

ACADEMIC YEAR 2024/ 2025 IMPACT STATEMENT - linked to the 3 Year Plan

Detail	Data
School name	Manor Park First School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this 3 YEAR STRATEGY was published	November 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Tamara Sterck
Pupil premium lead	Miss Emma Heightley
Governor / Trustee lead	Anna Jackson

Year Groups

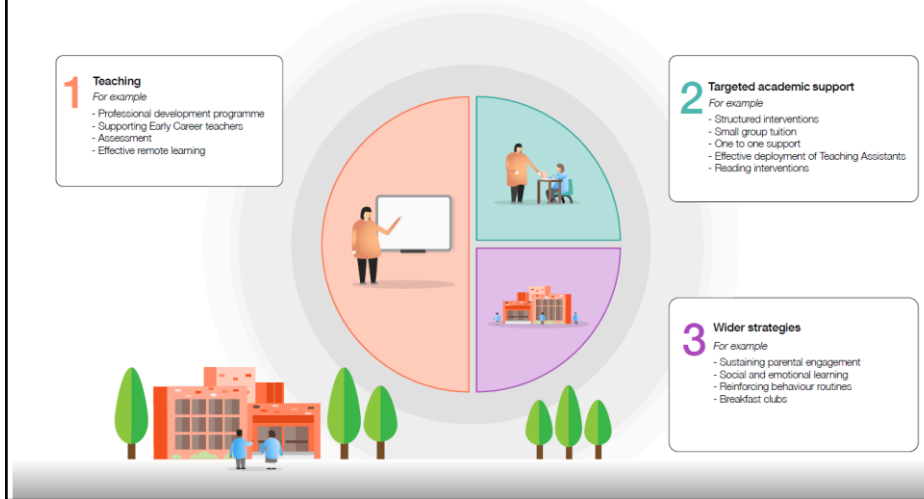


	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate
Nursery 1	1	0	1	1	0	0	0	0	
Nursery 2	1	0	1	0	0	1	1	0	
Reception	11	8	3	1	4	11	3	1	17.2%
Year 1	8	1	7	1	5	6	1	0	10.3%
Year 2	11	5	6	3	7	11	1	0	6.3%
Year 3	28	12	16	2	10	27	11	4	8.0%
Year 4	17	12	5	0	7	16	8	2	7.1%

Funding overview Academic Year 2024/ 2025

Detail	Amount
Pupil premium funding allocation this academic year FSM Ever 6 (including PLAC)	98,966.66
Total PP 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	98,966.66
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Figure 1: The tiered model for school planning



Areas for development reflect the EEF tiered model approach and support achievement of the school 3 year strategically planned outcomes:

Tier 1 Teaching: Objectives that ensure effective teaching in every class and support teachers to keep getting better (Professional development; Training; Support for Early Career teachers; Recruitment and retention)

Tier 2 Targeted Academic Support: Objectives that link interventions to support classroom teaching, and includes teachers and Teaching Assistants (Structured interventions; Small group tuition; 1:1 support)

Tier 3 Wider Strategies: Objectives that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Linked to the needs of the community (Behaviour strategies; Breakfast Club; Increasing attendance)

Tier 1 and 2

Budget cost: 40,000


Actual cost: **47,377.27**

Curriculum Leaders: (2 AHT x 2) 29,324.20

Middle Leaders: 9,352.62

PPG Leader: 7,035.46

Attendance Leaders: 1,665.20

LINKED TO 3 YEAR STRATEGIC OUTCOME:		Raise standards at the end of Year 4 to at least the same attainment levels as non-PP pupils (as part of QFT strategies promoted in the school)			
ACADEMIC YEAR 2024/2025 OBJECTIVE:		Objective 1: To embed teaching strategies and sustain improvements so that children know more and remember more across the curriculum - linked to SPD			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS & TIMINGS	INTENDED OUTCOMES & EVIDENCE	Intended IMPACT
Staffing Release Time	Curriculum Leaders (@£48.55) Middle Leaders (hourly rate £40.14) PPG Leader hourly rate (£41.63)	Curriculum Leader PPG Leader	<p>Maths: (achieved through CPD, coaching and peer coaching)</p> <p>-refine the use of the retrieval carousel so that all children enhance their fluency consistently</p> <p>-refine the teaching of times tables so that children are fluent by the end of year 3 through CPD and whole school approach to time tables.</p> <p>-embed and sustain the effective use of AFL to ensure children's learning is always pitched at their level of need (cut-away approach)</p>	<p>-retrieval carousel ensures that all children remember and know more as evident in books, pupil voice, SS test.</p> <p>-children will remember more time tables as evident through learning walks, pupil voice, books and SS tests.</p> <p>-lessons are well pitched for all as evident through learning walks, books and pupil voice.</p> <p>-</p>	<p>PPG and Non-PPG children are making good progress in Maths</p> <p>80% of children are ARE at the end of the academic year.</p> <p>Gap between PP and Non-PPG children is closing to less than 5%</p> <p>RAG:</p>  <p>July 2025 Evaluation:</p>

Throughout the school, lessons are well sequenced in small steps and progressive. As a result, children's outcomes are improving rapidly. At the end of the academic year 2024/25,

Year 1: 65% ARE

Year 2: 80% ARE

Year 3: 52% ARE

Year 4: 71% ARE

Total: 67% ARE

Year 1 PPG: 63%

Year 2 PPG: 81%

Year 3 PPG: 25%

Year 4 PPG: 53%

Total: 56% ARE

GAP: 11%

At the end of the academic year 2023/2024

Year 1: 55%

Year 2: 45%

Year 3: 41%

Year 4: 58%

Total: 49.75% ARE

Year 1 PPG 49%

Year 2 PPG: 26%

Year 3 PPG: 33%

Year 4 PPG: 35%

Total PPG: 35.75%

GAP: 14%

Gap in Attainment has further reduced by 3%

SS Scores comparison

Summer 2024

All 99.91

PPG: 94.62

Summer 2025

All: 106

PPG: 99


SS Scores that attainment is rising across the school have risen in 2 academic years for all pupils +11 and for PPG + 13.

