



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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. The Pupil Premium funding at Manor Drive Primary Academy will be utilised to enhance the academic achievement of all eligible pupils, including those with high potential. As a growing school within a newly established community, Manor Drive has been expanding to meet local needs. In September, the school began offering placements for Lower Key Stage Two, addressing the challenges faced by families traveling to out-of-catchment schools. Since September 2023, the school has doubled its enrolment. We are proud to serve a diverse community, which includes a significant number of EAL (English as an Additional Language) pupils and members of a settled Traveller community.

### Academy Overview

Detail	Data
School name	Manor Drive Primary Academy
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	22.61%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be revised	September 2025
Statement authorised by	Roy McMichael
Pupil Premium Lead	Emma Marks



Governor	Roy McMichael (Sept 2021) Governor for disadvantaged pupils.
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## Funding Overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£58,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,690



## Part A: Pupil Premium Strategy Plan

### Statement of intent

All members of staff and the Local Governing Committee at Manor Drive Primary Academy accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and challenging environment. We hope that each child will develop a love for learning and acquire skills and abilities in order to fulfil their potential and as an adult find employment. Early identification is paramount and the staff at Manor Drive Primary Academy, with guidance from the Leadership Team, Trust SENCO and classroom-based staff, need to consider that the children may need all the help that they can to grasp the basic skills of reading, writing and maths. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum. High quality teaching is at the core of the strategy and approach we take. This has the greatest impact on closing the gap between disadvantaged and non-disadvantaged pupils. The aim is for the disadvantaged children to achieve in line with their peers. High quality development of teachers and support staff is a key part of our school’s approach to improving the quality of teaching and learning. Our approach also takes into consideration the wider strategies to support the worst affected pupils across school, including non-disadvantaged children, by ensuring our pupils have access to high quality resources and experiences that help to shape the individual. No child should miss out on a high-quality educational experience where barriers can be reduced or even removed with the correct, identified support.

### Challenges

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

Challenge number	In Academy Barriers
1	Children have low oracy skills and basic vocabulary on entry to the academy. Assessments, observations, and discussions with pupils indicate under-developed communication and language skills. Underdeveloped oral language skills and vocabulary gaps are prevalent among our very young children, children with EAL and our disadvantaged pupils within both EYFS and KS1.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Barriers to learning due to social and emotional needs.
4	The gap between Pupil Premium and Non-Pupil Premium can widen as they move through the academy.



5	Some children have not secured number sense or quick recall of basic number facts which creates barriers in their understanding. We need to Improve maths attainment and progress among disadvantaged pupils.
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## 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 oral language acquisition and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, Learning Journey / book scrutiny and ongoing formative assessment.  Pupils have high exposure to vocabulary, within a language rich environment. Experiential learning is planned into the curriculum with a high emphasis on knowledge and understanding of the world.
Improved phonics and reading outcomes for Pupil Premium children	Raised % in number of Pupil Premium children achieving Phonics Screening Check. Raised percentage in pupil progress and attainment in Reading for disadvantaged pupils.
Children will receive high quality emotional literacy support to build their resilience and self-esteem.	New behaviour policy and school support systems will enable children to utilise taught strategies within their learning and social interactions at school. Families will feel supported, this is captured through timely questionnaires and evidenced through Early Help accessed. There will be clear support and communication between home and school. Whole school attendance and PA will be at least in line with national. There will be no gap in attendance between PP and NPP.
The gap between Pupil Premium and Non-Pupil Premium will close as they move through the academy.	Quality interventions and effective assessment demonstrate that disadvantaged children make good progress. The gap between pupil premium and non-pupil premium closes.
Improved maths attainment and progress among disadvantaged pupils	Quality first teaching and effective assessment demonstrate that disadvantaged children make good progress. Well-chosen interventions show good progress measures for identified pupils. The gap between pupil premium and non-pupil premium closes.



## Activity in this Academic Year

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

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

Budgeted cost: £9,000

- Sounds Write training £2000
- Word Aware scheme and training £1000
- Purchasing decodable texts £4000
- Maths CPD and release time £2000

Activity	Evidence that supports this approach (research evidence)	Challenge number (s) addressed.
Continued professional development in using Sounds Write programme to secure stronger phonics teaching for all pupils. Including the introduction of rapid catch up programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:  <a href="#">Phonics   EEF</a>	1, 2, 4
Purchasing more decodable texts aligned to Sounds Write Scheme	Children will have greater opportunities to read texts that are matched to their current learning in order to apply phonics decoding skills on a daily basis. PP children will have access to a wider variety of texts to support home reading.  <a href="#">Phonics   EEF</a>  <a href="#">Decodable Texts Matter   Reading Simplified</a>	1, 2, 4
Embedding our maths teaching and curriculum	The impact of mastery learning approaches is an additional five	4, 5



<p>planning in line with DfE and EEF guidance, including:</p> <ul style="list-style-type: none"> <li>• Use of White Rose resources to ensure that teaching and learning opportunities match the needs of all children, and that children are provided with multiple opportunities for consolidation and practise.</li> <li>• Use of mastery resources from NCETM</li> <li>• Additional internal maths CPD</li> <li>• Teacher release time for observing quality teaching and coaching opportunities</li> </ul>	<p>months progress, on average, over the course of a year. Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months).</p> <p><a href="#">Mastery learning   EEF</a></p> <p><a href="#">Teaching for Mastery   NCETM</a></p>	
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### Teaching academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,524

- SaLT specialist support £2720
- 1:1 or small group SaLT interventions - 25% Teaching Assistant salary (£4451)
- 1:1 or small group phonics and early reading interventions - 25% Teaching Assistant salaries (£13,353)

