

Pupil premium strategy statement – Manley Park Primary 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
School name	Manley Park Primary School
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	22% (98 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jonathan Evans
Pupil premium lead	Jonathan Evans
Governor / Trustee lead	Ellie Reuter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 143,440.00
Recovery premium funding allocation this academic year	£ 0
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><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></p>	£ 0
<p>Total budget for this academic year</p> <p><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></p>	£ 143,440.00

Part A: Pupil premium strategy plan

Statement of intent

At Manley Park Primary School we aim to:

- Reduce and eliminate the attainment differences between children in receipt of pupil premium funding and those who are not.
- Provide enrichment opportunities for pupils in receipt of pupil premium funding.

At Manley Park Primary School, we aim to achieve this by:

- Ensuring access to specially trained teachers and other professionals e.g. Forest School teacher, Violin teacher and a Therapeutic Inclusion specialist.
- Providing teacher-led intervention through small group teaching in specific year groups.
 - Supporting pupils in receipt of pupil premium funding to access extra-curricular activities.
 - To offer opportunities to enhance the cultural capital of pupils in receipt of pupil premium funding.
- Providing all pupils with the basics that they need to access the school day safely and comfortably.

At Manley Park Primary School, the key principles of our strategy are:

- Access to quality first teaching in smaller groups
- Access to highly trained specialists where required
- Access to a range of experiences beyond the classroom

The success of the Manley Park PPG strategy is shown in the 2024/25 KS2 results, where school disadvantaged pupils achieved better than the national average for all pupils in writing. The school disadvantage attainment gap was significantly lower than the national gap in maths, reading and writing. Absence rates have declined. Our ambitious plan for the next 3 years will build on this, with renewed focus on the whole pupil as well as academic achievement.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These are not listed in a numerical order of priority.

Challenge number	Detail of challenge
1	The increase in the number of in-year arrivals, often with need, has meant that many pupils have had significant time periods where they have had little English language interaction. Therefore, their induction to the school is crucial.
2	The current cost of living crisis has meant that children have had a lack of access to extra-curricular interests.
3	Due to the current cost of living crisis, some pupils have inappropriate clothing and equipment to access the school day.
4	Social and emotional experiences that occur can impact significantly on the mental health of pupils and their families, negatively impacting on pupils' academic outcomes.
5	Due to the current cost of living crisis, some pupils have an unhealthy diet – for example breakfast is not always eaten before school.

6	Significant numbers of pupils are not engaged in physical activity, often due to the circumstances of their home situation.
7	During the cost of living crisis, some pupils' access to high quality text was significantly diminished, impacting on their enthusiasm for reading.
8	Absence rates of our disadvantaged pupils are significantly higher than those of non-disadvantaged pupils.
9	KS2 Reading, Writing and Maths outcomes for disadvantaged pupils are lower than for our 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
Difference between PP and non-disadvantaged pupils in reading, writing and match continues to diminish SDP – Q of E 01 SDP – Q of E 02 SDP – Q of E 03	<ul style="list-style-type: none"> • Provide high quality, tailored support for PPG pupils. • Implement high quality research into whole school practice. • Develop a programme of support (where needed) for families of PPG children.
Pupils in EYFS and KS1 have engaging opportunities to develop speaking and listening skills. Difference between number of PP and non-PP pupils meeting age related	<ul style="list-style-type: none"> • PPG Pupils achieving ELG in Communication and Language and Prime Areas of Learning at end of EYFS is in line with the national average.

<p>expectations in regards to communication and language is diminished. SDP – Q of E 01</p>	<ul style="list-style-type: none"> ● Percentage of PPG pupils in KS1 meeting Speaking and Listening age related expectations is in line with non PPG pupils. ● Embedded high quality, strategic, tailored academic interventions to be in place.
<p>Disadvantaged pupils will continue to access a range of extra-curricular activities. SDP – PD 01 SDP – PD 02 SDP – PD 03</p>	<ul style="list-style-type: none"> ● Sustain a whole school extra curricular offer. ● Increase key areas for the school's extra curricular offer that promotes involvement from diverse backgrounds.. ● Promote attendance of pupils from low income families
<p>Children have appropriate equipment and clothing to access all learning opportunities safely and comfortably, in particular our disadvantaged pupils. SDP – PD 03</p>	<ul style="list-style-type: none"> ● Well-being of pupils across the school is high ● Children are alert and engaged in lessons. ● PPG pupil attainment continues to be in line with all PPG pupils nationally.
<p>Difference between EAL and national attainment in reading and writing is diminished, particularly our disadvantaged pupils. Pupils make connections in their learning. SDP – Q of E 01 SDP – Q of E 03 SDP – Q of E 06</p>	<ul style="list-style-type: none"> ● Create a staffing structure that provides capacity for sustainable provision. ● Provide high quality, tailored support for EAL pupils. ● Implement high quality research into whole school practice. ● Sustain the programme of support for families of EAL children. ● EAL pupils combined attainment is in line with pupils nationally.
<p>Pupils who need support in regard to their diet will receive this to allow them to engage effectively with learning, in particular our disadvantaged pupils. Pupils will continue to be well nourished. SDP – BA 01</p>	<ul style="list-style-type: none"> ● Well-being of pupils across the school is high ● Children are alert and engaged in lessons. ● PPG pupil attainment continues to be in line with all PPG pupils nationally.

