



Manor CE Infant School Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 CE Infant School
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	4% (2 FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Sarah Munns
Pupil Premium Lead	Sarah Munns
Governor Lead	Tracie Burroughs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,605
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	£10,605

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to:

- promote an ethos of attainment for **all pupils**, rather than stereotyping disadvantaged pupils as a group with less potential to succeed;
- monitor and assess our pupil premium pupils regularly, putting in place an individualised approach to address any barriers to learning and cater for wider emotional needs;
- focus on providing high quality teaching in the classroom in addition to providing additional targeted support and interventions outside of the classroom.

Our Pupil Premium Strategy has been developed after referring to guidance in the Education Endowment Fund (EEF) Teaching and Learning Toolkit, Ofsted's latest reports on the use of pupil premium and the NFER report on supporting the attainment of disadvantaged pupils. We have chosen approaches based on this research and based on strategies that have worked well in previous years.

Challenges

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

Challenge number	Detail of challenge
1	Potential for lower expectations of disadvantaged pupils impacting negatively on educational outcomes.
2	Limited money to fund extra-curricular activities reduces opportunities. There may also be limited access to technology and educational materials.
3	Potential for disadvantaged pupils to be less engaged in learning and display poor metacognition and self-regulation skills (learning to learn skills).
4	Research shows that disadvantaged pupils may not develop phonological awareness and vocabulary at the same rate as other pupils, due to exposure to fewer words spoken and books read at home.
5	Research shows that disadvantaged pupils may be more likely to have lower attainment or struggle in particular areas.

6	Wellbeing, mental health and safeguarding concerns are more likely to be prevalent.
7	Attendance of disadvantaged pupils is not as good as that of non disadvantaged pupils.

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
All staff are aware of disadvantaged pupils and have high expectations that impact positively on each child's educational outcomes and wellbeing.	Disadvantaged pupils will make at least expected progress, have equal opportunities to wider extra curriculum opportunities when compared to non-disadvantaged pupils.
Use of a systematic, synthetic phonics approach to teaching phonics (Revised Little Wandle Letters and Sounds Phonics Scheme) will result in all pupils, including disadvantaged pupils, learning to decode well and read in line with age related expectations. The SEN and Catch Up Little Wandle programmes will be used to support children to keep up.	As a result of targeted phonics teaching, pre-teaching, interventions and vocabulary teaching, disadvantaged pupils will be able to decode and read well, reading at least in line with age related expectations.
The Pupil Premium Leader will support staff to meet the needs of disadvantaged pupils.	All staff will feel secure in providing for and meeting the needs of disadvantaged pupils. Provision for disadvantaged pupils will be reviewed and adjusted to meet needs on a regular basis.
LSAs are deployed to work one to one or with groups to provide precision teaching, catch up interventions and targeted interventions that focus on breaking learning into small steps.	Targeted one to one or group support will support those identified as having lower prior attainment or who are at risk of falling behind to make better than expected progress.
In addition to the use of the school's Heart Smart PSHE programme and Solent Mind well-being workshops, provide ELSA support to disadvantaged pupils so that key social and emotional skills can be taught.	Disadvantaged pupils will show improved attitudes and better learning how to learn skills.
Admin time will be allocated to review and monitor the attendance of pupil premium pupils raising any attendance issues with the Pupil Premium Leader who will then contact	Attendance of disadvantaged pupils will be as good as that of other pupils.

<p>parents to discuss support strategies for improving attendance.</p> <p>The Wonde portal will be used to share attendance data with the DFE and monitor trends.</p>	
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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 (Pupil Premium Leader, Phonics Teaching, CPD)

Budgeted cost: £ 5000

Small group Teaching: £4000
(Phonics Resources: £500 from PTFA)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to ensure high expectations and standards for pupil premium pupils</p> <ul style="list-style-type: none"> - A named governor will oversee and monitor provision for pupil premium pupils - In school, the Pupil Premium Leader will lead and manage pupil premium provision ensuring that: <ul style="list-style-type: none"> * all staff are aware of which pupil are eligible for pupil premium * all staff make use of a clear assessment system to track the progress of pupil premium pupils * all staff ensure that day to day teaching meets the needs of pupil premium learners and that feedback to pupil premium pupils is specific, accurate and clear. * in each class, pupil premium pupils' needs are identified and met, including those of more able pupil premium pupil through planned additional support. * all staff actively target pupil premium pupils to ensure that they have opportunities to engage and take part in wider extra-curricular opportunities inside and outside of school. * Pupil Premium funding is used to support additional activities and resources e.g., additional workshops purchase of equipment, uniform, resources for use at home. 	<p>Research shows that stereotypical views of disadvantaged pupils can result in lower expectations and in turn educational outcomes for disadvantaged pupils. A member of staff and governor with a specific role to monitor and oversee provision for pupil premium pupils will ensure that all staff are aware of who our disadvantaged pupils are and have high expectations that impact positively on educational outcomes for them and wider aspects of life.</p>	<p>1,2,3,4,5,6,7</p>

