

ACADEMIC YEAR 2025/2026 ACTION PLAN - linked to the 3 Year Plan

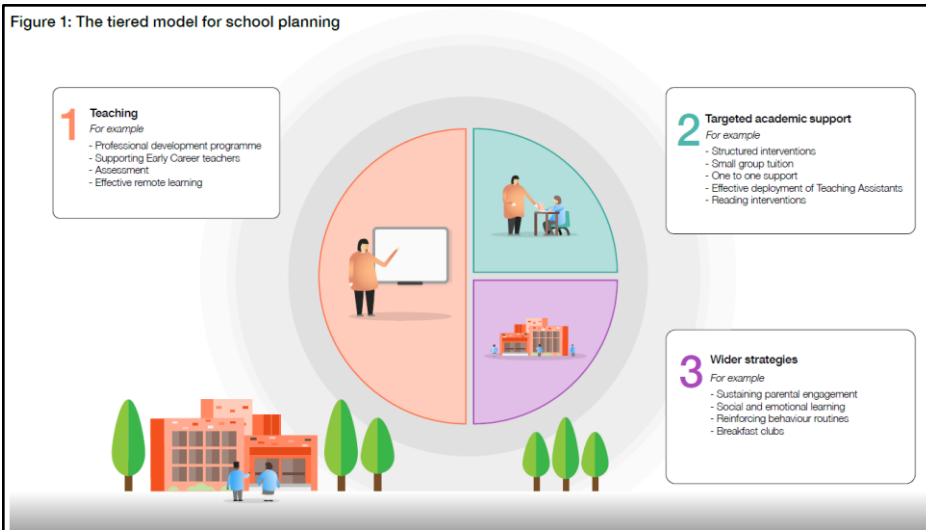
Detail	Data
School name	Manor Park First School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	20.7% including pre-school
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this 3 YEAR STRATEGY was published	November 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Tamara Sterck
Pupil premium lead	Miss Emma Heightley
Governor / Trustee lead	Anna Jackson

Funding overview Academic Year 2024/ 2025

Detail	Amount
Pupil premium funding allocation this academic year FSM Ever 6	£ 111889
PLAC	
Pupil premium – Service Pupils (£310 per pupil)	
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	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	

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: 40,000)

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 2025/2026 OBJECTIVE:		Enhance and embed whole-school approaches in Mathematics to improve reasoning, problem solving and times tables fluency – SDP 2025/2026			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS & TIMINGS	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>Review and refine the maths curriculum sequence to embed reasoning and problem-solving skills progressively across year groups</p> <p>Develop and implement a refined, whole-school times tables fluency teaching sequence</p> <p>Provide targeted CPD for teachers on embedding reasoning and problem-solving within daily maths lessons (Coaching, Inset – tailored to the need of the individual teacher)</p> <p>Monitor and evaluate the impact of reasoning/problem-solving approaches and times tables teaching through book looks, pupil voice, and assessments and learning walks</p>	<p>Book Looks</p> <p>Learning Walks</p> <p>Test data</p>	<p>PPG and Non-PPG children are making good progress in Maths</p> <p><u>Previous YEAR DATA</u></p> <p>2024/2025 Attainment Gap 11%</p> <p>2024/2025 Progress PPG similar or better than non – PPG.</p> <p>80% (3 year strategies aimed at 90%) 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% (Gap at the July 2025 11%)</p> <p>MTC to be in line or above with National. PPG children making the same progress non-PPG children in time tables. (tracking tool)</p> <p>RAG:</p>

