



Pupil Premium Strategy Statement

Published December 2025

Manor School



School overview (academic year commencing September 2025):

Detail	Data
School name	Manor School
Number of pupils in school	218 (228 from Feb 26)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026 (review for 2026/2027)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Steven Thompson (Headteacher)
Pupil premium lead	Angela Boast
Trustee lead	Therese McNulty

Funding overview (academic year commencing September 2025):

Detail	Amount
Pupil premium funding allocation this academic year	£144,640
Made up of:	92× primary funding allocation @ £1,515 (£139,380) 2× Virtual School funding allocation @ £2,630 (£5,260)
Recovery Premium funding allocation for this year	£0 (No longer allocated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£144,640

Statement of Intent

Our aim is to use pupil premium funding to help us continue to achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not the primary challenge our pupils face, we have seen slight variations in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Social opportunity and community participation

At the heart of our approach is high-quality teaching focussed on the areas that our disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will innately benefit all pupils in instances whereby funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independence and social skills and continue to ensure that wider outcomes for our pupil population are enhanced.

Our strategy will be driven by the needs and strengths of each young person, based on qualitative and quantitative assessments. This will help us to ensure that we offer the relevant skills and experiences each child requires to be prepared for the next phase of their education, and ultimately, for adulthood.

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the Education Endowment Foundation (EEF) and other organisations. Throughout the nation, common barriers to learning for disadvantaged children include: less support at home, language and communication difficulties, lack of confidence, more frequent behavioural difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from thriving. The challenges are varied and there is no “one size fits all.”

All pupils attending Manor School have an Education, Health and Care Plan (EHCP). This strategy brings into focus the priorities and actions required to eliminate barriers to pupils’ learning, progress and welfare.

At Manor School, we intend to provide opportunities for our less advantaged pupils that will allow them to make progress in line with their more advantaged peers. Equity will be measured in terms of academic achievement as well as participation in enrichment activities and holistic learning that develops values and characteristics such as confidence, resilience and aspiration.

The funding we receive is also targeted at making sure that no child misses out on an opportunity to develop their cultural capital (including extra-curricular activities, clubs and visits) because of financial reasons.

Although the positive benefits of this funding may have a broader impact across the school, such as through improved teaching quality or by enabling other 'non-disadvantaged' children to share in the interventions, it will always, at its core, provide significant benefits to our disadvantaged children in every aspect of this plan.

We recognise this additional funding needs to be precisely targeted towards our disadvantaged pupils in order to provide them with the same chances of success, both at school and into their futures, as any non-disadvantaged pupil.

Knowledge about our pupils' needs and barriers is informed by their EHCP, records about their achievement, and partnership work with their families and other professionals. We use this information to shape our strategy. As an example, evidence indicates that some parents and carers benefit from additional support in knowing how to help their child(ren) to learn and make progress. Furthermore, some of our disadvantaged pupils are likely to have less access to cultural and arts activities and community events due to their disability and/or for socio-economic factors. Consequently, reducing opportunities to develop their understanding of the world around them. To overcome these barriers our Pupil Premium Strategy focuses on ensuring all disadvantaged pupils are:

- Taught by well qualified teachers with expertise in special needs education.
- Supported to access enrichment experiences and opportunities outside of school.
- Provided with timely support to meet social, emotional and mental health needs.
- Provided with specialist support and / or therapies, in line with their needs.
- Provided with a curriculum that promotes social, emotional and mental health development and life skills, including about how to stay safe.
- Effectively taught the knowledge and skills to develop communication and early reading.
- Supported with learning at home through our family support offer for parents and carers.
- Able to develop their self-esteem and confidence through our pupil-centred approach. At the heart of our approach is high-quality teaching focused on the areas where our disadvantaged pupils require the most targeted support. This is always based on robust diagnostic assessment of need, and access to a broad and balanced curriculum.

