Pupil premium strategy statement – Manor CE Academy 2025-26

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	1141
Proportion (%) of pupil premium eligible pupils	14.1% (161 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Jordan Cairns
Pupil premium lead	Paul Muskett
Governor / Trustee lead	Debbie Cooper

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£173075
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£173075

Part A: Pupil premium strategy plan

Statement of Intent

As a fully inclusive academy, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning.

Established in 1812 Manor is an 11-16 Church of England academy and our Christian values guide, influence and underpin all that we do. Our Theologically Rooted Vision is to "serve others, grow together and live life to the full." Our Christian foundation underpins all that we do and it is seen and felt in our physical environment and in the way that we behave and relate to each other. When Manor was formed, its motto was Deo Duce (which means "led by God"). Our vision comes from this desire to follow God and His teachings. This vision drives what we do as a school and is central to our pupil premium strategy.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention. Providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

Our disadvantaged students enter the academy with lower overall attainment than their peers. Therefore adaptive teaching that is able to support and challenge each child regardless of their starting points is crucial.

We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and continue to embed 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques, including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve to Wave 1 teaching and explicit instruction.

We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all.

We have invested significant time and effort in developing robust KS3 assessment and crucially, in preparing students and parents/carers for those assessments. In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focussed on raising the attendance of all of our students. This will directly benefit disadvantaged students the most as we are focussing our initiatives on these students first, through our disadvantaged first approaches.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum.

In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focussed aspects of our provision in ensuring access to wide ranging enrichment activities and that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise.
Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

Challenges

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

Challenge number	Detail of challenge
1	**Academic Outcomes** - The outcomes of disadvantaged students at Manor continue to be below those of Non-disadvantaged students requiring a continuous focus on removing the progress gap between these cohorts and raising the attainment of all disadvantaged learners. As the Disadvantaged cohort is small relative to the overall school population, the outcomes of Disadvantaged students can vary considerably from one year group to the next making it difficult to identify a longer term trend in the progress gap.
2	**Attendance** for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance.
3	Access to **enrichment activities**. Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital.
4	High levels of **social, emotional and mental health** difficulties.
5	**Lower literacy levels** for many disadvantaged students compared to their non-disadvantaged peers. The school's Non-disadvantaged KS2 Reading Average for the newest cohort is 105.2 compared to the Disadvantaged cohort average of 101.0, with 75.5% of Non-disadvantaged students meeting the expected standard for reading compared to only 64.3% of the Disadvantaged cohort on entry.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for disadvantaged students across the curriculum with a focus on Ebacc subjects	We intend to see an improvement year on year in Attainment 8 and Progress 8, when it returns. Targets for 2025/26 threshold measures are 5% above the highest last 3 years which is 4+ En/Ma of 55% and

	5+ En/Ma of 36% which are both well above national average. The gaps between Attainment 8 for disadvantaged students and their peers will continue to reduce.
Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers	Improved attendance year on year with a target of 89.4% for FSM students this year with an aim to reach national average by 2027.
Disadvantaged students have improved participation in extracurricular events and trips	All disadvantaged students, who wish to, participate in curriculum trips and visits. Similar proportions attend extra-curricular sessions when compared to non-disadvantaged students (currently 21% of Disadvantaged students participate compared to 32% of the whole school) . Clear process to signpost opportunities to disadvantaged students in operation. Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.
Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate	All students identified as needing support with their SEMH have a care plan in place and is shared with teaching staff via seating plan software and consistently with learning passports for SEND students. Improved dialogue between school and parents. Positive data from student voice, student and parent surveys and teacher observations.
Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school	Disadvantaged students have similar reading ages to non- disadvantaged students. Students will be tested regularly and results actioned by placing on correct interventions. Improvements seen in book scrutinies and engagement in lessons.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.	*Supporting the attainment of disadvantaged pupils (DFE, 2015)* suggests high quality teaching as a key aspect of successful schools. EEF toolkit: collaborative learning + 5 months	1

	Feedback: + 6 months Metacognition and self regulation: + 7 months	
Trust strategic RAG process (academic, inclusion and reading) Rigorous monitoring, tracking and intervention of student progress through faculties, SEND and SLT link Disadvantaged first focus Purchase of SISRA to allow for effective data analysis	EEF toolkit: Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 2, 3, 4, 5
Trust Director support for English, Maths and Science To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions. ● Progress in each subject area is positive ● Support for curriculum leaders ● Cross Trust analysis of performance and sharing of good practice ● 1-1/small group interventions with disadvantaged students ● Aligned curriculums and assessment (2024/2025)	EEF toolkit: Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 3
Purchase of Edulink to allow staff to access seating plans which have disadvantaged students clearly identified, key data such as reading age displayed and key documents to aid planning	Provides staff with essential information in an easy and accessible format.	1, 4, 5
Train all middle leaders to enable them to empower their teams to support disadvantaged students in their subject area or year team ● All middle leaders and senior links can clearly identify disadvantaged students and the support they require ● All middle leaders fluent with data for use in RAG meetings	Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes. EEF toolkit: individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 2, 4, 5