This shows that PPG are making better progress and are closing the attainment gap

Progress in Maths:

PP – 3 % have made less than expected progress (comparison of Summer 2024 – Summer 2025)

Non-PP - 6 % have made less than expected progress (comparison of Summer 2024 – Summer 2025)

					<p>This shows better progress being made for PP children than non-PP children which will result in further closing the attainment gap in due course.</p> <p>Albeit not all targets have been achieved it is clear that the teaching and learning is improving outcomes and progress for PPG children, some from very low starting points. In fact progress for PPG has been accelerated and the gap reduced again by 3%</p>
Staffing Release Time	<p>Curriculum Leaders (@£48.55)</p> <p>Middle Leaders (hourly rate £40.14)</p> <p>PPG Leader hourly rate (£41.63) r</p>	<p>Curriculum Leader</p> <p>PPG Leader</p>	<p>Writing: (achieved through CPD, coaching and peer coaching)</p> <p>-embed the use of AFL in writing using the target cards so that all lessons are pitched and sequenced.</p> <p>-embed the use of Self and peer assessment in writing so that children are always able to articulate their next steps.</p>	<p>-children are able to articulate their writing and know how to self-improve as evident during learning walks, pupil voice and book.</p>	<p>PPG and Non-PPG children are making good progress in Writing</p> <p>80% of children are ARE at the end of the academic year.</p> <p>Gap between PP and Non-PPG children is closing to less than 5%</p> <p>RAG:</p>  <p>July 2025 Evaluation: Throughout the school, lessons are well sequenced in small steps and progressive. As a result, children's outcomes are</p>

improving rapidly. At the end of the academic year 2024/25

Year 1: 67%

Year 2: 53%

Year 3: 44%

Year 4: 49%

Total ALL: 53%

Year 1 PPG: 63%

Year 2 PPG: 36%

Year 3 PPG: 22%

Year 4 PPG: 24%

Total PPG: 36%

Gap: 17%

Summer 2023/2024

Year 1: 69%

Year 2: 39%

Year 3: 46%

Year 4: 31%

Total All: 46%

Year 1 PPG: 83%

Year 2 PPG: 23%

Year 3 PPG: 23%

Year 4 PPG: 11%

Total All PPG: 35%

GAP: 11%

Progress in Writing:

					<p>PP – 17 % have made less than expected progress (comparison of Summer 2024 – Summer 2025)</p> <p>Non-PP - 8 % have made less than expected progress (comparison of Summer 2024 – Summer 2025)</p> <p>-</p> <p>Pupil Premium 64 pupils · Average: -0.1</p> <p>Not Pupil Premium 236 pupils · Average: +0.2</p> <p>This shows less progress being made for PP children than non-PP children. (Detail analysis below)</p>
Staffing Release Time	<p>Curriculum Leaders (@£48.55)</p> <p>Middle Leaders (hourly rate £40.14)</p> <p>PPG Leader hourly rate (£41.63)</p>	<p>Reading (achieved through CPD, coaching and peer coaching)</p> <p>embed and sustain the effective teaching of phonics sessions</p> <p>- enhance the practice of "keep up sessions" to ensure 100% of children will be fluent readers at the end of Year 1.</p> <p>- refine the teaching of the 20% lowest reader in Year 3 and 4 (including interventions)</p> <p>- refine guided reading in Year 1 and 2 to ensure the focus is on accuracy, fluency as well as on comprehension.</p>	<p>Children love reading as evident through pupil voice.</p> <p>20% readers are closing the gap rapidly.</p> <p>Phonics teaching is consistent and exemplary.</p>	<p>PPG and Non-PPG children are making good progress in Reading</p> <p>80% of children are ARE at the end of the academic year in Reading</p> <p>90% pass the phonics test in year 1.</p> <p>Gap between PP and Non-PPG children is closing to less than 5%</p> <p>RAG:</p>	

- enhance the reading for pleasure culture so that 100% of children read daily at home



July 2025 Evaluation:

Throughout the school, reading has been taught through refined Guided Reading sessions, focusing on accuracy, fluency and comprehension. As a result, children's outcomes are improving rapidly. At the end of the academic year 2024/25, **76%** of children in Years 1-4 have met Age Related Expectations (ARE) or above in Reading. This is an improvement from the previous academic year, .

The gap between PP and non-PP has decreased to 5%

Phonics Screening: 48 children out of 54 (89%) passed the Phonics Screening.

Progress in Reading:

PP -3.5 % have made less than expected progress (comparison of Summer 2024 – Summer 2025)

Non-PP - 3% have made less than expected progress


					<p>(comparison of Summer 2024 – Summer 2025)</p> <p>Pupil Premium 64 pupils · Average: +1.1</p> <p>Not Pupil Premium 236 pupils · Average: +1.0</p> <p>This shows equal or better progress made by PPG children they are further closing the attainment gap.</p>
Staffing Release Time	<p>Curriculum Leaders (@£48.55)</p> <p>Middle Leaders (hourly rate £40.14)</p> <p>PPG Leader hourly rate (£41.63)</p>		<p>Foundation Subjects: (embed through CPD, Coaching and Peer Coaching)</p> <p>-embed AFL so that all lessons are pitched well and 100% of children remember and know more. - CPD, Coaching</p> <p>-refine tracking of foundation subject</p>	<p>QFT strategies in Foundation subject ensure that the lessons are consistently good in all year groups and that children know and remember more as evident in learning walks, pupil voice, books.</p>	<p>80% of children remember and know more in foundation subjects.</p> <p>Interventions are in place where children struggle to remember.</p> <p>Gap between PPG and NON-PPG is less than 5%</p> <p>RAG:</p>  <p>July 2025 Evaluation: Through monitoring and coaching, foundation subjects are being taught in smaller, progressive steps so that cognitive load is considered, which enables children to</p>