Knowledge about our pupils learning, their EHCPs, work with their families and other professionals tells us that parents and carers also benefit from support in:

- Helping their child to communicate.
- Supporting their child's independence.
- Promoting the behaviours we want to see.

Our dedicated multi-professional team works in close partnership with parents and carers to support pupils' learning, progress and welfare. They are critical to ensuring our pupils are supported to attend school regularly and in supporting families to achieve this.

The key aim of our strategy is to ensure that 100% of our disadvantaged pupils:

- Gain the right knowledge, skills, understanding and confidence to effectively secure progression to the next stage of their education.

- Make strong and sustained progress in line with their EHCP objectives.
- Lead safe, happy and fulfilling lives.
- Develop as individuals with a firm sense of self-worth and identity, with skills in place to prepare them for the transition to adulthood.

Our strategy is integral to wider school plans. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer the relevant skills and experiences each child requires to be prepared for adulthood.

Challenges

This table details the key challenges to achievement that were identified at the outset of the strategy.

A breakdown of the assessment percentages taken from our annual 2022/23 and 2023/24 Personal Intervention Plan (PIP) Data Reports indicate those challenges which have been, or are close to being, overcome.

1.	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p> <p>For this reason, additional community partnership work has been undertaken to allow for more inclusive opportunities in the community. Manor School is working alongside external service providers to develop skills and understanding, improve services and provide pupils, and their families, with neuro-inclusive opportunities beyond the school.</p>
2.	<p>Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g. toileting and personal care, life skills and independent travel.</p> <p>For this reason, we have extended the family training offer to include more formal and informal training sessions to support families to develop skills in these areas.</p>
3. Challenge overcome July 2024 Address 25/26	<p>Position at outset: Our assessments showed that disadvantaged pupils made less progress in the area of Reading/phonics. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experienced varied, their overall academic progress was lower in this area compared to their non-disadvantaged peers.</p> <p>2022/2023 PP pupils = 94.9% compared to non-PP pupils = 97.7% (- difference of 2.4%) (However, gap closed by 1.3% from the previous year)</p> <p>2023/2024 PP pupils = 98.3% compared to non-PP pupils = 96.8% (+ difference of 1.5%)</p> <p>2024/2025 PP pupils = 93.7% compared to non-PP pupils = 95.1% (- difference of 1.4%)</p>
4. Challenge overcome July 2024 Address 25/26	<p>Position at outset: Our assessments showed that disadvantaged pupils made slightly less progress in the area of Number. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experienced varied, their overall academic progress was marginally lower in this area compared to their non-disadvantaged peers.</p> <p>2022/2023 PP pupils = 94.9% compared to non-PP pupils = 96.6% (- difference of 1.7%)</p> <p>2023/2024 PP pupils = 97% compared to non-PP pupils = 97% (no difference)</p> <p>2024/2025 PP pupils = 94.1% compared to non-PP pupils = 96.7% (- difference of 2.6)</p>

