



Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of disadvantaged pupils. This is part of a three-year strategy.

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 Park Primary Academy
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	49% (May 2025)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 to 2026-2027
Date this statement was published	Sept 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Gerry Croft
Pupil premium lead	Christine Chapman
Governor / Trustee lead	Dmitrijs Abejevs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249, 475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£249, 475

Part A: Pupil premium strategy plan

Statement of intent

At Manor Park Primary Academy, we aim to strategically use pupil premium funding to ensure all children achieve excellence and reach their full potential. In line with EEF research and recommendation, we use a tiered approach to Pupil Premium spending. This will ensure we achieve maximum impact by using the following approaches: improving the quality of teaching, targeted academic support and wider strategies such as character development.

By spending funding on continued teacher development, training and support for all staff members, as well as high-quality support and training for early career teachers, we will continue to ensure an effective teacher is in front of every class, every adult in school is supported to keep improving, and every child is taught by an effective teacher. High quality adaptive teaching enables staff to identify and respond to gaps in knowledge, misconceptions and addressing barriers to learning reducing the reliance on intervention alone.

Through our accelerated learning groupings and targeted academic support, we will ensure pupils identified as working below where we would expect them to be make strong progress to enable them to fulfil their potential.

Further to academic support, we have a strong pastoral team who work with a range of children to support their individual needs. 1:1 mentoring for those who need it is a strength of the school. Additionally, our PSHE curriculum (Jigsaw) will ensure all children can work on their resilience, self-esteem and understanding of the world – with the aim to equip them with the skills to ensure they are all successful in the future.

Increasing attendance and reducing persistent absenteeism is also a focus of the school. The head of pastoral and safeguarding will provide relentless challenge and support to the families of children whose attendance is causing concern.

Through our curriculum provision, including the Personal Development programme, we will address the cultural capital gap by providing a wide range of learning opportunities, such as the 11 Before 11 initiative and special events, to ensure all children are able to gain knowledge and life experience.

Our school development plan is fully aligned with our pupil premium strategy: raising the attainment of disadvantaged children is the responsibility of all staff at Manor Park Primary Academy.

Challenges

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

Challenge number	Detail of challenge
1	Reading fluency assessments demonstrate that the rate at which disadvantaged pupils progress in developing their fluency does not match their non-disadvantaged peers. This is particularly evident in KS1 phonics statutory assessments.
2	Limited access to varied life experiences and enrichment for many of our pupils outside of their educational setting.
3	A higher proportion of disadvantaged pupils present with SLCN, which impacts their ability to read aloud with prosody and understand what they read.
4	On school entry, the gap between disadvantaged and non-disadvantaged pupils' attainment is in literacy and maths
5	Attendance/PA is lower for disadvantaged pupils compared to their non-disadvantaged peers.

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
<p>Increased reading engagement and frequency among disadvantaged pupils both at school and at home, contributing to improved reading fluency by KS2.</p> <p>Disadvantaged pupils demonstrate accelerated progress in their reading fluency.</p>	<p>Data tracking shows that disadvantaged pupils make accelerated progress in blending and reading fluency.</p>
<p>Increased access to a wide range of curricular and extra-curricular experiences.</p>	<p>All disadvantaged pupils participate in curricular trips and experiences.</p> <p>Rates of participation in extra-curricular clubs continue to increase are high.</p> <p>The curriculum offers an extensive range of opportunities to develop cultural capital.</p>
<p>Disadvantaged pupils make accelerated progress in oral language and vocabulary and have improved language and vocabulary skill.</p> <p>Pupils eligible for Pupil Premium will demonstrate improved oral language skills and vocabulary breadth, leading to stronger decoding and</p>	<p>Children who speak English as an additional language make better than expected progress.</p> <p>Children's needs are accurately assessed through language screening tools used on entry to both nursery and reception</p>

