

Pupil premium strategy statement – Manor Green Primary Academy

This statement details our school's use of pupil 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 December 2024	Data December 2025
Number of pupils in school	277	258
Proportion (%) of pupil premium eligible pupils	45%	50%
Academic year/years that our current pupil premium strategy plan covers	2024-2027	2024-2027
Date this statement was published	December 2024	December 2025
Date on which it will be reviewed	July 2025	July 2026
Statement authorised by	Victoria Saville/Angela Leach	Victoria Saville/Angela Leach
Pupil premium lead	Victoria Saville	Victoria Saville
Governor / Trustee lead	John Taylor	John Taylor

Funding overview

Detail	Amount 2024	Amount 2025
Pupil premium funding allocation this academic year	£186,040	£181,700
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount</i>	£186,040	£181,700

<i>available to your school this academic year</i>		
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Part A: Pupil premium strategy plan

Statement of intent

At Manor Green we are fully committed to improving the life chances and life choices of our disadvantaged pupils by ensuring that they thrive at primary school, make good progress and achieve high attainment in all subjects. All areas within our strategy are designed to help all disadvantage pupils achieve that goal. We adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and are fully committed to raising expectations of what all pupils can achieve.

Relationships underpin all aspects of our work and by knowing all children as individuals, the challenges they face and the barriers they have overcome we are able to offer bespoke support to address their individual needs.

We are passionate about providing a great education for all children and 'great educators in every classroom' is at the heart of our approach - teachers and support staff receive regular research based CPD and are highly trained to provide targeted, highly effective support in areas where our disadvantaged pupils need it the most. This proven approach will continue to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years, as well as ensure that the attainment and progress for all pupils continues to improve.

We use regular and robust diagnostic assessment to ensure accurate identification of need to direct bespoke targeted support to impact positively on outcomes. In line with Marc Rowland's approach we ensure that 'needs not assumptions' drives all that we do, underpinned by:

- ✓ Relationships
- ✓ Language development and comprehension
- ✓ Metacognition and self-regulation
- ✓ Social emotional and mental health

At Manor Green, we recognize that supporting the well-being and mental health of our children is equally as important as raising attainment so all our priorities are centred around meeting the needs of the whole child. Children need high self-esteem and confidence before they are ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years Foundation Stage in all areas of the EYFS curriculum.
2	Significant number of children suffering with social, emotional and mental health issues that impact on their learning behaviours and consequently progress.
3	Attendance data indicates that persistent absence is significantly higher for disadvantaged pupils than non-disadvantaged.
4	Lack of support emotionally and academically for disadvantaged children is evident in the progress made and attainment.
5	Family, home related and safeguarding issues have a significant impact on learning for children.

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 progress and attainment in reading	Achieve progress scores and attainment in reading at least in with the national average.
Improved progress and attainment in writing	Achieve progress scores and attainment in writing at least in with the national average.
Improved progress and attainment in mathematics	Achieve progress scores and attainment in mathematics at least in with the national average.
Improved attainment in phonics	Achieve phonics attainment in line with the national average.
To improve attendance figures for all children particularly our disadvantaged.	Overall attendance for all children to be at national or above.
To sustain improved wellbeing for all our pupils particularly our disadvantaged.	Sustained high levels of wellbeing demonstrated by: → qualitative data from student voice, student and parent surveys and teacher

	observations → Increased engagement in lessons → An understanding of and a reduction in reports of bullying → an increase in participation in enrichment activities, particularly among disadvantaged pupils
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £97,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of termly NTS diagnostic assessments to generate Shine intervention materials and class teacher/support staff to implement.	All teachers use NTS standardised tests to identify gaps and target appropriate support and intervention.	1, 4
WellComm is purchased as a speech and language toolkit to enable all children on entry to Early Years to be screened and appropriate intervention identified. We then purchase appropriate support resources and CPD. Continue to commission a Tameside Speech and Language Therapist to work in school for 0.5 day per week to assess and provide strategies to class teachers in all year groups.	Research evidence tells us that early intervention can significantly increase the development of language skills. Screening in Early Years has a positive effect on the class teacher's ability to plan to meet the language development needs of individuals. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 4
Phonics lead to continue a coaching model to work with class teachers to further improve the teaching and learning in phonics.	Systematic synthetic phonics is key to teaching children reading and writing. It provides them with strategies to decode words, which is especially important because English is such a difficult language to learn	1, 4

	with the many different ways to make the same sounds from different letters or combinations of letters. Phonics Toolkit Strand Education Endowment Foundation EEF	
Additional teacher release time for class teachers to attend Maths Hub training in Teaching for Mastery in maths.	Maths Hubs are highly effective and seek to harness all the maths leadership and expertise within an area, to develop and spread excellent practice, for the benefit of all pupils and students.	1, 4
Responsive Teaching is key to our strategy. We believe that live marking, feedback and adaptive teaching by the child's class teacher has the most impact on addressing misconceptions and accelerating progress.	Research shows us that same day intervention is highly effective enabling children have bespoke support on key concepts/learning to ensure that they never get left behind.	1, 4

