

Manor Wood Primary School
Pupil Premium Strategy
2025-2027

2025-2027 Pupil premium strategy statement - Manor Wood Primary School (Updated December 2025)

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.

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

School overview

Detail	Data
Number of pupils in school	474 (including nursery)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kate Humphries Kim Adams
Pupil premium lead	Kate Humphries
Governor / Trustee lead	Kim Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,753.33
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£3,342,639

Part A: Pupil premium strategy plan

Statement of intent

At Manor Wood Primary School, our vision is rooted in the belief that every disadvantaged child should fulfil their potential and lead a happy, healthy life. Our motto, "Every child matters; every moment counts", underpins our fundamental commitment: to ensure all children, regardless of their background, achieve and thrive.

We hold the absolute conviction that all children can succeed, which drives our solution-focused approach to overcoming barriers to learning. Our strategy is designed to support children in developing a love for learning, while ensuring their individual needs and interests are met effectively. To achieve this, we guarantee that all staff are aware of our disadvantaged children and implement the most appropriate support strategies for them. We actively ensure these pupils have full access to all clubs, activities, and leadership opportunities both across the school and in out-of-school activities.

Our strategy for utilising the Pupil Premium funding is targeted at maximising the achievement of disadvantaged children, aligning with the DfE's tiered approach: prioritising high-quality teaching, targeted academic support, and wider strategies. This funding is used in a way that supports their individual needs, encompassing a range of provision that is not limited to academic support alone. For instance, we provide additional support in class and deliver specific interventions aimed at narrowing the attainment gap. Crucially, we offer Social, Emotional, and Mental Health (SEMH) support, both for children and, in some cases, for their families, to bolster children's readiness to learn, attendance, and positive learning behaviours. We also leverage the use of the school's outdoor areas to support mental health and well-being.

To ensure a rich and equitable experience, the funding is also used to subsidise costs for visits, visitors, residentials, and other learning opportunities outside the classroom. We fund opportunities for pupils to learn a musical instrument beyond the core curriculum entitlement and provide access to online resources such as for times tables and reading. Additionally, support staff are allocated to enable positive social interactions and play during lunchtimes.

We maintain vigilance by monitoring activities and clubs to ensure they reflect the whole school population, including disadvantaged children. If representation is lacking, we proactively recruit and fund these children as necessary. The effectiveness of all strategies and provision is constantly monitored against tracking data and other evidence. This rigorous review process is supported by the involvement of all staff in the analysis of data, ensuring they are fully aware of the requirements of the Pupil Premium Funding and the tangible impact their work has on the progress of disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health (SEMH) issues: A large majority of our disadvantaged pupils present with higher levels of anxiety, lower resilience and poor self-esteem, which are significant barriers to engaging with their learning effectively. This has been compounded since the pandemic, requiring targeted support to improve their readiness and learning behaviours
2	A visible lack of 'readiness' for school (EYFS): Attainment on entry to school is very mixed. The number of children, particularly in EYFS, who lack basic skills in social/emotional aspects and struggle with transition from home (i.e., not school ready) has increased significantly since the pandemic. This lack of readiness must be addressed early to prevent attainment gaps from establishing and widening.
3	Early reading and phonics attainment issues, compounded by Special Educational Needs and Disability (SEND) and Speech/Language needs: There is a need to improve outcomes in early reading and phonics, evidenced by the 57% result in the Year 1 Phonics Check in the previous year (2024). This challenge is intertwined with the significant and complex SEND needs of some disadvantaged pupils and identified issues around speaking, listening, and English as an Additional Language (EAL) which directly impacts their access to learning.
4	Punctuality and attendance including EBSA (Emotionally Based School Avoidance): Reduced attendance continues to be a major challenge post-pandemic, more so for our disadvantaged pupils. Poor attendance rates, including persistent and severe absence is, as internal data presents, to lower attainment. Specific strategies are needed to tackle the underlying causes of absence and improve punctuality
5	Limited Cultural Capital and Educational Aspiration: A lack of enrichment experiences outside school, including sporting, cultural, and creative opportunities is limiting knowledge, experience and the vocabulary needed for high-quality learning outcomes. This impacts wider school life but also specific subject areas like writing. A challenge exists around limited educational aspiration and a lack of belief that further education (e.g., university) is a future choice.
6	The Pupil Premium Attainment Gap in Statutory Assessments: Internal and statutory data indicates a gap between the attainment of disadvantaged pupils and their non-disadvantaged peers. This disparity is particularly evident in core subjects (including GLD) where the cumulative impact of other barriers—such as lower starting points and reduced home support—hinders pupils' ability to meet age-related expectations. This requires a sharp focus on high-quality teaching and targeted academic interventions to ensure equitable progress and narrow the gap.