					<p>know more and remember more.</p> <p>AfL is embedded and the tracking of foundation subject attainment is becoming more refined.</p> <p>The gap between PP and non-PP remains greater than 5% throughout foundation subjects but is closing rapidly</p>
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LINKED TO 3 YEAR STRATEGIC OUTCOME: Raise standards in Phonics and Early Reading to at least the same attainment levels as non –PP pupils

ACADEMIC YEAR 2024/ 2025 OBJECTIVE: Objective 2: To raise the standards in reading fluency. Linked to SPD

AREA OF SPEND	PP S-PEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Staffing Release Time	Curriculum Leader (2AHT)		<p>Reading (achieved through CPD, coaching and peer coaching)</p> <p>embed and sustain the effective teaching of phonics sessions</p> <ul style="list-style-type: none"> - enhance the practice of "keep up sessions" to ensure 100% of children will be fluent readers at the end of Year 1. - refine the teaching of the 20% lowest reader in Year 3 and 4 (including interventions) - refine guided reading in Year 1 and 2 to ensure the focus is on accuracy, fluency as well as on comprehension. 	<p>Children love reading as evident through pupil voice.</p> <p>20% readers are closing the gap rapidly.</p> <p>Phonics teaching is consistent and exemplary.</p>	<p>PPG and Non-PPG children are making good progress in Reading</p> <p>80% of children are ARE at the end of the academic year in Reading</p> <p>90% pass the phonics test in year 1.</p> <p>Gap between PP and Non-PPG children is closing to less than 5%</p>

			- enhance the reading for pleasure culture so that 100% of children read daily at home		RAG:  Albeit we did not achieve 80% and the gap is not yet 5% we have made rapid progress over the last 2 years and this has been sustained.
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LINKED TO 3 YEAR STRATEGIC OUTCOME:		To raise the language and vocabulary development of all Pupils – PPG and Non PPG to be in line. (Oracy Development)			
ACADEMIC YEAR 2024/2025 OBJECTIVE:		OBJECTIVE 3: To develop listening and speaking skills throughout the school. EEF research - The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.			
AREA OF SPEND	PP S-PEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Staffing Release time CPD time		Oracy Leader PPG Leader	-CPD – Oracy Launch Introduction of Sentence stems (Autumn 1 and 2) -Consistent use of sentence stems across classroom	Lesson are clearly focused to enhance the listening and speaking aspects across all subjects as evident through learning walks and pupil voice.	PPG and Non-PPG children are making good progress in speaking and listening (albeit from very low starting point: some mute, non-verbal, no English)

<p>-Daily Speech and Language interventions as outlined by the Speech and Language therapist</p> <p>-Wellcome interventions in the EYFS base</p> <p>The importance of vocabulary was introduced:</p> <p>Teachers are incorporating talk</p> <p>Key Vocabulary is established and focused on</p> <p>Speech and Language interventions are happening regularly</p> <p>-Wellcome is established</p> <p>IT WAS NOT THE TIME to introduced sentence stems as we needed to embed and sustain what we have put together. Sentence stems are now being introduced consistently through a build up (2025/2026)</p>	<p>Teachers value talk across all key stages.</p> <p>Early interventions are ensuring that children keep up not catch up.</p>	<p>90% of children are answering questions in full sentences and this is also evident in their writing. (e.g Guided Reading books) - this has much improved 80% and is continued to be a focus. Further improvements can be seen this year.</p> <p>80% of children announce their sentence correctly and speak loud and understandably in assembly. (prosody)</p> <p>75% of children in EYFS meet their speaking targets in the EYFS. Interventions show rapid acceleration in language development</p> <p>-</p> <p>Gap between PP and Non-PPG children is closing to less than 5%</p> <p>Is not yet 5% albeit the starting point were really low. In EYFS</p> <p>87% achieved the speaking</p>
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55% PPG achieved the speaking (5 children not
1 child was non-verbal but did speak in words
1 child – severe speech and language therapy and is now understandable.
1 child- EAL no English – absent for half the year
1 child- joined in April with severe speech delay

1 child – nearly achieved GLOD from a very low starting point – selected mute.

RAG:



Albeit we did not achieve 80% and the gap is not yet 5% we have made rapid progress over the last 2 years and this has been sustained. In the EYFS progress has been

					<i>accelerated from very low starting point.</i>
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Budget:

SMEH provision and parental support: 53,766.54

Extra trips etc. 3,200.13

Total budget: 56,966.67

Actual cost:

SMEH: Elsa team, training and parental support worker: 48,389.27


Uniform, Milk, Trips 3,200.12

LINKED TO 3 YEAR STRATEGIC OUTCOME:			To meet the SEMH needs of all children consistently.		
ACADEMIC YEAR 2024/2025 OBJECTIVE:			Objective 4: enhance children's understanding of how to keep themselves "mentally well" and how to support others around them. (continue to enhance the work from last year and embed)		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Elsa support Outdoor Learning for Year 3 and 4 Soft start development (The Burrow)	C ELSA team in place from November Soft start practitioner Parental Support Worker	CBM PPG Leader SENCO/Inclusion EISA practitioner Parental Support Worker	<ul style="list-style-type: none"> - Training for the ELSA Team Practitioners. - Regular teaching of Health and Well-being sessions / PSHE . - Enhance children's understanding of mental health. - CPD on the delivery of the Jigsaw sessions and enhance delivery through CPD. - Timetable ELSA session for vulnerable children firmly embedded 	<ul style="list-style-type: none"> - Teachers are better able to identify SEMH needs (PPG Barrier to learning) - Targeted support for children over time and in crisis situations - Health and Well-being sessions equip children with tools and strategies to deal with SEMH issues better. (Prevention) - Soft start provides children with the calmer 	<ul style="list-style-type: none"> - Children are starting to discuss their feelings as evident through "soft data" - Children are able to identify triggers and know strategies to support them. - Behaviour across the school is purposeful as evident in learning environment.