Activity	Evidence that supports this approach (research evidence)	Challenge number (s) addressed.
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion,</p>	<p>1, 2, 4</p>



will purchase Word Aware resources and fund teacher training and release time to observe best practise.	are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   EEF</a>	
Speech and Language Therapist paid to train TAs to deliver specialist speech and language programs with groups of children.	Many PP children at Manor Drive who have low starting points are often behind in their speech, language and cognition from entry into school. This is a major barrier to progress – particularly with emphasis on high level vocabulary and ability to communicate effectively in core subjects. Work with a qualified SaLT supporting TAs with delivering effective programmes can break down those barriers.  <a href="#">Oral language interventions   EEF</a>  <a href="#">Making Best Use of Teaching Assistants   EEF</a>	1, 4

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

Budgeted cost: £29,166

- Emotion coaching CPD £1000
- Contribution towards Pastoral Champion appointment £27,341
- ELSA CPD for key support staff £825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and emotion coaching to embed our school ethos and to secure an understanding of	Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF</a>	3



behaviours demonstrated across school.	<a href="#">Emotion Coaching - United Kingdom</a>	
Implement the 5 Ways to Wellbeing across the school	<p>Analysis qualitative data from student voice, student participation, staff surveys and teacher observations will demonstrate positive wellbeing and raised resilience in our disadvantaged pupils.</p> <p><a href="#">5 Ways to Wellbeing   Mind - Mind</a></p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p><a href="#">EEF Blog: Five-a-day - achieving effective learning behaviours...   EEF</a></p>	3
<p>Expanding the quality of social and emotional learning, including:</p> <ul style="list-style-type: none"> <li>• ELSA Training to undertake 1:1 and small group work, adapting to need</li> <li>• ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Links to ELSA research and case studies</p> <p><a href="#">Other Research – ELSA Network</a></p>	3
<ul style="list-style-type: none"> <li>• PP pupils and their families will receive the support and guidance from school Family Liaison Officer and external agencies to ensure additional needs are not a barrier to them learning and reaching their full potential</li> </ul>	<p>FLOs can provide sensitive and compassionate support to families during difficult times. They can help families feel supported and signpost them to other services.</p> <p><a href="#">Understanding the use of Attendance &amp; Family Liaison Officers...   EEF</a></p>	3





	<a href="#">Working with Parents to Support Children's Learning   EEF</a>	
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**Total budgeted cost: £58,690**

## 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 2023 to 2024 academic year.

#### End of Year 2023-2024

- All teaching staff have been fully trained to deliver the *Sounds Write* phonics programme.
- The school does not yet have KS2 data for disadvantaged and non-disadvantaged pupils, as the intake currently includes pupils up to Year 1.

#### Year One EOY Data:

Key Stage One: Year One	EOY	PP	Non-PP
% of pupils passing the phonics screening check compared with National achieved (80%)	72%	40% (6)	96% (22)
% of pupils working at the Expected level in <b>Reading</b>	67%	20% (3)	58% (14)
% of pupils working at the Expected level in <b>Writing</b>	54%	20% (3)	63% (15)
% of pupils working at the Expected level in <b>Maths</b>	56%	33% (5)	79% (19)

#### Teaching and Learning Improvements

- *Quality First Teaching*:
  - Implemented *Walkthrus* to support a consistent and high-quality approach to teaching strategies, emphasising Guided Practice.
  - Enhanced modelling techniques using visualisers and redesigned teaching slides, utilizing the *I do, we do, you do* approach.
  - All teachers participated in high-quality CPD to strengthen these areas.
- *Rosenshine's Principles*:
  - Structured teaching slides introduced to integrate retrieval practice and regularly review prior learning.

#### Wellbeing and Inclusion Initiatives



- Staff received training in *Emotion Coaching* and *Power of Connection* strategies to foster positive relationships and create a safe, welcoming start to the day.
- Morning greetings have supported children in feeling valued and secure.
- The *National Breakfast Bagel* initiative was implemented to ensure every child starts the day with a healthy breakfast.
- Mindfulness breathing exercises after breaks and lunch have helped children regulate emotions and focus on learning.

**Enrichment Opportunities**

- Introduced after-school enrichment clubs for the first time, providing equal access to Pupil Premium and non-Pupil Premium children:

Enrichment Club	Pupil Premium	Non Pupil Premium
Dance (20)	10	10
Food Technology (12)	5	7
Story Club (12)	7	5
Health & Wellbeing (15)	9	6
Construction (20)	9	11

**Learning Environment Enhancements**

- Focused CPD has significantly improved classroom and school-wide learning spaces, including the use of structured working walls and visual aids to aid retrieval.
- Acquired *Widgit Online* to dual-code and scaffold resources, enhancing accessibility and comprehension.

**Early Years Foundation Stage (EYFS)**

- Redesigned learning zones and improved resourcing in EYFS have fostered higher-quality, purposeful play-based learning.
- Notable improvements observed in speech and language acquisition and social interactions.
- Quality outdoor resources have enhanced outdoor learning and play opportunities.

**Parental Engagement**

- Utilized *Class Dojo* to strengthen communication, share homework opportunities, and provide insights into classroom strategies, particularly phonics instruction.
- Organised reading café sessions, phonics and early reading workshops, and *stay and learn* sessions to engage parents in their children’s learning— all of which were well attended.

**Trips and Enrichment**



- EYFS and Year 1 pupils participated in enriching trips to a farm and the seaside during the Summer term, enhancing children's learning experiences.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider