

Manor Green Pupil Premium strategy statement – 2026 to 2029

This statement details our school's use of Pupil Premium to help improve the attainment of our disadvantaged or service family students

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the impact that the spending of last year's Pupil Premium had for the relevant students

School overview

Detail	Data
Number of pupils in school	307
Number of Pupil Premium eligible pupils	101 (33%)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2026 to 2029
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Helen Hannam (Headteacher)
Pupil Premium lead	Warren Griffiths (Deputy Principal)
Governor / Trustee lead	Colin Hayfield

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 110 960
Post LAC Pupil Premium funding allocation this academic year	£ 13 150
Pupil Premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 124 110

Part A: Pupil premium strategy plan

Statement of intent

Manor Green is a Special Education Needs (SEN) school for students aged 2 to 19 all of whom have an Education, Health and Care Plan (EHCP)

We celebrate diversity across our whole school community and ensure students have equal access to stretching learning opportunities, no matter what their ability. Staff work collaboratively to pass on their knowledge and give students the skills they need in preparation for adulthood and all students benefit from a broad and balanced curriculum delivered in a cross-curricular, multi-disciplinary way.

We promote active learning, which will help them develop knowledge and skills they can generalise across different contexts. Students will gain a range of qualifications or awards that are suited to their needs, which will allow them to succeed on the next step of their lives after Manor Green School.

Given that we are a SEN school, the main barriers for our students achieving relate to their additional learning needs and/or disabilities as identified within their EHCPs. This in turn equates to their attainment being significantly lower than national age-related academic targets.

We will therefore use our allocated Pupil Premium funding to provide holistic support, via academic, therapeutic, and practical interventions, to ensure that students achieve at least 'expected progress' or 'better than expected progress' against their EHCP targets as well as ensuring that high levels of attendance are maintained.

This strategy is based upon needs identified by evidence-based assessments carried out both internally (e.g. Boxall Assessments) or externally (e.g. Social Care or Education Psychology assessments) and therefore will be adaptable year on year depending on our students' requirements.

We follow the Department for Education's recommended tiered approach to allocating our Pupil Premium funding in the following three areas:

- 1.High Quality Teaching: Developing high quality teaching, assessment and a curriculum that responds to the needs of students
- 2.Targeted Academic Support: Interventions to support language development, literacy and numeracy thus ensuring students can fully access their learning
- 3.Wider Strategies: Providing interventions outside of curriculum to support emotional wellbeing, physical health and ensuring that high levels of attendance are maintained.

Challenges

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

Challenge number	Detail of challenge
1	Data for the academic year 2024/25 shows that our students eligible for Pupil Premium were achieving less in the 'Exceeding Target' area of Literacy and Maths than our students not eligible for Pupil Premium
2	Given the additional needs of all our students, many require extra support in being able to appropriately regulate their emotions on a consistent basis.
3	Some of our students eligible for Pupil Premium can exhibit behavioural challenges which can mean that they are not fully accessing their curriculum
4	Low or persistently poor absence for any student will have a negative impact on their learning and general wellbeing. Parents are not always able to acknowledge the detrimental effect of this.
5	A significant amount of our Pupil Premium students have additional needs that require targeted interventions from NHS staff (e.g. Occupational Therapist) or Specialist Teachers (e.g. Maths Specialist)

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
1.Improved progress in Literacy and Maths for all students eligible for Pupil Premium	All Pupil Premium students will be achieving at least 'expected progress' against their Maths and Literacy targets; evidenced against our whole school assessment tool; Earwig
2.Pupil Premium students are provided targeted emotional wellbeing support via our range of wellbeing interventions or therapists	These students will have improved emotional wellbeing and resilience as evidenced by Boxall Assessments and Strength and Difficulty Questionnaires completed by Therapist, parents, and (where appropriate) students
3.Challenging behaviours are identified and appropriately supported	A reduction in behavioural incidents (as recorded on Behaviour Watch) equating to relevant students fully accessing their timetable
4.Increased attendance rates that are maintained across the whole academic year	Relevant students will be supported via Attendance Plans overseen by our Family Support and Attendance Worker. All students (aside from those deemed

	as having 'High Medical Needs') will have attendance of at least 90% as evidenced via Arbor
5. Identified targeted interventions (health, sensory, academic) will be provided via a structured plan following the appropriate assessment being completed	Targeted intervention will achieve the referral reason/initial concern and this will be evidenced via the relevant monitoring tool (Arbor, Boxall etc)