			Provide targeted interventions for children to close gaps in time tables (small group teaching, additional times table club, numberstacks interventions)		 <p>Autumn: PPG and Non PPG are making similar or better progress.</p>
LINKED TO 3 YEAR STRATEGIC OUTCOME:			<i>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)</i>		
ACADEMIC YEAR 2025/2026 OBJECTIVE:			Implement a whole-school handwriting scheme consistently across the school. (linked to SDP) Sustain AFL Strategies and Self/Peer Assessment in writing. (linked to SDP)		
Staffing Release Time	Curriculum Leaders (@£48.55) Middle Leaders (hourly rate £40.14) PPG Leader	Curriculum Leader PPG Leader	Writing: (achieved through CPD, coaching and peer coaching) -embed the use of Self and peer assessment in writing so that children are always able to articulate their next steps. -Research and select a handwriting scheme aligned with school curriculum and ethos -Deliver training for all teaching and support staff on the new handwriting scheme and expected standards	-children's are able to articulate their writing and know how to self-improve as evident during learning walks, pupil voice and book. -staff are confident in teaching handwriting -consistent handwriting practice evident across all books	PG and Non-PGG children are making good progress in Writing <u>2024/2025 DATA</u> Gap slightly widened to 17% Progress difference 9% 80% (3-year strategy 90%) of children are ARE at the end of the academic year. Gap between PP and Non-PPG children is closing to less than 5% RAG:

	hourly rate (£41.63) r		-Embed handwriting teaching in daily lessons with consistent expectations for presentation and progression		<table border="1"><tr><td></td><td></td><td></td></tr></table>			
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 2025/2026 OBJECTIVE:			Refine and AFL and feedback mechanisms across all subjects. (linked to SDP)					
Staffing Release Time	Curriculum Leaders (@£48.55) Middle Leaders (hourly rate £40.14) PPG Leader hourly rate (£41.63)		Core and Foundation Subjects (embed through CPD, Coaching and Peer Coaching) CPD: Revisit the standardised practices on our Classroom practice document: Cold Calling – No hands up – White boards CPD: on different AFL techniques throughout the year – linked and embedded through the coaching cycle. Part of the monitoring cycle to focus on AFL strategies (see monitoring cycle document) Use assessment data and pupil voice to evaluate the effectiveness of AFL in improving knowledge retention and application	· AFL refined and adapted to all pupils needs All lessons active and finely pitched at the level of children's learning	Gap between PPG and NON-PPG is less than 5% RAG: <table border="1"><tr><td></td><td></td><td></td></tr></table>			

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 2025/ 2026 OBJECTIVE:			To sustain and refine the teaching of Phonics and Early Reading (not in SDP but continue to focus on PPG children to ensure high standards are sustained)		
AREA OF SPEND	PP SPEND	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>sustain the effective teaching of phonics sessions</p> <ul style="list-style-type: none"> - further enhance the practice of “keep up sessions” to ensure 100% of children will be fluent readers at the end of Year 1. (specific focus on PPG) - refine guided reading in Year 1 and 2 to ensure the 	<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. (last year 76%)</p> <p>95% pass the phonics test in year 1. (last year 89%)</p> <p>Gap between PP and Non-PPG children is closing to less than 5% (last year 5%)</p>

			<p>focus is on accuracy, fluency as well as on comprehension.</p> <p>- enhance the reading for pleasure culture so that 100% PPG children read daily at home</p>		<p>RAG:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table>			

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 2025/2026 OBJECTIVE: (started in 2024/2025 Welcome etc in place, oracy valued – now is time to develop a whole school oracy approach)		OBJECTIVE 3: To develop a Manor Park Oracy framework 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	<p>Develop and implement a whole-school oracy framework with clear progression and linked to the curriculum.</p> <p>Provide CPD and coaching for teachers to embed oracy strategies in all subjects</p> <p>Monitor oracy development through pupil voice, lesson observations, and book scrutiny</p>	<p>Oracy framework shared</p> <p>Evidence of consistent oracy activities in 100% of the classes</p> <p>Pupils demonstrate improved skills in listening and oracy.</p>	<p>PG and Non-PGG children are making good progress in speaking and listening</p> <p>90% of children are answering questions in full sentences and this is also evident in their writing. (e.g Guided Reading books)</p> <p>80% of children articulate their sentence correctly and speak loud and</p>

					<p>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>Gap between PP and Non-PPG children is closing to less than 5%</p> <p>RAG:</p> <table border="1"><tr><td></td><td></td><td></td></tr></table>			

TIER 3 (£52,000 - ELSA, Parental Support Worker, Happy Mind Scheme)

(£14,000 - extra trips, wider provision)