<p>reading fluency outcomes by the end of KS1 and into KS2</p>	<p>Identified children will have caught up and/or made better than expected progress. This will be evidenced through targeted intervention and accurate tracking.</p> <p>Across the school, children will have improved spoken language and oracy skills to articulate and present.</p> <p>The % of children achieving both Early Learning Goal for Communication and Language alongside an increase in Good Level of Development in EYFS.</p> <p>Children will have suitable language and communication skills to aid their transition into Year 1.</p>
<p>High quality adaptive teaching is embedded in all lessons.</p>	<p>Increase in high quality formative assessment data to inform in lesson adaptations.</p> <p>Barriers to learning are identified early.</p> <p>Personalised adaptations and scaffolds applied</p>
<p>Disadvantaged pupils make better than expected progress, and/or their attainment is in line with, or exceeding, that of non-disadvantaged pupils.</p> <p>Individual barriers to learning are understood and assessments are used to accurately diagnose gaps in learning.</p>	<p>In reading, writing and maths, 100% of disadvantaged pupils make better than expected progress within the academic year.</p> <p>Attainment of disadvantaged pupils is in line with that of non-disadvantaged pupils. In all statutory assessments, pupils eligible for pupil premium perform at least in line with their non-disadvantaged peers nationally.</p> <p>Tracking of attainment and progress data shows that children are making strong progress.</p> <p>Small steps progress can be evidenced for all SEND pupils.</p> <p>Case studies evidence the positive impact of interventions.</p>
<p>Improved attendance for disadvantaged pupils.</p> <p>Reduction in persistent absence for disadvantaged pupils</p> <p>Increase parental engagement</p>	<p>Attendance is at least in line with national expectations.</p> <p>Rates of persistent absence are reduced to be in line with or below national average.</p> <p>Parent voice is positive about the support they have received from school.</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: £124, 737

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development to support implementation of adaptive teaching</p> <p>Introduce instructional coaching and peer observation cycles to further embed high quality practice as well as personalised coaching and mentoring.</p> <p>There will be a strong focus on oracy, early reading, adaptive teaching, and foundational skills and knowledge.</p>	<p>EEF research shows that improving teaching is the '<i>key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending</i>'.</p> <p>EEF research shows all of these have a positive impact on pupil outcomes.</p>	1, 3 & 4
<p>All Early Years practitioners to complete NELI training to embed high quality interactions and further understanding of early language development.</p>	<p>EEF research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills.</p>	3 & 4

<p>The Headteacher, DHT and Trust Curriculum Lead will continue to develop the school's curriculum which responds to the needs of pupils.</p> <p>Wider curriculum subject leads will receive coaching and mentoring.</p>	<p>Leaders have developed a sequential curriculum, based on the findings of research, that promotes remembering. The curriculum model creates links across the year groups and across subjects so that knowledge and concepts taught in one subject are explicitly reinforced and revisited not only in other subjects, but in subsequent years.</p> <p>Leaders have thought carefully about the rationale for their curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning experiences for pupils, which enable them to acquire knowledge and skills and to deepen their understanding.</p> <p>Additionally, the REACH2 11B411 promises are experienced in all year groups – further adding to children's enjoyment and life experiences.</p>	1, 2 & 3
<p>Adjustments to teaching structure QfT, including phonics</p> <p>Talk for Writing and the SPaG curriculum will be further developed to improve standards in writing,</p>	<p>Research has shown that this approach has had high impact in schools in similar contexts. It particularly supports children from disadvantaged backgrounds with limited English due to its focus on spoken language and sentence structure. This is also beneficial for children with speech, language and communication needs which is a significant area of need on the school SEN register.</p>	1, 3 & 4
<p>Continued bespoke personalised CPD and coaching for all teaching staff delivering phonics.</p> <p>The reading lead to provide high quality CPD to further embed love of reading, fluency, comprehension and vocabulary to improve outcomes in reading.</p>	<p>Research has shown that children from disadvantaged backgrounds have limited access to books and reading materials and this impacts on their ability to read, comprehend and also write effectively. By developing independence, fluency and comprehension in school, we aim for children to become confident and independent readers who can access the whole curriculum offer and take this with them throughout secondary school and beyond.</p>	1, 3 & 4
<p>Reading and Phonics leads will develop a format for reading workshops to engage parents in supporting their children effectively at home</p>	<p>EEF research has shown that parental engagement has a positive impact on average of 4 months' additional progress.</p>	1, 3 & 4



The curriculum will be well resourced with investment to enhance provision in the wider curriculum, maths, reading and resources for pupils with SEND or EAL.	Leaders have thought carefully about the rationale for their curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning experiences for pupils which enable them to acquire knowledge and skills and to deepen their understanding and vocabulary.	1, 2, 3 & 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49, 895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support and interventions for low prior attaining pupils to enable strong progress in language, literacy and numeracy.	<p>EEF research shows that small group tuition has a positive impact on attainment levels.</p> <p>EEF research shows that targeted academic support can support pupil progress and can be employed to help boost language development, literacy and numeracy.</p>	1, 3 & 4
<p>Language screening and intervention</p> <p>Use of WellComm screening tool and intervention by TA trained in assessment and delivery</p> <p>NELI (Nuffield Early Language Intervention) implemented in EYFS to develop oral language and vocabulary.</p> <p>Carefully selected tier 2 vocabulary.</p> <p>DfE online and Trust training for all EY/KS1 staff to understand techniques to develop high quality interaction and talk</p> <p>Daily vocabulary-rich storytime and structured talk opportunities.</p>	<p>EEF: Oral language interventions – +6 months progress</p>	1, 3 & 4
<p>Use of Oracy Frameworks (e.g., Voice 21) to improve expressive language</p>		

