Year Two. It is important to note that 33% of the pupil premium pupils also had SEND.

Five pupil-premium Year 2 pupils re-took the phonic screening check in June 2025. These pupils received precise, targeted phonic intervention based on their needs. 20% of pupil premium pupils achieved 32 marks; it is important to note that all five of the pupil premium pupils had SEND.

A number of pupils with SEND were also eligible for pupil premium funding and benefitted from targeted support to enable progress in reading, writing and maths from their starting points.

The attendance of pupil premium pupils was 92.23% compared to non pupil premium pupils which was 96.20% in 2024/25, which is lower than expected. However, four of the pupil premium pupils were on a reduced timetable for some parts of 2024/2025. Specific analysis of the remaining pupils will be carried out to identify any specific reasons and/or trends, which the school can then support parents to address and manage.

14 pupil premium pupils have attended after school clubs this academic year which the school has funded. Parent workshops are well attended but there is more we can do to engage parents and we will continue to explore this.

Staff continued to develop their Little Wandle teaching practices, with a focus on developing the delivery of effective intervention. ELSA provision was delivered to five pupil premium children over the school year, targeting a range of needs. There has been a variety of 1:1 and small group interventions take place throughout the year, as well as a wealth of extra-curricular experiences for all pupils. 10 pupil premium pupils accessed the nurture room on a regular basis. Pupils who have parents in the forces and are away on deployment receive ELSA support sessions. Whole-school approach to supporting mental health is in place e.g. feelings jars, worry monsters, ELSA sessions.

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
Talk for Writing	Talk for Writing
ELSA	School staff
Sports Club	Synergy
Drama Club	Debutots
Dance Club	Spotlight Dance