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

Budgeted cost: £ 14 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics-we provide additional phonics sessions for our most vulnerable pupils to ensure that they do not get left behind. Two Learning Support Assistants deliver additional phonics sessions each afternoon	We know that Phonics is important for all children to learn how to read. Research shows that this is particularly important for children from disadvantaged backgrounds. Targeted phonics interventions allow us to address individual needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4
Morning maths clubs	Careful analysis of standardised tests means our tuition is targeted at specific needs and knowledge gaps. Research shows that small group intervention can have significant impact on children's learning. Small group tuition Toolkit Strand Education Endowment Foundation EEF	4,

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

Budgeted cost: £69,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional Learning, Well Being and Mental Health: → Thrive approach-1 Thrive practitioner delivers targeted support to children who have identified gaps in their social and emotional development. 2 members of the Senior Leadership Team (SLT) are also trained in this approach and support with staff training and development → myHappyMind-all classes participate in myHappyMind lessons each week and we have a whole school approach with assemblies and celebrations weekly	We passionately believe in the Thrive approach to promote children's positive mental health by training all staff to know how to respond to behaviour. Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tools to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn. The myHappyMind approach is a science-based approach to teach children and adults about positive wellbeing and resilience. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 4,
Good attendance is high on our agenda and we employ a Family Support Worker as Attendance Lead to implement robust systems to tackle poor attendance and provide support to improve attendance. She also works with our families to provide Early Help Support to break down barriers which may	We know that our children are given the best possible chance to succeed when they have excellent attendance at school. Children who do not have good attendance fall behind academically and socially. assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_attendance.pdf	1,2, 3, 4, 5

lead to poor attendance. Furthermore we work with an Education Welfare Officer to tackle PA to support our most vulnerable families and develop good habits.	ve school attendance - August 2024.pdf	
Outdoor Play and Learning (OPAL)	Children are happier and more engaged at breaktimes and learn cooperation and resilience skills. Children learn to get on together, enjoy school, undertake forms of exercise that involve moderate stress and moving in non-regular patterns and find time and space to recover attention. https://outdoorplayandlearning.org.uk/research-and-evidence/	1, 2, 4

Total budgeted cost: £ 180 040

Review of the previous academic year 2024-2025

Outcomes for disadvantaged children

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative data. We have used the success criteria outlined in the intended outcomes sections of this plan (to be achieved by the end of the current strategy-July 2027).

Context of Year 6 cohort June 2025:

45 children in Y6 (actually 48 children however 3 children disapplied from the data as they were international new arrivals after the start of Year 4).

24 children **54%** identified as disadvantaged

14/24 children **59%** identified as having a SEND with 3/24 **13%** having an EHCP

5/24 children **21%** started at Manor Green after the start of Year 4

The national assessment data below is the validated data taken from the Inspection Data Summary Report (IDSR) December 2025

Intended outcome	Success criteria
Improved progress and attainment in reading 42% of disadvantaged children met the expected standard in reading (national 75%) Gap has widened from -25 2024 to -39 2025	Achieve progress scores and attainment in reading at least in with the national average.
Improved progress and attainment in writing 63% of disadvantaged children met the expected standard in writing (national 72%) Gap has narrowed from -55 2023, -23 2024 to -16 2025 (Writing assessment was moderated by Tameside LA)	Achieve progress scores and attainment in writing at least in with the national average.
Improved progress and attainment in mathematics 38% of disadvantaged children met the expected standard in maths (national 74%) Gap has widened from -20 2024 to -43 2025	Achieve progress scores and attainment in mathematics at least in with the national average.
Improved attainment in phonics Phonics outcomes for all shows an improving picture from 25% meeting the expected standard in 2023 to 64% in 2025 however not in line with national which is 80%. There were 25 children in the Y1 cohort and 14 56% are identified as being disadvantaged.	Achieve phonics attainment in line with the national average.

Out of these 14 children 7 50% met the expected standard. Out of the 7 children who did not meet the standard 3 have an EHCP with the primary need of Communication and Interaction and the other 4 children have a SALT plan and SEND School Support.	
To improve attendance figures for all children particularly our disadvantaged. Attendance for all pupils in 2024-2025 was 94.5% which was close to the national average of 94.8%. Attendance for disadvantage pupils shows an improving picture from 91.5% in 2023-2024 to 92.5% in 2024-2025 which is 0.1% above the national average for disadvantaged children however -2.3% national for all children.	Overall attendance for all children to be at national or above.
To sustain improved wellbeing for all our pupils particularly our disadvantaged. Parent surveys in both 2024 and 2025 show a + 23 increase in parents/carers reporting their child is happy at Manor Green and a +22 increase in parents/carers feeling that their child is safe at Manor Green. Education Review October 2025 report noted 'positive relationships between pupils, staff, and leaders underpin the school's caring and respectful ethos' and 'children speak positively about their school and teachers. They feel safe and know who to turn to if they are worried'.	Sustained high levels of wellbeing demonstrated by: → qualitative data from student voice, student and parent surveys and teacher observations → Increased engagement in lessons → An understanding of and a reduction in reports of bullying → an increase in participation in enrichment activities, particularly among disadvantaged pupils