<p>Additional teaching capacity to support with the delivery of phonics in EYFS and KS1 and of core subjects in KS2, to enable children to 'keep up'.</p> <p>Small group Reading and phonic interventions based on diagnostic assessments.</p>	<p>EEF research shows that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. And diagnostic assessment are used to assess the best way to target support.</p>	<p>1 & 3</p>
<p>Pre-teaching and language intervention and 1:1 support organised and overseen by SENDCo</p>	<p>Research by Polak, Trundley, and Minkel show that children can feel more positive about intervention prior to the lesson and that pre-teaching is more effective than pre-teaching</p>	<p>1, 3 & 4</p>

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

Budgeted cost: £ 74, 843

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of Pastoral and Safeguarding support for pupils and their families – offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning. There is clear identification of barriers and support, including funded spaces in Breakfast Club and Early Help offered to overcome barriers.	Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school.	5
Rewards and incentives to support the school attendance strategy. Distribute leadership of attendance to all staff and children to create a strong culture of attendance and its importance.		
HLTA Attendance and Punctuality Champion and Attendance Lead provide daily challenge and support for families whose children's attendance or punctuality is a cause of concern.		
Learning mentor to provide 1:1 and small group support for identified pupils with SEMH needs	EEF research shows that social and emotional learning and improved self regulation has a positive impact on attainment. Research shows that adverse childhood experiences (ACEs) and trauma can have a significant, negative impact on future prospects. By ensuring all staff can support children who have these experiences we aim to reduce the impact of them on their education and wellbeing. EEF research shows that social and emotional learning and improved self- regulation has a	3

	positive impact on attainment.	
Curriculum enrichment learning opportunities to address the cultural capital gap, support learning motivation and provide opportunities for high quality talk.	Research shows that through participation in challenging physical and emotional activities and outdoor learning can support pupils to develop non- cognitive skills such as resilience, self- confidence and motivation. Leaders have thought carefully about the rationale for the curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning experiences for pupils, which enable them to acquire knowledge and skills and to deepen their understanding.	1, 2 & 4
A daily breakfast is provided for all pupils as they enter school. This increases essential nutrition intake, and can enhance concentration, memory and overall cognitive function.	EEF research shows that providing a free, universal breakfast can benefit pupils by preparing them for learning, and it can support behaviour and attendance.	1, 3 & 5
Birmingham & Black Country Wildlife Trust activities to identify and provide a range of outdoor learning opportunities within the school grounds. Learning Mentor delivery of Wild for Life intervention	EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment. Research shows that through participation in challenging physical and emotional activities and outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1, 2, 3 & 4
Development of a designated sensory room for small groups to access and practice mindfulness and wellbeing strategies	EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment.	2 & 5

Total budgeted cost: £249, 475

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 2024-2025 academic year.

Statutory Assessment	Outcome All pupils	Outcome Disadvantaged	Outcome National non-disadvantaged
Good Level of Development	63%	33.3%	71.4%
Y1 Phonics Screening Check	79.5%	75%	81.5%
Y2 Phonics Screening Check	84.5%	76.9%	90.6%
Year 4 Multiplication Tables Check (25/25)	60%		
Year 6 Reading	77.2% *	80%*	81%
Year 6 Writing	67.8% *	70%*	78%
Year 6 Maths	78.9% *	82%*	80%
Year 6 GPS	77.2% *	80%*	79%
Year 6 Combined	66.7% *	68%*	69%

KS2 Outcomes for 2024-25

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	114	57%	46%	Above (sig+)	68%	-11	Not applicable	Not applicable
2025	44	68%	47%	Above (sig+)	69%	-1	Narrowing	High - FSM, Low - Stability

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	114	66%	62%	Close to average (non-sig)	80%	-14	Not applicable	Not applicable
2025	44	80%	63%	Above (sig+)	81%	-1	Narrowing	High - FSM, Low - Stability

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	114	65%	59%	Close to average (non-sig)	78%	-13	Not applicable	Not applicable
2025	44	70%	59%	Close to average (non-sig)	78%	-8	Narrowing	High - FSM, Low - Stability