<p>Parental Support Worker</p> <p>Music Therapy/Forest School</p>	<p><u>Extra provision for PPG children to</u></p> <p>Forest School Music Therapy:</p>		<ul style="list-style-type: none"> - Parents support worker to oversee and support the most vulnerable families - Soft Starts for children with SEMH needs / parental issues 	<p>environment needed to have a better playtime.</p> <ul style="list-style-type: none"> - Children are able to self regulate their emotions - Attitudes to learning and attendance improve - Parents are supported and feel that they have a point of contact to address issues in their family. 	<ul style="list-style-type: none"> - Reduced anxiety levels by children so they are able to attend classes for longer. (improved attendance) - Children feel well supported as evident through pupil voice - Attendance and punctuality rapidly improves - Prevention rather than escalation of SEMH related issues. - Parents feel supported and receive appropriate help <p>RAG:</p>  <p>The provision for SEMH needs is strong as evident in ELSA data, learning walks and pupil voice. Children are feeling safe and happy as the latest survey showed.</p>
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					<p>99% parents say their child is happy</p> <p>Attendance data has improved but not at the rate we wanted, albeit this is slightly misleading as some of them are our severe absentees which have all the support in place. EG. Social worker, Inclusion, taxi etc. We continue to work with these families- we will continue to drive this forward.</p>
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LINKED TO 3 YEAR STRATEGIC OUTCOME:		Attendance for all pupils to be above 96%. To increase punctuality for all pupils.			
ACADEMIC YEAR 2024/2025 OBJECTIVE:		<p>OBJECTIVE 5: Attendance to be in line with National for all pupils. (continue to embed from last years objective)</p> <p>Research evidence - Gov.uk - Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. (May 2023)</p>			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Staffing		Attendance Leader	-evaluate current practice and develop further strategies (October 2024)	-clear attendance strategy to ensure attendance issues are	Attendance for all group of pupils is above 96%

		Parental Support Worker	<ul style="list-style-type: none"> -CPD Teachers as leader of attendance further embedded -Meet the Head meetings (Coffee mornings) -Coffee mornings/ events for PPG parents - Parents of a PPG child are prioritise for appointments with the Class teacher -Attendance Ambassadors around the school to celebrate 100% attendance (stickers given to every child when they have 100% attendance each week. Attendance Ted awarded to the class with the highest attendance) 	<ul style="list-style-type: none"> being picked up swiftly. (Proactive) -Teachers are responsible for initial contact about attendance -Parents are able to discuss issues - Improved parental engagement -Children understand the importance of attendance -an engaging curriculum so that children WANT to come to school 	<p>RAG:</p>  <p>Attendance has risen albeit not yet 96% for all groups. However, all groups have improved compared to last years and significantly from previous years data. We will continue to work on this next academic year. Some great improvements for some. Support is very personalised for all families and well received – we will continue with this and refine it futher as needed.</p>
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ACADEMIC YEAR 2024/2025 OBJECTIVE:			OBJECTIVE 6: For PPG children to have the same opportunities as non-PPG children		
			PPG children actively participate in extracurricular clubs and activities		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Trips Clubs Essentials	Trip money:	CBM PPG Leader	<ul style="list-style-type: none"> -Discount on trips -Subsidised school uniform -other Clubs at discounts. / first choice 	-give wider opportunities for all children	<ul style="list-style-type: none"> -attainment across all subject for PPG raises. PPG children have the same opportunity as non-PPG children.

	Essentials for PPG children: (shoes, coats etc.)	Parental Support Worker	<ul style="list-style-type: none"> - Lifeguard and water safety assembly - Fire Safety assembly - Raising awareness of mental health- #HelloYellow day - opportunities for PPG children to attend events that may come up throughout the year (eg. when the school is invited to take part in sporting events/ Lit Fest at Thomas Hardy School/ Sail for a Fiver). 		<p>RAG:</p> 
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Review of the academic year 2024/ 2025

Outcomes for disadvantaged pupils

OBJECTIVE 1: To embed teaching strategies and sustain improvements so that children know more and remember more across the curriculum - linked to SPD

Using key stage 1 performance statistics, phonics test results, and our own internal evaluations, we have examined the academic achievement of our school's disadvantaged students throughout the 2024/245 academic year. We compared our findings to those for disadvantaged and non-disadvantaged students at a national level to assist us in assessing the performance of our underprivileged students.

The table below shows the attainment gap of children across the school in Years 1 - 4 for Reading, Writing and Maths at the end of the academic year 2023/2024 and end of Year 2024/2025. There was a significant attainment gap between disadvantaged and non-disadvantaged children in all areas, but most significantly in Reading, this year the attainment gap in Reading and Maths has started to close, significantly in reading and steady in maths. Writing has slightly widened, albeit books show that the children are making progress.

Attainment gaps between disadvantaged and non-disadvantaged across the school

Years 1-4 combined attainment	% of pupils reaching the expected standard in Reading	% of pupils reaching the expected standard in Writing	% of pupils reaching the expected standard in Maths
Attainment gap 2023/2024 KS 2 NATIONAL	16%	19%	20%

Year	Reading PPG	Reading All pupils	Attainment Gap REading	Maths PPG	Maths All Pupils	Attainment GAP Maths	Writing PPG	Writing All pupils	Attainment Gap Writing
2023/2024 (69)	50%	60%	10%	35%	49%	14%	35%	46%	11%
2024/2025 (64)	71%	76%	5%	56%	67%	11%	36%	53%	17%

The school has a reliable and informative tracking system for pupil outcomes. Senior leaders review the progress of pupils on a termly basis by scrutinising the new Target Cards, moderating against work in books, and carrying out termly data analysis using the new Standardised Tests system.

Formative assessment is at the core of our curriculum and teachers are using this to finely tailor their lessons to the needs of the children. Standardised tests provided another reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and teacher instruction. These tests have been used along with book monitoring and verbal

assessments to triangulate next steps and gaps in learning. Judging assessments across year groups and the whole school is regular. As a school, we have set the aspirational threshold for 'achieving ARE' as achieving a Standardised Score (SS) of 100. This is so that we are confident that these children will comfortably achieve ARE in their Year 6 SATs. Those scoring below an SS of 100 are focus children and are supported and stretched to ensure they can work towards achieving this.