LINKED TO 3 YEAR STRATEGIC OUTCOME:			To meet the SEMH needs of all children consistently.					
ACADEMIC YEAR 2024/2025 OBJECTIVE:			<p>Expand Targeted SEMH Provision Through Forest School and Tailored Interventions</p> <p>Enhance Mental Health and Wellbeing Education: Building on our existing PHSE provision, we will implement the new “My Happy Mind” programme and develop a team of Mental Health Ambassadors to deepen pupils’ understanding of mental health, emotional wellbeing, and strategies for self-care and peer support.</p>					
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT			
Elsa support	ELSA TEAM	PPG Leader	-Implement our “Happy Mind” program to enhance PHSE provision with Mental Health teaching.	-	RAG: <table border="1" style="width: 100%; height: 100px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>			
Outdoor Learning for Year 3 and 4	Forest School Leader	Behaviour Leader	-Implement Alternative Provision through inhouse Forest School (children with PPG/SEN, PLAC, CLIC)					
Soft start development (The Burrow)	Soft start practitioner	SENCO	-Implement Leadership roles for pupils (representation of all groups)					
Parental Support Worker	Parental Support Worker	Curriculum Leaders	Eco Warriors					
Music Therapy/Forest School	Happy Mind Scheme of work		Happiness Heroes					
	Extra provision for PPG children to Forest School		Lunchtime Monitor (YEAR 4 SEND, PPG)					

	Music Therapy: BIG BIDS: Spring 2026 for PPG children (if possible)				
--	---	--	--	--	--

LINKED TO 3 YEAR STRATEGIC OUTCOME:			Attendance for all pupils to be above 96%. To increase punctuality for all pupils.		
ACADEMIC YEAR 2025/2026 OBJECTIVE:			<p>Sustain Attendance Procedures: Sustain the Wessex MAT attendance procedures and toolkit fully across all year groups, ensuring all staff maintain consistent application and proactive engagement with families to further reduce absence and persistent absenteeism, aiming to exceed national attendance averages.</p> <p>Enhance Support for Vulnerable Families: Further develop targeted support for Pupil Premium and EAL families, particularly focusing on educating parents about the impact of unauthorised holidays on attendance. The establishment of a weekly parent support group through the new Happy MIND Café will be pivotal in raising awareness of attendance</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		<p>Attendance Leader</p> <p>Parental Support Worker</p>	<p>Conduct refresher training sessions for staff on Wessex MAT attendance procedures and toolkit (office, senco and parental support worker)</p> <p>Refine the weekly monitoring (early identification)</p> <p>Develop and implement a targeted communication strategy to educate Pupil Premium and EAL families on attendance importance and unauthorised holiday impact</p> <p>Launch the weekly Happy MIND Café parent support group focusing on attendance awareness and support</p> <p>Continue to provide bespoke attendance support strategies for identified vulnerable families, incorporating wraparound services</p> <p>Coordinate with external agencies to support families facing barriers to attendance</p> <p>Over clubs to PPG by invitation and ahead of non-PPG pupils (incentive to be in school)</p>	<p>Unauthorised holidays to reduce by at least 60%</p> <p>Unauthorised absences to reduce.</p>	<p>Attendance for all group of pupils is above 96%</p> <p>RAG:</p> <table border="1" data-bbox="1661 337 2053 402"> <tr> <td></td> <td></td> <td></td> </tr> </table>			

ACADEMIC YEAR 2025/2026 OBJECTIVE:			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	<p>-Discount on trips</p> <p>-Subsidised school uniform</p> <p>-other Clubs at discounts. / first choice – by invitation</p>	<p>-give wider opportunities for all children</p> <p>-ensure appropriate provision for all</p>	-attainment across all subject for PPG raises.

	<p>Essentials for PPG children: (shoes, coats etc.)</p>	<p>Parental Support Worker</p>	<ul style="list-style-type: none"> - Lifeguard and water safety assembly -Fire Safety assembly - Raising awareness of mental health-and support through Happy Mind scheme, additional inhouse AP provision, Sunflower provision - 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>(Enrichment document – trips, visitors, prayer life)</p>		<p>PPG children have the same opportunity as non-PPG children.</p> <p>RAG:</p> <table border="1" data-bbox="1654 310 2051 371"> <tr> <td data-bbox="1654 310 1789 371"></td> <td data-bbox="1789 310 1923 371"></td> <td data-bbox="1923 310 2051 371"></td> </tr> </table>			