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 Wellbeing and Learning Behaviours Pastoral support positively impacts social, emotional, and mental health issues, ensuring children are resilient and able to engage effectively with learning.	The number of disadvantaged children with SEMH issues, identified through wellbeing audits and CPOMS, is reduced. Verbal feedback and data confirm children demonstrate positive learning behaviours, self-regulation, and greater resilience (linked to Challenge 1, 3)
Increased School Readiness at Entry Strong links are established with 0-3 provision to identify vulnerable families	Disadvantaged children enter school increasingly 'school ready' and can access opportunities earlier and more effectively. Vulnerable families have positive, proactive

early and support children's transition and continuity of Early Years, establishing 'The Best Start in Life'	relationships with the school, working in partnership to support their child's development (linked to Challenge 2)
Accelerated Progress in Early Literacy and Language Disadvantaged pupils make accelerated progress in early reading, phonics, and language acquisition, and their specific SEND needs are effectively addressed	Phonics Screening Check outcomes for disadvantaged pupils are in line with or exceed non-disadvantaged peers, closing the attainment gap (linked to Challenge 3). Observations and internal data illustrate that children with S&L or EAL needs make progress in line with their peers, increasing their confidence and sophisticated vocabulary.
High Attendance and Punctuality Strategies are in place to support families to address issues around attendance and punctuality, removing practical barriers to daily attendance.	Attendance figures for disadvantaged children are in line with their non-disadvantaged peers. Reduced instances of persistent and severe absence (linked to Challenge 4).
Enriched Cultural Capital and Raised Aspirations Disadvantaged children have access to all opportunities, increasing their cultural capital, and raising their aspirations for future careers and education	Monitoring data illustrates that disadvantaged children are fully represented in all clubs, activities, and leadership roles across the school. Questionnaires and discussions demonstrate that children are increasingly aware of diverse career options and parents' aspirations for their children's future, including further education, are raised (linked to Challenge 5)
Diminished Attainment Gaps and Enhanced Academic Achievement High-quality teaching and targeted academic interventions ensure that disadvantaged pupils make accelerated progress, closing the attainment gap in core subjects and meeting age-related expectations in line with their peers.	The gap between disadvantaged and non-disadvantaged pupils is significantly narrowed across all statutory assessment points (KS1/KS2). Internal data and work scrutiny demonstrate that disadvantaged pupils achieve at least in line with national averages, showing increased mastery of the curriculum and the ability to apply skills independently (linked to challenge 6)

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: £25,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior member of staff delivering high quality CPD on training around behaviour and Zones of Regulation	Education Endowment Foundation (EEF) research on teacher CPD shows it can improve teaching quality and pupil outcomes. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1765962963	1,3
Increased staffing ratio (EYFS) to support language and communication including interventions, training and resources.	Language and communication has been identified as a key area of need for pupils in EYFS. Additional staffing allows for more regular, high quality, adult interactions with children in order to develop language skills and vocabulary. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2

CPD delivered by the safeguarding team for all staff.	High-quality teaching is the top priority in the DfE tiered approach; effective safeguarding knowledge is crucial for supporting vulnerable learners	1,4
FFT (Fisher Family Trust) phonics and spelling scheme and CPD.	Using a high-quality, structured phonics program is proven to improve early reading and decoding skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Further developing links with our 0-3 on-site provision and holding joint training/transition meetings.	Focuses on improving continuity and transition for children, which the EEF highlights as an effective Early Years strategy. https://researchschool.org.uk/exchange/news/the-power-of-positive-relationships-creating-a-sense-of-belonging-in-the-early-years	2
Instructional coaching for teachers supporting them to develop their practice. Instructional coaching is delivered for all teachers by a senior leader in school.	Instructional coaching is available for all teachers by a senior leader in school, ensuring staff are continuously enhance and develop their teaching skills. The coaching will take place on a cycle with opportunities for all staff to observe practice across the school. This will increase teacher confidence in being able to apply strategies which will support disadvantaged children such as oracy development and effective feedback.	3
Trauma Informed CPD (Compassionate Leeds Programme) leading towards MW becoming a Trauma Informed setting.	https://neu.org.uk/advice/classroom/behaviour-schools/trauma-informed-practice-and-approach https://www.humberside-pcc.gov.uk/news/university-of-hull-research-highlights-the-benefits-of-trauma-informed-practice-in-education https://www.trauma-informed.uk/home/what-is-a-trauma-informed-school	1,2,3,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	Maths Leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including involvement in West Yorkshire Maths Hub Teacher Research Group) and Maths No Problem! training. The DfE 1,2 5 non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	6
Purchase of standardised diagnostic assessment (NTS) Support for ECTs and less experienced teachers to ensure these assessments are used to inform future provision and to ensure QLA is accurate.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/to-ols/assessing-and-monitoring-pupil-progress/testing/standardised-tests	