<p>5. Challenge overcome July 2024</p> <p>Sustained July 25</p>	<p>Position at outset: Our assessments showed that disadvantaged pupils made similar progress in the area of SEMH. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experienced varied, their overall academic progress was similar (but negligibly lower) in this area compared to their non-disadvantaged peers.</p> <p>2022/2023 PP pupils = 94.3% compared to non-PP pupils = 94.4% (negligible diff 0.1%) 2023/2024 PP pupils = 97% compared to non-PP pupils = 94.4% (+ difference of 2.6%) 2024/2025 PP pupils = 95.4% compared to non-PP pupils = 95.3% (+ difference of 0.1%)</p>
<p>6. Challenge overcome July 2023</p> <p>Sustained July 2024</p> <p>Sustained July 25</p>	<p>Position at outset: Our assessments showed that disadvantaged pupils made more progress in the area of Expressive Communication. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experienced varied, their overall academic progress was higher in this area compared to their non-disadvantaged peers.</p> <p>2022/2023 PP pupils = 94.6% compared to non-PP pupils = 93.8% (+ difference of 0.8%) 2023/2024 PP pupils = 96.2% compared to non-PP pupils = 93.8% (+ difference of 2.4%) 2024/2025 PP pupils = 92% compared to non-PP pupils = 91.5% (+difference of 0.5%)</p>
<p>7. Challenge overcome July 2023</p> <p>Sustained July 2024</p> <p>Address 25/26</p>	<p>Position at outset: Our assessments showed that disadvantaged pupils made similar / slightly more progress in the area of Functional Skills. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experienced varied, their overall academic progress was slightly higher in this area compared to their non-disadvantaged peers.</p> <p>2022/2023: PP pupils = 86.5% compared to non-PP pupils = 85.4% (+difference of 1.1%) 2023/2024: PP pupils = 96.2% compared to non-PP pupils = 95.2% (+difference of 1%) 2024/2025: PP pupils = 92% compared to non-PP pupils = 9% (-difference of 2%)</p>
<p>8. Challenge overcome July 2023</p> <p>Sustained July 2024</p> <p>Sustained July 25</p>	<p>Position at outset: Our assessments showed that disadvantaged pupils made similar / slightly more progress in the area of Geometry and Measure. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experienced varied, their overall academic progress was similar / slightly higher in this area compared to their non-disadvantaged peers. Sustaining parity will be the challenge.</p> <p>2022/2023 PP pupils = 98.0% compared to non-PP pupils = 96.9% (+difference of 1.1%) 2023/2024 PP pupils = 98.3% compared to non-PP pupils= 97.6% (+difference of 0.7%) 2024/2025 PP pupils = 97.9% compared to non-PP pupils= 97.8% (+difference of 0.1%)</p>
<p>9. Challenge overcome July 2023</p> <p>Address 2024/2025</p>	<p>Position at outset: Our assessments showed that disadvantaged pupils made more progress in the area of Receptive Communication. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experienced varied, their overall academic progress was higher in this area compared to their non-disadvantaged peers.</p> <p>2022/2023 PP pupils = 94.3% compared to non-PP pupils = 93.0% (+difference of 1.3%) 2023/2024 PP pupils = 97.0% compared to non-PP pupils = 97.8% (difference of 0.8%)</p> <p>However, it is important to note the positive rise in % from 2022/2023 to 2023/2024 for our PP cohort from 94.3 to 97% overall.</p>

Challenge Overcome July 25	2024/2025 PP pupils = 94.5% compared to non-PP pupils = 93.4% (+difference of 0.9%)
10. Challenge overcome July 23	Position at outset: Our assessments showed that disadvantaged pupils made more progress in the area of Writing . Whilst the types of barriers to learning and the difficulties disadvantaged pupils experienced varied, their overall academic progress was higher in this area compared to their non-disadvantaged peers.
Address 2024/2025	2022/2023 PP pupils = 96.3% compared to non-PP pupils = 93.2% (+ difference of 2.9%) 2023/2024 PP pupils = 96.2% compared to non-PP pupils = 97% (- difference of 0.8%)
Challenge overcome July 25	2024/2025 PP pupils = 97% compared to non-PP pupils = 96.4% (+difference of 0.6%)