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	114	72%	60%	Above (sig+)	80%	-8	Not applicable	Not applicable
2025	44	82%	61%	Above (sig+)	80%	1	Positive gap	High - FSM, Low - Stability

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	114	68%	59%	Above (non-sig)	78%	-11	Not applicable	Not applicable
2025	44	80%	60%	Above (sig+)	79%	1	Positive gap	High - FSM, Low - Stability

*As of July 2025; projected to change following checking exercise in September 2025

	FSM	Non-FSM	Gap
Eligible pupils	6	21	
% GLD	33.3	71.4	-38.1
% All early learning goals	33.3	71.4	-38.1
% Prime learning goals	33.3	71.4	-38.1
% Specific learning goals	33.3	71.4	-38.1
Average number of ELG achieved	5.7	12.1	-6.4
% Communication and Language	33.3	71.4	-38.1
% Physical Development	33.3	71.4	-38.1
% Personal, Social and Emotional Development	33.3	71.4	-38.1
% Literacy	33.3	71.4	-38.1
% Mathematics	33.3	71.4	-38.1
% Understanding the World	33.3	71.4	-38.1
% Expressive arts and design	33.3	71.4	-38.1

Overall results and comparators over time

	2022	2023	2024
Y1 Phonics	50%	71.4%	69.8% LA: 80.8% National: 80.2%
Reception GLD	55.6%	63.3%	65.7% LA: 65.2% National: 67.7%
KS2 Reading	61.1%	56.6%	57%* LA: 71.6% National: 74.2%
KS2 Writing	56.6%	62.3%	64.9%* LA: 70.9% National: 71.7%
KS2 Maths	51.9%	66%	63.2%* LA: 73.3% National: 73.1%
KS2 Combined	39.6%	47.2%	57.9%* LA: 60.2% National: 60.5%

Disadvantaged progress in year (autumn baseline to end of year)

Year 1:

Reading 100% made at least expected progress

Writing 100% made at least expected progress

Maths 100% made at least expected progress

Year 2:

Reading 95% made at least expected progress (21/22)

Writing 100% made at least expected progress

Maths 100% made at least expected progress

Year 3:

Reading 100% made at least expected progress

Writing 100% made at least expected progress

Maths 100% made at least expected progress

Year 4:

Reading 90% made at least expected progress (18/20)

Writing 95% made at least expected progress (19/20)

Maths 90% made at least expected progress (18/20)

Year 5:

Reading 90% made at least expected progress (37/41)
 Writing 100% made at least expected progress
 Maths 98% made at least expected progress (40/41)

Year 6:

Reading 86% made at least expected progress (30/35)
 Writing 100% made at least expected progress
 Maths 89% made at least expected progress (32/36)

100% of SEND pupils made small steps progress.

Attendance:
FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	186	94.5%	92.6%	Above	Relative improvement	High - FSM
2023/24	183	93.8%	92.0%	Above	Relative improvement	High - FSM
2022/23	190	91.8%	91.6%	Close to average	Relative decline	High - FSM

The Pastoral and Attendance Lead has forensically tracked attendance. She has worked with families to identify barriers to attendance and has supported them, e.g. with letters, meetings and provision of breakfast club places. Fines are only issued when all avenues of early help have been exhausted. There have been incremental improvements in attendance of pupils entitled to free school meals.

Improving attendance and reducing persistent absenteeism of disadvantaged pupils remains a key whole-school improvement priority.

Enrichment:

- 100% of disadvantaged pupils who applied after school clubs received a place.
- 100% of disadvantaged pupils participated in enrichment activities.

Quality of teaching

Monitoring and evaluation records show that all teaching in school is at least effective.

Increased access to a wide range of curricular and extra-curricular experiences

School monitoring and evaluation, further supported by Trust validation, shows that pupils demonstrate high levels of engagement in learning across the curriculum.

Disadvantaged children enjoy rich and varied experiences that they may not otherwise have been able to access.

Rates of participation in extra-curricular clubs were high. 100% of disadvantaged pupils who requested a place in after school clubs received at least one space.



Rates of participation in after school sports club are improving but leaders are determined to further increase the numbers of disadvantaged pupils attending the after school club offer.



Pastoral Care and Assistance

Mentor sessions and pastoral interventions impacted on pupil wellbeing. School held records show high-quality support and guidance offered to pupils.

Case studies show how 1:1 support and intervention impacted positively on behaviour of individual pupils. Cases studies evidence the positive impact of early help interventions.

Mental Wellbeing and Fitness activities provided in school Healthy Lifestyles Awareness week and through Health For Life initiative promoted healthy lifestyles at school and at home.

There was 100% participation of disadvantaged pupils in Health for Life activities.