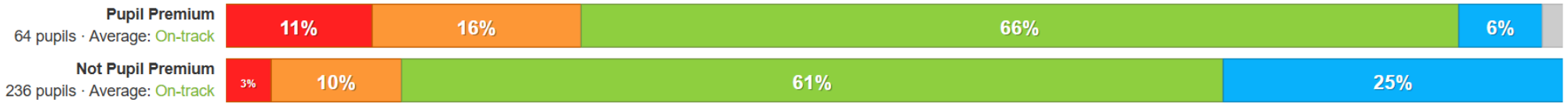
The progressive and well sequenced curriculum provides a broad, knowledge rich, inspiring and challenging curriculum for all our pupils which is underpinned by our experiences and acts of the faith so that they are being equipped with the skills, qualities, resilience and attributes to give them choices, a sense of ambition and guide them to be able to make positive contributions as global citizens. It is underpinned by a vast range of enrichment activities to ensure that all pupils are given opportunities to experience a wider curriculum.

Whilst we ensure that there is a broad and rich curriculum, we prioritise and regard the mastering of foundational knowledge as crucial in the younger years. Reading and vocabulary development is an integral part of our curriculum. Pupils from all backgrounds are provided with the tools to access a broad curriculum within a language rich environment. Our Phonics program, Pip and Pap, sets high expectations for all children and through finely tailored catch-up sessions ensures that everyone will master reading as is evident in the phonics data, through learning walks and external visits from the English Hub and Pip and Pap.

Children know more and remember more, evidenced in the weekly Friday Quiz Time and Foundation data. Children use their class floorbooks to articulate previous learning in the foundation subjects as evident during the variety of pupil voice exercises. Albeit Attainment gaps are remaining average about 15% we now have reliable data to be able to monitor this during the next academic year.

Science

Legend Well below Just below Expected Above No data



Art and Design

Legend Well below Just below Expected Above No data



Computing

Legend Well below Just below Expected Above No data



Design and Technology

Legend Well below Just below Expected Above No data



Geography

Legend Well below Just below Expected Above No data



History

Legend Well below Just below Expected Above No data



Music

Legend Well below Just below Expected Above No data



PE

Legend Well below Just below Expected Above No data



OBJECTIVE 2:

The data to compare disadvantaged outcomes of the Phonics Screening Check show that the attainment gap between disadvantaged and non-disadvantaged children diminished last year but is 16% this year. (2 out of 8 did not pass – statistically insignificant). The gap between Pupil Premium and Non-Pupil Premium is better than National.

Year 2 Outcomes 2023 / 2024	% of pupils passing the Phonics Screening Check (School)	% of pupils passing the Phonics Screening Check (National/ Dorset)
All (60)	93%	National: 80.3% Dorset: 81.4%
non-disadvantaged (48)	92%	Dorset: 84.3%
Disadvantaged (12)	100%	Dorset: 61.7% National: 68%
Attainment Gap	8% (PP outperforming)	

Year 1 Outcomes 2024 / 2025	% of pupils passing the Phonics Screening Check (School)	% of pupils passing the Phonics Screening Check (National/ Dorset)
All (54)	89%	National: 80%
non-disadvantaged (46)	91%	Dorset: 83%
Disadvantaged (8)	75%	Dorset: 63% National: 67%
Attainment Gap	16% GAP	

Year 2 Outcomes (2023/2024)	% of pupils passing the Phonics Screening Check (school)
All (88)	92% (National = 89%)
non-disadvantaged (66)	92%
Disadvantaged (26)	85%
Attainment Gap	7%

Year 2 Outcomes (2024/2025)	% of pupils passing the Phonics Screening Check (school)
All (60)	97% (National 89%)
non-disadvantaged (50)	98%
Disadvantaged (12)	91%
Attainment Gap	7%

OBJECTIVE 3: To develop listening and speaking skills throughout the school.

Early Years data (speaking and listening)

	2023/2024	2024/2025
Listening, Attention and understanding (all)	73%	83%

Listening, Attention and understanding (Non-PPG)	76%	87%
Listening, Attention and understanding (PPG)	50%	64%
GAP	26%	23%
	2023/2024	2024/2025
Speaking (all)	73%	81%
Speaking (Non-PPG)	74%	87%
Speaking (PPG)	63% (8 pupils)	55% (11 pupils)
GAP	11%	32%

GLOD for Listening and Speaking has risen by about 10%. Attainment gap between PPG and non-PPG is large.

Even though they did not achieve GLOD they made great progress from very low starting point.

The 5 children who have not achieved this continue to receive targeted interventions:

Bucket time, Lego Therapy, Speech and Language (as needed), Communication board. For example:

Child A

-Paired with good speakers, where possible, to help develop language and communication.

-Daily bucket time

-Communication board

-In exploring time - focus child for adults. Encouraging talk through his play, describing and modelling language.

-Signs used alongside words and actions for some instructions e.g. sit / toilet / eat.

-Works in small group for most learning inputs - extra time spent on key concepts/vocab

-Some time in sunflower room in afternoons to enable small group adult support and to help settle back into school (missed important transition time at end of Reception and most of Autumn 1 year 1)

Child B

-Modelling of language by adults to encourage speaking in sentences

Encouragement by using open questions and modelling sentence stems

-Lego

-Daily bucket time

-Small group for most inputs - extra focus on key concepts and language

The impact this effective transition is having is further accelerated progress so that outcomes at the end of year 1 are strong. Phonics etc.

Across the school speaking has improved as evident during learning walks, pupil voice and assemblies. Key vocabulary has been defined and is used to pre-teach and revisit so that children can articulate themselves better.

OBJECTIVE 4: To provide effective support for children with SEMH needs.