Intended Outcomes		
This table explains the outcomes we are aiming for by the end of our current strategy plan by 2025/26, and how we will measure success.		
	Intended outcome	Success criteria
1.	Disadvantaged pupils have access to a wider range of enriching curriculum experiences to help build experiences and cultural capital .	Evidenced through the provision of an enriching curriculum offer, further enhanced by a personal development offer which provides opportunities and experiences that are sequenced to build cultural capital
2.	Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Evidenced through observations and discussions with pupils and their families. Annual Reviews, pupil and parent questionnaires and surveys, engagement with projects both in school and in the wider community and the setting of PfA Outcomes in upper KS2 where appropriate.
3.	Improved attainment for disadvantaged pupils in reading/phonics , relative to their starting points as identified through assessments.	No disparity in reading/phonics outcomes between disadvantaged pupils and their peers by the end of our strategy in 2025/26.
4.	Improved attainment for disadvantaged pupils in number , relative to their starting points as identified through assessments.	No disparity in number outcomes between disadvantaged pupils and their peers by the end of our strategy in 2025/26.
5.	Social emotional mental health Improved and later sustained communication and regulation skills, relative to their starting points so that Social emotional and mental health (SEMH) targets are achieved	Through achievement of half-termly PIP targets. Through achievement of EHC Plan outcomes. By evidencing that pupils can use a range of communication and regulatory systems/strategies effectively to aid their understanding and to develop their skills in being able to express themselves socially and emotionally.

6.	Sustained achievement of PIP targets relating to expressive communication for disadvantaged pupils.	Continued parity in outcomes between disadvantaged pupils and their peers by the end of our strategy in 2025/26.
7.	Improved attainment for disadvantaged pupils in functional skills relative to their starting points as identified through assessments.	No disparity in outcomes between disadvantaged pupils and their peers by the end of our strategy in 2025/26
8.	Sustained attainment for disadvantaged pupils in geometry and measure , relative to their starting points as identified through assessments.	Continued parity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2025/26.
9.	Sustained attainment for disadvantaged pupils in receptive communication , relative to their starting points as identified through assessments.	Continued parity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2025/26
10.	Improved and later sustained attainment for disadvantaged pupils in writing , relative to their starting points as identified through assessments.	No disparity in writing outcomes between disadvantaged pupils and their peers by the end of our strategy in 2025/26

Activity in this (2025/2026) academic year using the EEF tiered approach to pupil premium spending:

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

1. High Quality Teaching:

To include ongoing CPD focused on embedding a newly revised knowledge-based curriculum that responds to the particular needs of our pupils, ongoing phonics training and resourcing, mentoring and coaching, and professional development that supports the implementation of evidence based approaches

Budgeted cost: Makaton training, PBS & Trauma informed practice training, Verbal Behaviour training, VB Consultancy, Team Teach training and facilitation, additional Thrive Practitioner training, additional self-regulation activity & resourcing.

Total: £56,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabling of: Makaton, Verbal Behaviour training modules to develop and improve communication and literacy, across the	Makaton use, PBS informed practice, Verbal Behaviour and Thrive approaches are widely understood to have a very positive impact upon pupils with autism.	1, 2, 5, 6, 7, 9