<p>Use of Little Wandle Letters and Sounds Early Reading scheme.</p> <ul style="list-style-type: none"> - Ensure that all staff complete the Little Wandle phonics and early reading training. - Purchase updated Little Wandle Phonics resources for use in all year groups. - Carefully monitor progress to ensure that the delivery of the phonics programme is responsive and provides extra support where necessary. - Explicitly teach subject specific vocabulary linked to the topics. 	<p>The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning. Targeted teaching of vocabulary will aim to improve disadvantaged pupils' knowledge of vocabulary.</p>	<p>4, 5</p>
<p>The Designated Pupil Premium Teacher / Headteacher will support staff to meet the needs of disadvantaged pupils.</p> <ul style="list-style-type: none"> - Reading Leader to deliver phonics training to all teachers and LSAs. - Reading Leader to provide coaching and team teaching support to ensure the effective delivery of the school phonics and reading programme. - Regular phonics and reading assessments highlight those in need of further support. Interventions are planned for those who need them. - Support staff with the provision for disadvantaged pupils. 	<p>The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning. Targeted teaching of vocabulary will aim to improve disadvantaged pupils knowledge of vocabulary.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ 4,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted 'Catch Up' LSA support for one to one or small group supports providing precision teaching and targeted interventions.</p> <p>Additional catch up sessions in phonics for children in Years 1 and 2 who are not on track to meet the expected phonics standard in Year 1 or those who did not meet the standard in Year 1.</p>	<p>The Education Endowment Foundation (EEF) reports that studies in England show that disadvantaged pupils receive additional benefits from one -to - one tuition. Targeted maths one to one tuition will enable disadvantaged pupils to make effective progress by providing intensive, targeted academic support, greater levels of interaction compared to whole class teacher. Targeted one to one maths tuition will support those identified as having lower prior attainment or who are at risk of falling behind to make accelerated progress.</p>	<p>3,5</p>

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

Budgeted cost: £ 1000

ELSA: £500

Early Bird Club: £300

Cool Milk: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In addition to the school use of HeartSmart and Solent Mind well-being workshops, to provide ELSA support to disadvantaged pupils so that key social and emotional skills can be taught including:</p> <ul style="list-style-type: none"> - Self awareness; - Self regulation; - Social awareness; - Relationship skills. 	<p>Research stresses that pupil from disadvantaged backgrounds, on average, have weaker social emotional and literacy skills. ELSA support will focus on addressing this.</p>	6
<p>Admin time will be allocated to review and monitor the attendance of pupil premium children, raising any attendance issues with the HT / Designated Pupil Premium Lead who will then contact parents to discuss support strategies for improving attendance.</p>	<p>Research shows that disadvantaged pupils attend school less than non-disadvantaged pupils</p>	7
<p>All children eligible for PP funding will be offered a free After School Club every half term. This provides an opportunity for the children to try an activity that they may otherwise not be able to.</p>	<p>The EEF has found that Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. A four-month gain in attainment is critical for pupils who have fallen behind during the pandemic.</p>	6
<p>All children eligible for PP funding will be offered a free place at the school breakfast club. Children are provided with an opportunity to socialise with other children eat a healthy breakfast and start school in a calm manner.</p>	<p>Research shows that disadvantaged pupils attend school less than non-disadvantaged pupils</p>	6,7

Total budgeted cost: £ 10,605

Service Pupil Premium Funding 2024-25

Funding Overview

Detail	Amount
Service Premium Allocation	0
Total Budget for the Academic Year	0

Intended Outcome

Activity	Outcome	Challenge number(s) addressed
ELSA Support To support the emotional well-being of service children when their parent is being deployed.	To provide pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.	6
Forces PP funding will be offered a free place at the school breakfast club. Children are provided with an opportunity to socialise with other children eat a healthy breakfast and start school in a calm manner. Parents are supported with wrap around care as and when necessary.	Research shows that disadvantaged pupils attend school less than non-disadvantaged pupils	6,7

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 2022 to 2023 academic year.

As a result of pupil premium interventions in 2023 to 2024:

In Year 1, 100% (6/6) disadvantaged pupils passed the phonics screening.

By the end of KS1, 2/3 (67%) disadvantaged pupils passed the phonics screening (In Year 2, 0% (0/1) disadvantaged pupils passed the phonics screening).

67% (2/3) disadvantaged pupils achieved ARE or better in Maths by the end of Year 2.

67% (2/3) disadvantaged pupils achieved ARE or better in Reading by the end of Year 2.

67% (2/3) disadvantaged pupils achieved ARE or better in Writing by the end of Year 2.

The child who did not pass these national assessments has SEN. The child made good progress based on their starting points.

Disadvantaged pupils in receipt of support showed improved attitudes and better learning how to learn skills.

- 10/11 (91%) children eligible for the pupil premium received access to the wider extra curriculum opportunities including Forest Schools, Indoor Athletics, Multi-skills, football club, or dance and were provided with equipment.

- 6/11 (55%) children received free places at our Breakfast Club every week.

- Targeted one to one or group support supported those with lower prior attainment, who received little or no support with home learning or were at risk of falling behind to make better progress.

Next year:

We have identified that resilience and independence need to be addressed.

Further support for those eligible for the pupil premium with writing.