SEMH support is strong and target:


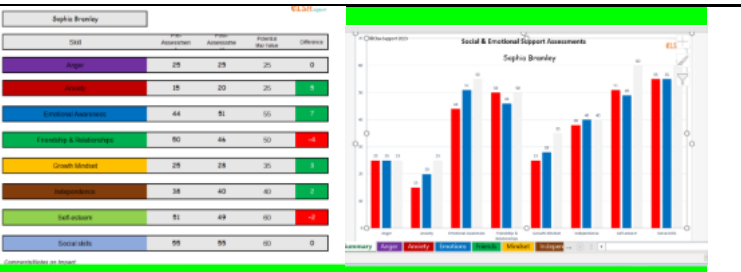
Universal: in class through phse lessons, collective worship


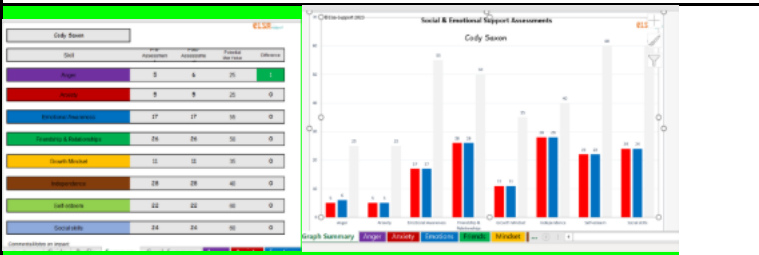
Targetes: ELSA, drop ins, Hamish and Milo (groups)

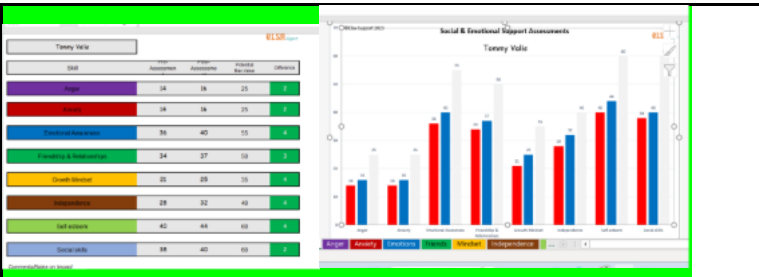

Specialist (new in 2026): Forest School AP (in house) Teaching group AP afternoon (Year 4)


Year	Name	Results			The difference between pre and Post		
		Pre-ELSA Assessment	Post-ELSA Assessment	Potential			
4	A	Anger	20	Anger	25	25	5
		Anxiety	20	Anxiety	25	25	5
		Emotional Awareness	45	Emotional Awareness	53	55	8
		Friendship	37	Friendship	50	50	13
		Growth Mindset	28	Growth Mindset	34	35	6
		Independence	40	Independence	40	40	0
		Self Esteem	45	Self Esteem	60	60	15
		Social Skills	48	Social Skills	60	60	12

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OBJECTIVE 5: Attendance to be in line with National for all pupils.

Implementation:

1. Clear Mat policy adhered too and Toolkit implemented
2. Attendance for all letters every half term
3. Attendance view available for parents daily on Arbor
4. Attendance culture: everyone is responsible (teachers are the first port of call)
5. Informal and formal support for parents through the parent support officer
6. Personal approach – trust established through daily check ins and reminders from parent support officer/ teacher
7. Attendance awareness raised through: Attendance class winners every week, social media awareness, News letter, parent consultation evenings.

8. Support from outside agencies: EBSA, Early Help and Social Workers
9. New 2025: half termly drop ins with Early Help link worker available
10. New 2025: Autumn 2 onwards fortnightly coffee afternoons for PPG parents – My Happy Mind Hub
11. Termly meetings with Dorset Inclusion. Additional Help for parents who are struggling through Dorset Council.
12. New 2026: PPG Newspaper Club, PPG Gardening Club – clubs for children who are struggling with attendance through personal invitation.

IMPACT

	2022/23	2023/24	2024/2025	2025/2026 sp far..... up to 9. November 2025
Whole School	91.90%	93.2%	94.00%	94.3%
Whole school statutory	92.5%	94.3%	94.5%	94.8%
In receipt of PP	88.20%	90.60%	90.50%	91.27%
Non PP	92.70%	93.70%	94.80%	95.12%
EHCP (without Part- time and DLC)	90.10%	82.80%	84.30%	83.23% (95.3%)
SEND support	85.70%	89.10%	93.30%	93.43%
Non SEND	92.70%	94.60%	94.80%	94.89%
EAL	86.50%	92.40%	91.90%	93.31%
Non EAL	92.60%	94.30%	94.40%	94.70%

OBJECTIVE 6: For PPG children to have the same opportunities as non-PPG children

PPG children actively participate in extracurricular clubs and activities

Below is a table showing how many Pupil Premium children attended clubs throughout the year. Throughout the year, 52 different PP children attended a club (some attended more than 1 club). The rise in numbers of PP children attending a club in the Summer Term was due to the 'PP invite only' Newspaper club. This remained similar in the 2024/2025 year. However, in school time events were really successful and therefore we will provide more in the academic Year 2025/2026. For example: Eco Warrior, lunchtime monitors are really successful and not only gives the children a purpose but also a wider view.

PP Club Attendance		
	Totals PP/ total no. children attended	
Autumn Term	22/227	(14 different PP children attended a club, some attended more than 1)
Spring Term	6/132	(3 different PP children attended a club, some attended more than 1)
Summer Term	49/210	(35 different PP children attended a club, some attended more than 1)

2024/ 25 PP Club Attendance Summary

	Totals PP/ total no. children attended
Autumn Term 1	16/95 (17%)
Autumn Term 2	20/130 (15%)
Spring Term 1	10/121 (8%)
Spring Term 2	25/217 (12%)
Summer Term 1	26/216 (12%)
Summer Term 2	35/210 (16%)

Opportunities for PPG children

Subsidies all school trips and residentials
Literacy festival at school
Wessex Mat Collaborative writing event (PPG children)
Wessex Mat Collaborative illustrating event (PPG children)
Football and Rugby tournaments (even spread of PPG children)
Year 4 Wessex Music Concert
Christmas ARTS afternoon (full house)