<p>school in line with DfE guidance.</p> <p>Thrive & PBS Training to further support SEMH and underpin our PSHE Curriculum & Personal Development offer</p> <p>Facilitated by:</p> <p>Makaton Tutors, the Director of Therapy and Inclusion, BCBA and Verbal Behaviour Supervisors will develop staff skills in providing high impact on the achievement of individual pupil PIP targets.</p> <p>External Thrive & PBS trainers to upskill target / identified staff.</p>	<p>In Verbal Behaviour, naturalistic teaching approaches are effective in promoting the generalisation of language skills. This finding is clear and consistent with multiple replications: (see, Carbone, Sweeney-Kerwin, Attanasio & Kasper, 2010; Albert, Carbone, Murray, Hagerty, & Sweeney-Kerwin, 2012; Sweeney-Kerwin, Carbone, O'Brien, Zechin & Janecky, 2007; Alpert & Kaiser, 1992; Angelo & Goldstein, 1990; Cavallaro & Bambara, 1982; Charlop, Schreibman, & Thibodeau, 1985; Hart & Risley, 1975; Hemmeter & Kaiser, 1994; Kaiser, Yoder, & Keetz, 1992; McGee, Krantz, & McClannahan, 1985; Rogers-Warren & Warren, 1980; Warren, 1992; Warren & Bambara, 1989; Warren & Gazdag, 1990; Warren & Kaiser, 1986; Warren, McQuarter, & Rogers-Warren, 1984; Yoder, Kaiser, & Alpert, 1991.</p> <p>Individualised Instruction EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Oral Language interventions EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>CPD for targeted / identified teaching staff on:</p> <p>VB approaches to support pupils to develop mental models.</p> <p>Thrive baselining, action planning and tier 1,2 & 3 support delivery by Thrive whole class, small group, in-situ and 1:1 advanced practitioner sessions to promote pupils at different stages of development from "Being" through to "Doing," "Thinking" and "Power & Identity."</p> <p>PBS practitioner training and embedding approaches to develop higher level skilled practitioners who</p>	<p>Early and intensive behavioural intervention (EIBI) has been firmly established and disseminated as one of the most effective treatments for early childhood autism. This is often followed by ongoing teaching based on the principles of Applied Behaviour Analysis. A number of practitioners now employ additional research to support this approach in which the language curriculum is organized and taught according to Skinner's (1957) Analysis of Verbal Behaviour. In this approach a large focus is placed on functional language skills and the generalisation of skills taught in any intensive setting (i.e., ITT) into the natural environment.</p> <p>Mastery Learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Evidence from Education Endowment Foundation supports Mastery Learning (ITT) as having very high impact upon pupil outcomes. – <i>In the 'Rosemary Provision' classes at Manor School each pupil receives 1-2, 30-minute ITT session in a 1:1 or 2:1 setting per day, unless this becomes an inappropriate form of learning (i.e. pupil is able to access group learning or learning based of functional skills and self-help skills becomes a primary focus).</i></p> <p>Behaviour interventions EEF Toolkit (+4)</p>	<p>1, 2, 5, 6, 7, 9</p>

<p>support a trauma informed approach to positive behaviour support</p> <p>Thrive approaches and practice to develop positive outcomes in wellbeing and mental health and support personal development</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Social and emotional learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Purchase of additional VB consultancy to ensure that staff are fully equipped to deliver individual VB programmes.</p>	<p>VB consultancy provides staff with facilitated support to increase their teaching ability. The focus on teaching ability is intended to include a broad range of skills including instruction, classroom management, assessment, behaviour management and lesson planning.</p> <p>The focus is on teaching ability and integrity, rather than merely knowledge. Training is based on the Behaviour Skills Training model, ensuring that skills are modelled, and staff are observed performing these skills to mastery. This training is completed in the natural environment with pupils present so staff skills can be shaped in the moment and feedback can be immediate.</p> <p>Mastery Learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Miltenberger, 1997; Reid, Parsons & Green, 2012; Parsons & Rollyson, 2012.</p> <p>'What are the characteristics of effective teacher professional development? A systematic review and meta-analysis', 2021</p> <p>Authors: Sam Sims (UCL), Harry Fletcher-Wood (Ambition Institute), Alison O'Mara-Eves (UCL), Sarah Cottingham (Ambition Institute), Claire Stansfield (UCL), Jo Van Herwegen (UCL) and Jake Anders</p>	<p>1, 2, 5, 6, 7, 9</p>
<p>Provide CPD and resources to support staff understanding of a whole school metacognitive and neuroinclusive approach and ongoing work in supporting pupils self-regulation (co-regulation etc)</p>	<p>Metacognition and self-regulation EEF Toolkit (+7)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 5, 6, 7</p>

*link to additional equipment item below		
Team Teach - additional trainers in line with behavioural needs of complex cohort of pupils needing higher level of co-regulation	Behaviour interventions EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 5, 7
*Additional Playground, PE and OT equipment and training in line with behavioural needs of complex cohort of pupils needing higher level of co-regulation	Metacognition and self-regulation EEF Toolkit (+7) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 5, 7
*Part Funding of additional Therapists: SALT & OT to further support the offer for ur PP cohort and ensure both enhanced school and home offer.	Mastery Learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Miltenberger, 1997; Reid, Parsons & Green, 2012; Parsons & Rollyson, 2012.	1, 2, 5, 6, 7, 9

2. Targeted Academic Support:

To include: Intervention & Inclusion Tutoring one-to-one and small group support/structured interventions for literacy, numeracy, PSHE and any other identified areas to meet the needs of disadvantaged pupils with SEND, TA deployment and intervention

Budgeted cost: Devices for Grid, Structured interventions and inclusion sessions and recommendation costs & implementation, Thrive training (Curriculum impact) & resourcing.