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: £45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher for Nurture, Boxall Assessments	The school subscribes to the accredited National Nurturing Schools Programme with the aim of holistically supporting our students so that they can fully access their curriculum. Teachers are responsible for ensuring that Nurture Principles are embedded within the classroom but it is our Assistant Headteacher for Nurture that provides training, coaching and guidance to all our teaching staff to ensure we are fully compliant in delivering our Nurture approach. https://www.nurtureuk.org/what-is-nurture/	1,2,3 & 5
Education Psychology Service	Our Link Education Psychologist is able to assess relevant students and provide advice and guidance to their respective teachers in how best to support their education needs. https://online.wrexham.ac.uk/what-is-the-role-of-an-educational-psychologist-in-schools/	1,2,3 & 5

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL Lead	Supporting students with English as an Additional Language to fully understand and access their curriculum. https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/effective-teaching-of-eal-learners/	1 & 5
Literacy Specialist	Employed to support improved reading/literacy skills across the school. Working with individuals, small groups and supported teaching staff. Students accessing this resource will have improved levels of literacy. One to one tuition EEF (educationendowmentfoundation.org.uk)	1 & 5
Maths Specialist	Tutor for students who are either falling behind in Maths and require support to catch up or for students that are working well above peer groups to improve their maths skills and equip them for a college course in the future. This support will result in improved levels of numeracy. One to one tuition EEF (educationendowmentfoundation.org.uk)	1 & 5

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

Budgeted cost: £49110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Therapists	Given the varying cognitive abilities of our students we need to ensure that we have a range of differing emotional therapies so that any student, should they require it, can access therapy/counselling regardless of their ability. We therefore provide therapy in the following forms: Talking, Play, Art, and Music https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges	2 & 3

Family Support and Attendance Worker	Ensuring that all students have high levels of attendance is paramount. Our Family Support and Attendance Worker will lead on identifying and co-ordinating Attendance Plans for students that require them and will provide practical support, signposting and advocacy for parents/carers in helping them improve their child's attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	2 & 4
SALT & OT	In addition to the NHS therapies we have access via our local Integrated Therapies service, we also have additional support for Occupational Therapy and Speech and Language Therapy via our Multi Academy Trust's Therapy Hub. This allows a greater number of students to have their additional needs supported therefore helping them to fully access their curriculum https://www.autism.org.uk/advice-and-guidance/professional-practice/occupation-therapy https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/	3 & 5

Total budgeted cost: £124 110

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils and service family pupils

For the cohort of students that have their progress in Literacy and Maths assessed, the evidence shows that a greater number of students eligible for Pupil Premium are achieving 'Meeting Target' than students not eligible. The 'Meeting Target' sample is the largest so should be seen as the most reliable indicator evidencing that the academic interventions being provided to our Pupil Premium students are largely effective.

However, it is also clear that there is gap between Pupil Premium students and those not eligible in regards to the 'Exceeding Target' group. Further exploration of potential interventions will take place to ensure that this gap is closed.

PP	Literacy		Maths	
	PP	Non-PP	PP	Non-PP
Exceeding target	7% 4	15% 16	11% 7	18% 19
Meeting target	85% 52	79% 85	80% 49	73% 78
Below target	8% 5	6% 6	8% 5	9% 10
Total	61	107	61	107

The support that our Family Support and Attendance Worker provides continues to have a significant impact on our overall attendance; as of the 30-10-25 we have 50 students supported by Attendance Plans and our overall attendance figure (having discounted students deemed as having 'medically high needs') is 91%.

Our emotional wellbeing offer continues to reach a considerable number of our students with 62 currently receiving support. These interventions are our key to helping our students improve their mental health thus increasing their ability to better access learning and attend school consistently. This is a hugely important resource for us given the extensive waiting lists for therapies provided by NHS or Local Authorities.

Externally provided programmes

<i>Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year. Programme</i>	Provider
N/A	