Eco Warriors:
9 children: 22% PPG, 33% EAL, 11 SEND

Happiness Ambassadors:
14 children: 28% PPG, 7% EAL, 7% SMEH needs, 14% known to social care

Chaplaincy Team:
14% children: 0% PPG, 14% SEND, 14% EAL

Lunchtime monitors Year 4
15 children: 53% PPG, 46% PPG, 6% EAL and 12% known to social care, 12% due to behaviour (SMEH needs)

Other opportunities
Free school uniform
Food pantry

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
My Concern	
White Rose Maths	
Test Base	
Mathseeds	
Mathletics	

Pip and Pap Phonics	
Literacy Shed	
Classroom Secrets	
Grammarsaurus	
Rising Stars Assessment	
Jigsaw	

Review of the academic year 2024/ 2025

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils*
- Information from summative and formative assessments the school has undertaken.*
- School data and observations used to assess wider issues impacting*

disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

Objective 1: To embed teaching strategies and sustain improvements so that children know more and remember more across the curriculum - linked to SPD

We have made significant and rapid improvements in the quality of the Curriculum at Manor Park First School since September 2023.. In September 2023 we identified the curriculum as underdeveloped and lacking progression, with teaching practises not fully embedding knowledge or meeting the needs of all pupils. We have addressed these concerns through the introduction of a new, broad, knowledge-rich, and inspiring curriculum that is carefully sequenced and progressively builds on prior learning.

Our curriculum design now ensures that pupils, including those with SEND and from disadvantaged backgrounds, access a rich and inclusive education. The refinement of Knowledge Organisers, particularly tailored for SEND children, has enhanced accessibility and supported the retention of key knowledge across all foundation subjects. This is evident in pupil voice, floorbooks, and book scrutiny, where children can clearly articulate their learning and demonstrate sustained knowledge retention.

We have transformed the teaching of phonics through the introduction of the Pip and Pap programme, including its extension into the pre-school setting, ensuring that foundational reading skills are embedded early. External validation from the English Hub and Pip and Pap specialists confirms the effectiveness of this approach. Additionally, our coaching model supports staff development and consistency in teaching practice, enabling subject leaders to confidently monitor, evaluate, and refine their curriculum areas. For example, in Art and Design Technology, teaching is now clearly sequenced, allowing pupils to build skills progressively, as demonstrated in their sketchbooks.

Our commitment to retrieval practice and spaced learning is evident across all subjects, with a well-structured retrieval cycle that revisits key knowledge regularly. This approach aligns with cognitive load theory and supports pupils in knowing more and remembering more, a key focus identified in our school improvement priorities and a direct response to previous Ofsted feedback. Furthermore, the introduction of key vocabulary as a whole-school focus is enhancing language development, which is critical given our diverse pupil intake and the proportion of pupils with EAL. The curriculum is enriched through well-planned enhancement activities, such as visits to the Roman House and river trips, and adjustments to topics like Geography to reflect our diverse community. These experiences deepen pupils' understanding and engagement, preparing them well for their future academic and social lives. We continuously review and strengthen our curriculum by implementing enrichment opportunities and review content to ensure it means the needs of our children.

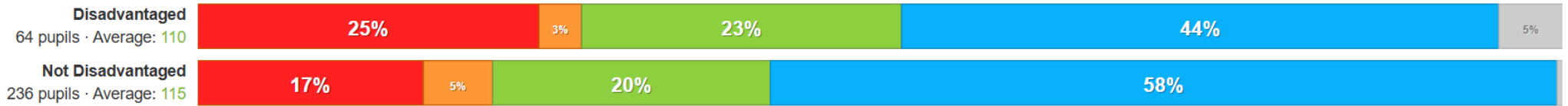
Our continuous focus on adapting teaching to meet individual needs has resulted in all pupils accessing the full breadth of the curriculum and making good or better progress.

Attainment gaps between disadvantaged and non-disadvantaged across the school

Years 1-4 combined attainment	% of pupils reaching the expected standard in Reading	% of pupils reaching the expected standard in Writing	% of pupils reaching the expected standard in Maths
Attainment gap 2023-2024	22%	14%	19%
Attainment gap 2024-2025	11%	26%	24%

Reading - NTS

Legend Well below Just below Expected Above No data



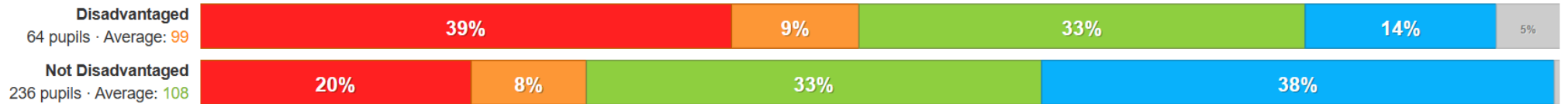
Writing - Main Assessment

Legend Well below Just below Expected Above No data



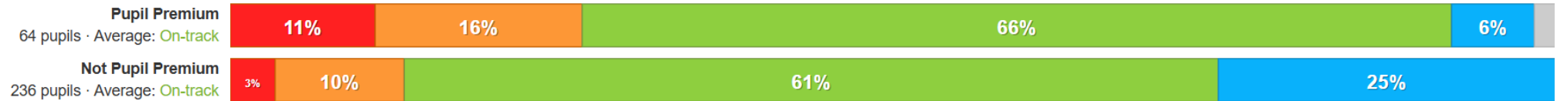
Maths - NTS

Legend Well below Just below Expected Above No data



Science

Legend Well below Just below Expected Above No data



Foundation Subjects:

Art and Design

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Computing

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Design and Technology

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Geography

Legend Well below Just below Expected Above No data



History

Legend Well below Just below Expected Above No data



Music

Legend Well below Just below Expected Above No data



PE

Legend Well below Just below Expected Above No data



Languages

Legend Well below Just below Expected Above No data



Next Steps:

- **Mathematics Enhancement:** Embed and enhance whole-school approaches to improve reasoning and problem-solving skills, refine the sequence and fluency of times tables teaching across all year groups, and implement systematically planned targeted interventions (e.g., Numberstacks) for pupils working below year expectations. Strengthening parental engagement through tools like Maths Seeds will further support pupil progress.
- **English Writing and Oracy Development:** Introduce a consistent whole-school handwriting scheme and strengthen the teaching of Oracy through a coherent approach across all subjects to support language development and communication skills.
- **Wider Curriculum Refinement:** Continue to refine the use of Knowledge Organisers to maximise their effectiveness as retrieval tools and references, particularly in foundation subjects, ensuring that all pupils, continue to consistently remember and apply knowledge

Objective 2: To raise the standards in reading fluency. Linked to SPD

We have transformed the teaching of phonics through the introduction of the Pip and Pap programme, including its extension into the pre-school setting, ensuring that foundational reading skills are embedded early. Following the Pip and Pap Phonics scheme and daily formative assessments ensures that lessons are pitched accurately and that daily interventions ensure children do keep up rather than catch up.