Total: £42,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
Additional ICT Grid communication devices and associated equipment such as cases and straps to support some of our most disadvantaged pupils.	For pupils with SEND, technology can be a useful tool to support teaching. Associated training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1-10
Additional individualised external ABA/VB consultation for identified pupils supplied by Love ABA.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both as one-to-one and small group interventions: One to one tuition EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 5, 6, 7, 9

<p>Consultancy based on supporting pupils' progress across PIP targets in areas highlighted by the Class Teacher and Verbal Behaviour Supervisor.</p>	<p>Small Group Tuition EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>A package of support to be delivered by the Verbal Behaviour Supervisor and visiting consultant from Love ABA as this has been identified as impactful; ongoing VB/ PBS consultancy will remain a feature of ongoing provision.</p>	<p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	<p>5, 6, 7, 9</p>
<p>Specific interventions identified in Core subject specific areas for pupils in KS1 and KS2</p> <p>Staff assigned to deliver additional interventions</p> <p>Resources purchased to support delivery of interventions</p>	<p>One to one tuition EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small Group Tuition EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Oral Language interventions EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Phonics EEF Toolkit (+6) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading Comprehension EEF Toolkit (+6) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3, 4, 8, 10</p>
<p>Thrive - additional training for Thrive practitioners</p>	<p>Social and emotional learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>One to one tuition EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 5, 7</p>

Small Group Tuition EEF Toolkit (+4) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

3. Wider Strategies:

Budgeted cost: To include:

- Supporting attendance (pastoral work and delivery).
- Supporting behaviour and wellbeing (Family & Inclusion team pastoral support and signposting).
- Supporting 'Community Partnership' and 'Neuroinclusivity' work to establish and build collaboratively additional opportunities for community engagement and services.
- Supporting the quality of curriculum and enrichment activity access (to include special visitors and events, educational trips and visits, residential stays, uniform provision, swim kits and incontinence kits, books and book bags).

Total: £45,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring we work closely with the Education Welfare Service (EWS) and our families to support disadvantaged pupils to attend school and make progress in all academic and social areas.</p>	<p>Pupil attendance is good and improving. However overall attendance stood at 94% (July 2024) and we aim to achieve our target of 95% by the end of this academic year.</p> <p>The Pastoral approach we take involves working closely with the EWO to monitor and support individual families through face-to-face meetings, calls and small group focused meetings, empowering parents to better understand the need for good attendance and high engagement</p> <p>Parental engagement EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1 - 10</p>
<p>Promoting partnership working between home and school. Ensuring outstanding home learning offer.</p> <p>(Family Liaison provision for direct family work as well as referral to MAST colleagues and external agencies as needed)</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p>Supporting children with special educational needs and disabilities NSPCC</p> <p>Booth, Keenan & Gallagher, 2018; Lafasakis & Sturme, 2013; Reitzel, et. al., 2013</p> <p>This Pastoral work is further developed and supported by the Family Liaison team.</p> <p>Parental engagement EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 5,</p>