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

Budgeted cost: £ 77,884

Activity	Evidence that supports this approach	Challenge number(s) addressed

	Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment. EEF toolkit: Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk)	
Comprehensive literacy programme - Read, write, Inc. Reading Plus and Fresh start. To improve the reading ages of all learners so they can access the curriculum.		1, 5
1:1 or small group tuition/intervention (including additional numeracy and maths)	EEF toolkit: 1:1: + 5 months Individualised instruction: + 4 months	1, 5
Key students mentored by members of SLT. Underperforming students identified and assigned a member of SLT as an academic mentor. Regular meetings with students and parents. Progress and attitude closely monitored.	EEF toolkit: Mentoring: + 2 months Parental engagement: + 4 months	1, 2, 4, 5
All students are able to access curriculum and enrichment trips regardless of cost. Continue to fund peripatetic music lessons and provide additional support to ensure engagement with the school's work experience programme.	EEF toolkit: Arts participation : + 3 months	1, 3

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

Budgeted cost: £ 86,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of attendance support team/officers Embedding principles of good practice as set out in DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)	EEF toolkit: Parental engagement + 4 months	2
Consistency through whole school behaviour and inclusion policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Rewards and incentives for sustained attendance and achievement including the	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4

continued use of Manor Tickets with half termly prize draws and Golden Tickets with termly draws. Specific Y11 rewards will also continue to be offered (currently the "Purple Sparx" tickets and prize draws).		
Parental engagement will include the support and priority booking for parents evening for Disadvantaged students. For Y11 students the "Steps to Success" events will run again with priority access for Disadvantaged students and their carers.	EEF toolkit: Parental engagement: + 4 months	1, 2, 3, 4, 5
Provide financial support to assist disadvantaged students with additional costs, such as ● School Uniform ● Classroom Equipment (inc Calculators) ● PE Kit/Equipment ● Revision Guides & materials ● Participation in enrichment trips and visits ● Materials for D&T lessons (for example food ingredients)	EEF toolkit: Parental engagement: + 4 months	1,3

Total budgeted cost: £ 173,075

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National Data 2025

Outcomes for the 2025 overall cohort were better than the 2024 cohort in all areas barring Ebacc Entry. This overall trend was matched by the Disadvantaged cohort in the key areas of 4+ Eng/Maths and 5+ Eng/Maths, both of which had considerable increases from the previous year leading to a reduction of the PP Gap at 4+ Eng/Maths. Although the 5+ Eng/Maths rate for Disadvantaged students was almost twice the rate of two years previous, the rapid improvement of the whole cohort has led to small increases in the PP Gap here.

A reduction in the A8 score for Disadvantaged Students and the consequent increase in the PP Gap here indicates that performance across all subjects was not as strong as for English and Maths, providing an opportunity for best practice in these subjects to be shared more widely.

Performance of the highest achievers was not as strong this year with only 9.4% of disadvantaged students achieving 7+ Eng/Maths whilst the overall cohort continued to improve, leading to a widening of the PP Gap for this measure. It should be noted though that in 2023 no Disadvantaged students achieved 7+ Eng/Maths so the overall trend is still positive.

	2023	2024	2025		2023	2024	2025
A8				**P8**			
Cohort	47.79	52.6	54.2	Cohort	-0.06	0.29	-
PP	30.71	36.79	35.43	PP	-1.01	-0.13	-
Gap	20.15	17.58	21.84	Gap	1.1	0.46	-
National PP	*35*	*34.6*	*-*	*National PP*	*-0.57*	*-0.57*	*-*
4+ Eng/Maths				**5+ Eng/Maths**			
Cohort	70.9	73.7	83.3	Cohort	52.2	58.8	64.9
PP	37.1	34.8	50	PP	17.1	26.1	31.3
Gap	39.8	43.2	38.8	Gap	41.4	36.3	39.1
National PP	*35*	*34.6*	*-*	*National PP*	*17*	*17.5*	*-*
7+ Eng/Maths				**Ebacc Entry**			
Cohort	11.3	24.6	26.8	Cohort	35.7	16.2	14.0
PP	0	17.4	9.4	PP	8.6	8.7	3.1
Gap	13.3	8	20.2	Gap	31.9	8.4	12.7
National PP	*-*	*-*	*-*	*National PP*	*28.6*	*27.7*	*-*
Ebacc (Standard)				**Ebacc (Strong)**			
Cohort	27.4	11.4	12.7	Cohort	20.9	9.6	12.7
PP	5.7	4.3	3.1	PP	2.9	4.3	3.1
Gap	25.6	7.9	11.2	Gap	21.2	5.9	11.2
National PP	*12.9*	*12*	*-*	*National PP*	*8.0*	*7.4*	*-*

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
1:1/Small Group Maths tuition	Tutor Doctor
Dyslexia Screeners – Exact, Rapid, CoPs	GL Assessment
Read Write Inc (Fresh Start)	Ruth Miskin
Reading Plus	Discovery Education
Pastoral Genie	Schools ICT

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.