<p>Pupils will have the opportunity to engage with physical extra-curricular activities, in particular our disadvantaged pupils. SDP – PD 02</p>	<ul style="list-style-type: none"> ● Sustain the whole school extra curricular offer (including physical activities). ● Increase key areas for the school’s physical extra curricular offer that promotes involvement from diverse backgrounds.. ● Promote attendance of pupils from low income families
<p>Pupils who have social, emotional and mental health challenges will have improved wellbeing, in particular our disadvantaged pupils. SDP – Q of E 04 SDP – Q of E 05</p>	<ul style="list-style-type: none"> ● The school’s pastoral offer has a positive impact on wellbeing and learning. ● Stakeholders are aware of the school’s pastoral offer and how this supports pupils ● Training of mediators and counsellors enables pupils to resolve conflicts effectively. ● Funding of therapeutic support is sustainable, inclusive and wide reaching. ● Well-being of pupils across the school is high
<p>The absence rates of PP pupils will continue to be in line with the local authority SDP – BA 01</p>	<ul style="list-style-type: none"> ● The percentage absence rate for PP pupils diminishes from an Autumn 25 baseline.

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.

EEF

IT - Improving teaching: This might include professional development, training and support for early career teachers, as well as teacher recruitment and retention.

- TAS - Targeted academic support: Evidence consistently shows the impact that one-to-one and small group interventions can have on pupils who are falling behind.

- WS - Wider strategies to overcome non-academic barriers to learning: This might include strategies to boost attendance, improve behaviour or provide social and emotional support.

Improving Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42761

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued implementation of DfE accredited mastery Maths scheme across school (Maths No Problem!)</p> <p>SDP – Q of E 01 IT</p>	<p>Mastery Learning – Toolkit Strand – EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Improving mathematics in the Early Years and Key Stage 1 – Guidance Report – EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Improving mathematics in Key Stages 2 and 3 – Guidance Report – EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>9</p>

<p>Sustain picture exchange communication system in all teaching and learning across school (Widgit)</p> <p>SDP – Q of E 01 IT/TAS</p>	<p>Language and learning loss: The evidence on children who use English as an Additional Language – Bell Foundation bell-foundation.org.uk/eal-programme/research/language-and-learning-loss-the-evidence-on-children-who-use-english-as-an-additional-language/</p> <p>Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1, 9</p>
<p>Coaching in context and mentoring programme in place for all teachers to support ongoing pedagogical development (Reflective Inquiry/Induction/ECT programme)</p> <p>IT</p>	<p>A developmental evaluation approach to lesson study: exploring the impact of lesson study in London schools https://www.tandfonline.com/doi/abs/10.1080/19415257.2018.1474488</p> <p>Does Lesson Study work? : A systematic review on the effects of Lesson Study and Learning Study on teachers and students https://www.emerald.com/insight/content/doi/10.1108/IJLLS-05-2013-0024/full/html</p>	<p>1, 9</p>

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

Budgeted cost: £66,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to Flash Academy EAL intervention IT/TAS</p> <p>SDP – Q of E 03</p>	<p>Oral Language Interventions – Toolkit Strand – EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Language and learning loss: The evidence on children who use English as an Additional Language – Bell Foundation bell-foundation.org.uk/eal-programme/research/language-and-learning-loss-the-evidence-on-children-who-use-english-as-an-additional-language/</p>	<p>1, 9</p>
<p>Employ Forest School teachers</p> <p>SDP – Q of E 01 TAS/WS</p>	<p>Oral Language Interventions – Toolkit Strand – EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Forest School – Impact on young children in England and Wales forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	<p>1, 2, 6</p>
<p>Employ Academic Mentor to provide interventions</p>	<p>Oral Language Interventions – Toolkit Strand – EEF</p>	<p>1, 3, 9</p>

<p>for EAL pupils and Therapeutic Inclusion interventions</p> <p>SDP – Q of E 03</p> <p>TAS</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Small Group Interventions – Toolkit Strand – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Social and Emotional Learning Interventions – Toolkit Strand – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Improving Social and Emotional Learning in Primary Schools – Guidance Report – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	
<p>Employ Teaching Assistant to provide one to one support in lessons and structured interventions</p> <p>SDP – Q of E 03 and 04</p> <p>TAS/WS</p>	<p>Small Group Interventions – Toolkit Strand – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>9</p>

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

Budgeted cost: £ 39,711

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded trips for pupil premium children SDP – PD 02 WS		2, 4
Funding to support children to be able to access extra-curricular learning/clubs SDP – PD 02 WS	Physical Activity – Toolkit Strand - EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 4, 6