<p>1:1 support for pupils to engage in opportunities to access the community and build towards independence.</p> <p>All pupils to be supported to engage in community trips in the 1st instance (Autumn Term) and then following revised risk assessments into educational visits further afield (Spring and Summer Terms) in order to promote confidence and independence and work towards several of the PfA outcomes.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Department for Education (publishing.service.gov.uk)</p> <p>Regular local area trips that include parks, shops, libraries, cinema, sports venues etc. ensure pupils become more confident and competent in accessing their community and preparing towards more independent travel.</p> <p>Half-termly themed trips deepen knowledge and understanding of the curriculum and personal development.</p>	<p>1, 2, 7</p>
<p>A broad and enriching calendar of immersive and cultural capital building opportunities</p> <p>E.g.: LRPO Orchestra visit, Zoolab, Space Dome, Singing Hands, authors and theatre workshops. Projects (RAH, East Side, Mahogany etc.)</p>	<p>Arts participation EEF toolkit (+3) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>In addition, Tutors supported by SLT schedule additional focus weeks and events so that each area is further celebrated and linked to Community / external expertise:</p> <ul style="list-style-type: none"> - Music: Choir Events (internal & external OVO Arena for Voice in a Million, Tesco & Luton Airport, Drumming BANG,-Community links) - Art: Creative Arts week and exhibition (Mahogany & KJ Arts time as Community partners) - PE/Sports: Sports week and in school tournaments (Dance BANG, Motion for kids & QPR as Community Partners) - Swimming: (Including offsite Community Pool) - Life Skills: Manor Eats Café, Edible garden & Horticulture Project GROW through BANG 	<p>1, 2</p>
<p>Additional Funding for Life Skills and projects to promote</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p>	<p>1, 2, 7</p>

independence and PfA.	Department for Education (publishing.service.gov.uk)	
<p>Promoting equality of access to the full curriculum and enrichment opportunities including Educational trips and visits and residential stay opportunities.</p> <p>(Swimming, Uniform, Reading bags and additional books etc and in response to individual family requests for support)</p>	<p>Arts participation EEF toolkit (+3) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Subsidised provision of all these items ensure equality of access for all.</p> <p>The ongoing replenishment of these is essential to ensure no child is disadvantaged in this way.</p>	1, 2
<p>Total budgeted cost for strategy: £144,640</p>		

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This table details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our assessments during 2024/25 indicated that the educational outcomes related to **Geometry & Measure, Writing, Expressive Communication, Receptive Communication and SEMH (5 areas)** of our economically disadvantaged pupils have now significantly improved, and where there are gaps, these are negligible. We hope to sustain this in the 2025/26 academic year.

In 2025/ 2026 we aim to improve PP Outcomes in **Number, Reading/Phonics and Functional Skills (3 areas)** to the same standard (or better) than non PP peers. The margin in difference to outcomes across all 3 being less than 2%.

Outcomes in **Expressive Communication and Geometry and Measure** met in 2022/23 were sustained areas in 2023/24 and 2024/25 across the PP cohorts.

Further to this, educational outcomes in **Receptive Communication and Writing** were also met in 2023/24 and sustained in 2024/25 across the PP cohorts.

Broader, as well as targeted interventions, alongside ongoing robust high-quality teaching, have been successful in helping us to narrow and close many gaps. We intend to continue to invest our funding allocation wisely to address disparities in the outcomes of pupils from socio-economically disadvantaged families.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Additional activity

Our pupil premium strategy will continue to be supplemented by additional activity that we are not funding using pupil premium monies. This will include:

- Working with an increasing number of charitable and community based organisations that will provide community enrichment activity such as skiing, swimming, sporting activity, football, yoga, dance, drumming, music, culturally enriching experiences and horticultural experiences.
- Regular community access activities e.g. shopping, visiting libraries, galleries, museums, cafes, parks, local shops and businesses etc.
- Close liaison with external agencies that can help to support the mental health and wellbeing of pupils so that SEMH is supported fully (CAMHS, WEST, PBS referrals and close working promotes positive outcomes for pupils who are additionally disadvantaged).

- The joining of SEND Strategy & steering groups is further advancing our offer as we secure additional provisions for pupils and their families

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge, develop and sustain stronger relationships with parents / guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.