External validation from the English Hub and Pip and Pap specialists confirms the effectiveness of this approach.

The data to compare disadvantaged outcomes of the Phonics Screening Check show that all pupils in school are attaining better than the national levels. The gap between Pupil Premium and Non-Pupil Premium is 16% - this is due to 2 PP children not passing the screening. By the end of Year 2, 96.6% of children had passed the Phonics Screening check. 2 pupils (non-PP) did not pass the screening.

Year 1 Outcomes	% of pupils passing the Phonics Screening Check (School)	% of pupils passing the Phonics Screening Check (National/ Regional)
All (54)	89%	National: 80% Regional: 81%
non-disadvantaged (46)	91% (42/46 children)	
Disadvantaged (8)	75% (6/8 children)	National: 67%
Attainment Gap	16%	

Year 2 Outcomes	% of pupils passing the Phonics Screening Check (school)
All (60)	96.6% (National = 89%)
non-disadvantaged (49)	95.9%
Disadvantaged (11)	100%
Attainment Gap	4.1% (PP out performing non-PP)

OBJECTIVE 3: To develop listening and speaking skills throughout the school.

-The importance of Oracy introduced and language development priorities across all subjects.

Oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (Education Endowment Foundation). With the increase of our SEND provision and intake of children with EAL, it is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Therefore, this objective will be a priority in the next academic year.

Next steps:

English Writing and Oracy Development: Introduce a consistent whole-school handwriting scheme and strengthen the teaching of Oracy through a coherent approach across all subjects to support language development and communication skills.

Objective 4: enhance children's understanding of how to keep themselves "mentally well" and how to support others around them. (continue to enhance the work from last year and embed)

OBJECTIVE 5: Attendance to be in line with National for all pupils. (continue to embed from last years objective)

Overall attendance for the academic year of 2023/2024 was 93.5%. This is 1% below the National average, which was 94.5%.

Attendance summary

2022 - 2023

Whole School Attendance: **91.9%**

Persistent absentees: 23.5%

PPG Attendance: 88.20%

EHCP Attendance: 90.10%

SEND Support Attendance: 85.70%

EAL Attendance: 86.5%

- no attendance procedure in place
- Family support worker in place and supporting families
- lack of strategic overview from leadership

2023 - 2024

Whole School Attendance **93.20%**

Persistent absentees: 21%

PPG Attendance: 90.60%

EHCP Attendance: 82.80% (due to part time tables complex needs)

SEND Support Attendance: 89.10%

EAL Attendance: 92.40%

- Attendance procedure implemented
- daily/weekly tracking of attendance
- regular attendance meetings to strategically direct family support worker
- Walking Bus for children that are struggling
- soft start for children with school anxiety or transition difficulties
- Collaborative work with outside agencies - EPSA

2024-2025

Whole School Attendance: **94%**

Persistent absentees: 14%

PPG Attendance: 90.50%

EHCP Attendance: 84.5% (due to part time tables complex needs)

SEND Support attendance: 93.30%

EAL Attendance: 91.9% (unauthorised long holidays - return to homeland)

- clear Wessex MAT Attendance procedure and tool kit in place
- Collaborative working with Inclusion Leader (Dorset Council)
- daily, weekly tracking of attendance
- Attendance for all: Class teacher have full ownership and are responsible for attendance.
- Attendance education, celebration of class attendance bear.
- Social media celebration of attendance weekly - raising awareness throughout the year.
- Coffee mornings with outside agencies to support parents.
- Walking bus for children with individual needs.
- Weekly Attendance meetings to strategically direct family support worker (informal support - raising awareness)
- enhanced soft start for children who are struggling due to individual or family needs.
- Attendance meetings and Inclusion Panels as per tool kit. xk

General:

Action taken so far:

-Attendance letter for all. All parents receive an attendance slip each half term.

- Stage 1 and 2 letters sent to parents
- Meetings with parents held - there are significant improvements for some children.
- Attendance bear for classes
- Teachers see themselves as being responsible for attendance - chase pupils
- Attendance officers works with parent officers - daily calls etc. - walking bus
- Enco tracks attendance for SEND pupils
- LA informed to help with children who are persistently absent without improvements
- September 2024 : Email attendance letter and policy on the first day of term to all parents
- Attendance ambassadors to help promote the importance of attendance
- EYFS meetings stress the importance of attendance from the start.
- continue to be in touch with LA for potential issues coming up
- Social media – weekly celebration of attendance

Next steps:

OBJECTIVE 6: For PPG children to have the same opportunities as non-PPG children

PPG children actively participate in extracurricular clubs and activities

Below is a table showing how many Pupil Premium children attended clubs throughout the year. Throughout the year, 52 different PP children attended a club (some attended more than 1 club). The rise in numbers of PP children attending a club in the Summer Term was due to the 'PP invite only' Newspaper club.

In the next academic year, efforts will be made to provide an increasing range of clubs. (how ??????)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
My Concern	
White Rose Maths	
Test Base	
Mathseeds	
Mathletics	
Pip and Pap Phonics	
Literacy Shed	
Classroom Secrets	
Grammarsaurus	
Rising Stars Assessment	
myHappyMind	