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

Budgeted cost: £46,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced teacher delivering ECaR lessons (Every Child a Reader).	ECaR is a structured, validated intervention for early literacy, with evidence showing impact on reading attainment.	3
Colourful Semantics intervention across school (main feature in EYFS/KS1) helping with sentence construction.	Targeted language interventions improve speech, language, and communication (SLC), which is fundamental for early literacy and access to the curriculum (Challenge 3 is intertwined with S/L needs).	3
Access to and delivery of Zones of Regulation (taught whole-school but also 1:1 with specific children).	Interventions focused on self-regulation and SEMH can significantly remove barriers to learning and engagement. https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?approach=teaching-relationship-skills	1
Use of Nessy and TT Rockstars online resources (as mentioned in strategy).	Specific use of technology for targeted practice in literacy and numeracy.	3
Additional Support staff across early years and key stage 1 to deliver focused interventions to develop children's early reading, writing and maths.	The additional member of staff will deliver catch up sessions in phonics and maths. These will be follow up sessions to whole class input so that children do not fall behind. The phonics scheme is proven to improve outcomes for children.	2,3

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

Budgeted cost: £44,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leader out of class to work as a behaviour lead, helping children with learning and classroom behaviours.	Focuses on improving positive learning behaviours and addressing SEMH issues, which are key barriers. https://www.saffronteachingschoolhub.net/blog/?pid=114&nid=3&storyid=164	1, 3
Learning mentors and DSL offering wellbeing support packages to children and families, including early help.	Directly addresses SEMH (Challenge 1) and lack of 'readiness' (Challenge 2) by providing essential family and pastoral support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,2

<p>2gether cluster support (access to wellbeing sessions, Safer Schools Officer, SALT, and other bespoke sessions).</p>	<p>Use of external expertise for specialist SEMH, language, and well-being support</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?approach=teaching-relationship-skills</p>	<p>1,3</p>
<p>Access to an Attendance Officer via 2gether Cluster</p>	<p>Directly implements strategies needed to tackle the underlying causes of absence and improve punctuality.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>4</p>
<p>Breakfast club for EBSA and disadvantaged children (including paid for places)</p>	<p>Some vulnerable families require short notice support from our extended services provision. This helps support the relationships between home and school and to establish positive lines of communication. School is a safe place and we fund the offer of before and after school clubs (as well as holiday club) in order to provide pupils with safety and security and to support families in need. Some children are struggling to attend school at all and require additional support or a 'soft launch' into school on a morning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1765895966</p>	
<p>Extra curricular</p>	<p>Extra-curricular clubs are delivered regularly for children. These are free for children to attend and delivered by school staff and paid for external sports coaching. The clubs provide children with a broad range of activities including music, art, sport and drama. These clubs provide children with opportunities they might not otherwise have access to. Disadvantaged children are also supported to attend trips and residential visits. This ensures that they experience the full curriculum and have a range of exciting learning opportunities.</p> <p>https://committees.parliament.uk/writtenevidence/97503/html/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf</p>	<p>5</p>
<p>Funded and subsidised experiences (visits, residential etc) to allow disadvantaged children access to widen their experiences and opportunities.</p>	<p>The gap between disadvantaged and non disadvantaged pupils can only be narrowed by ensuring opportunity for all children. In order for our children to fully engage in the curriculum and make links between learning, they need to have experiences, opportunities and information that might not be provided at home. Ensuring that no child misses out, will support children's progress and attainment and lead to better outcomes.</p>	

	<p>https://committees.parliament.uk/writtenevidence/97503/html/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf</p>	
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Total budgeted cost: £116,744

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of 2024-2025 academic year, statutory assessments took place. The following data reflects the disadvantaged cohort;

EYFS GLD – 40% of our disadvantaged pupils received a Good Level of Development (2/5 children)

Year 1 Phonics – 100% (2/2 children)

Y4 MTC – 38% (25) 58% (20+) (5/14 children and 8/14 children)

KS2 SATs -

ARE +

Reading – 86% (11/13 children)

Writing – 86% (11/13 children)

Maths – 64% (8/13 children)

Reading, Writing and Maths combined – 64% (8/13 children)

The school remains focussed on improving outcomes for children in receipt of pupil premium funding by the end of 2027, adopting the strategies set out in this plan.

Externally provided programmes

Programme	Provider
ECaR	In house, qualified teacher
Touch Typing	English Type Junior
Lightening Squad	FFT
Success for All Phonics	FFT
Nessy	Nessy for Schools
TT Rockstars	Times Tables Rock Stars
Plus one and Power of Two	1,2,3 Learning
Leeds United	Leeds United Foundation
The Leeds Well School Partnership	Leeds Rhinos Foundation
RAP (Reading Assessment Programme)	FFT
'The Arc'	The Arc Smallholding
Play Therapist	Sarah Cromwell - Play Therapist