<p>Employ music specialist to deliver whole class violin lessons to Year 3 pupils and individual/small group music sessions</p> <p>SDP – PD 01 SDP – PD 02</p> <p>WS</p>	<p>Arts Participation – Toolkit Strand - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2, 4</p>
<p>Fund to support vulnerable children (breakfast, uniform etc)</p> <p>SDP – PD 02</p> <p>WS</p>		<p>3, 5</p>
<p>Play Therapist</p>	<p>Social and Emotional Learning Interventions – Toolkit Strand – EEF</p>	<p>3</p>

SDP – PD 01	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
WS	Improving Social and Emotional Learning in Primary Schools – Guidance Report – EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Home reading software - Collins E Books	https://educationendowmentfoundation.org.uk/early-years/literacy/the-importance-of-reading-in-early-years-education	1, 2, 7
SDP	https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting	
WS	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents#:~:text=Provide%20practical%20strategies%20to%20support,direct%20help%20with%20homework%20tasks.	

Total budgeted cost: £ 148, 191

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data and the phonics check results.

Pupils in line with age-related expectation (%)

Key Stage One

Phonics – School Disadvantaged 61.5, School Non-Disadvantaged 95.7, National Disadvantaged 66.8, National Non-Disadvantaged 83.4

In Key Stage One, disadvantaged pupils attain below disadvantaged pupils nationally in Phonics and better than disadvantaged pupils nationally in Reading and Maths.

Key Stage Two

Reading - School Disadvantaged 73, School Non-Disadvantaged 85, National Disadvantaged 63, National Non-Disadvantaged 81, National 75

Writing - School Disadvantaged 73, School Non-Disadvantaged 84, National Disadvantaged 59, National Non-Disadvantaged 78, National 72

Maths - School Disadvantaged 73, School Non-Disadvantaged 86, National Disadvantaged 61, National Non-Disadvantaged 80, National 74

Combined - School Disadvantaged 55, School Non-Disadvantaged 76, National Disadvantaged 47, National Non-Disadvantaged 69

In Key Stage Two, disadvantaged pupils attain better than disadvantaged pupils nationally in Reading, Writing and Maths. The

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations at Key Stage Two.

EAL KS2

Reading - School EAL 60, National 75

Writing - School EAL 65, National 72

Maths - School EAL 80, National 74

Combined - School EAL 55, National 62

In Key Stage Two, EAL pupils attain better than all pupils nationally in Maths. In Reading and Writing, EAL pupils attain below the national average for all pupils.

Based on all the information above, the performance of our EAL pupils particularly achieved the fifth outcome below.

For the 2024/25 academic year, our Pupil Premium review shows that disadvantaged pupils achieved significantly better results than the national average for disadvantaged pupils at Key Stage 2. Our data reveals attainment above the national benchmark in Reading, Writing, and Maths, with a strong combined score. This highlights the positive impact of our targeted interventions and high-quality teaching on our most vulnerable learners.

At Key Stage 1, while our disadvantaged pupils' phonics scores were below the national average for their non-disadvantaged peers, they still outperformed the national average for disadvantaged pupils. Attainment in Reading and Maths also surpassed national figures for their disadvantaged peers, indicating positive progress at this key stage.

For pupils with English as an Additional Language (EAL), our Key Stage 2 results were mixed. Our EAL pupils achieved exceptionally well in Maths, outperforming the national average for all pupils. However, attainment in Reading and Writing was below the national average for all pupils.

Review against Intended Outcomes for current strategy plan

Intended Outcome	Achieved?
Difference between PP and national attainment in reading, writing and maths is	Achieved

diminished. Pupils make connections in their learning.	
Pupils in EYFS and KS1 have engaging opportunities to develop speaking and listening skills. Difference between number of PP and non-PP pupils meeting age related expectations in regards to communication and language is diminished.	Partially Achieved (diminished at KS1 Phonics. Not yet diminished within Prime Learning Goals at EYFS)
Disadvantaged pupils will access a range of extra-curricular activities.	Sustained
Children have appropriate equipment and clothing to access all learning opportunities safely and comfortably, in particular our disadvantaged pupils.	Achieved
Difference between EAL and national attainment in reading, writing and maths is diminished, particularly our disadvantaged pupils. Pupils make connections in their learning.	Partially Achieved
Pupils who need support in regard to their diet will receive this to allow them to engage effectively with learning, in particular our disadvantaged pupils. Pupils will be well nourished.	Achieved

Pupils will have the opportunity to engage with physical extra-curricular activities, in particular our disadvantaged pupils.	Sustained
Pupils who have social, emotional and mental health challenges will have improved wellbeing, in particular our disadvantaged pupils.	Achieved
The absence rates of PP pupils diminishes	Achieved

Externally provided programmes

Programme	Provider
Maths No Problem!	Maths No Problem!
Flash Academy	ICentrum Learning Labs
Widgit	Widgit Software Limited