

Pupil premium strategy statement – Year 2025-2026

Manor Academy

This statement details our school's use of pupil 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		As at Autumn Census 2024 Total - 196 165 in Yr 7-11 31 in Post 16
Proportion (%) of pupil premium eligible pupils		48% of Y7-11
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)		2025-2026 to 2027-2028
Date this statement was published		December 2025
Date on which it will be reviewed		September 2026
Statement authorised by	P Symonds Headteacher From Sept 2026 - K Rigge Headteacher	
Pupil premium lead	P Symonds From Sept 2026 K Rigge	
Governor / Trustee lead		J Warburton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£89,110

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium funding effectively to secure and sustain positive outcomes for disadvantaged pupils across the school. While socio-economic disadvantage is not always the primary barrier faced by our pupils, we recognise that disadvantaged learners can experience additional challenges which may impact on their achievement, personal development and future opportunities.

Through careful analysis of our provision and outcomes, we continue to focus on reducing any differences between disadvantaged pupils and their peers, particularly in relation to:

- Academic achievement and progress across the curriculum
- Attendance and engagement in learning
- Preparation for adulthood and employability skills
- Access to further education, training and employment pathways
- Personal development, independence and social opportunities

At the heart of our approach is a commitment to high-quality teaching for all pupils. We prioritise evidence-informed practice, targeted interventions and robust assessment processes to ensure that barriers to learning are identified early and addressed effectively. We also work to ensure that all pupils can access a broad, balanced and ambitious curriculum that meets their individual needs and aspirations.

Although this strategy is focused on disadvantaged pupils, many of the approaches implemented will benefit all learners, particularly those who face similar barriers to learning. We aim to improve outcomes across the school whilst ensuring that disadvantaged pupils receive the additional support necessary to thrive academically, socially and emotionally.

In addition to academic support, we will continue to invest in programmes that develop independence, communication, resilience and wider life skills. High-quality careers education, work-related learning, work experience opportunities and guidance on further and higher education pathways will remain central to our preparation for adulthood curriculum.

Our strategy is driven by a detailed understanding of each pupil's strengths, needs and aspirations. Decisions about support are informed by ongoing assessment, professional expertise and partnership with families, rather than assumptions or labels. This enables us to provide meaningful opportunities and experiences that help every young person develop the skills, confidence and qualifications needed for a successful adult life.

Challenges

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

Challenge number	Detail of challenge
1	Academic Progress and Attainment Our assessments indicate that some disadvantaged pupils continue to make less progress from their individual starting points than their non-disadvantaged peers. While barriers to learning vary considerably across our cohort, disadvantaged pupils are more likely to require additional support to develop literacy, numeracy, communication and learning skills that enable them to access the curriculum successfully.
2	Attendance, Readiness to Learn and Engagement Our attendance monitoring, pastoral records and discussions with families show that disadvantaged pupils can face additional barriers to regular attendance and engagement in education. Persistent absence, anxiety, complex family circumstances and wider socio-economic challenges can impact on pupils' readiness to learn, affecting both academic progress and personal development.
3	Independence, Resilience and Personal Development Our assessments, observations and pupil discussions indicate that many disadvantaged pupils require enhanced support to develop independence, resilience and self-advocacy skills. Areas such as independent travel, decision-making, problem-solving, emotional regulation and maintaining positive relationships can present additional challenges and require targeted intervention.
4	Communication and Interaction Skills Our assessments and observations continue to show that disadvantaged pupils often experience greater challenges in communication and interaction than their peers. This may include difficulties with expressive and receptive language, social communication, emotional literacy, confidence in self-expression and understanding social situations, all of which can impact learning and wider participation.
5	Access to Enrichment and Cultural Capital Through discussions with pupils and families, we have identified that disadvantaged pupils often have fewer opportunities to participate in enrichment activities and access cultural experiences beyond school. This can limit opportunities to develop wider knowledge, aspirations, confidence and experiences that support preparation for adulthood.
6	Preparation for Adulthood, Careers and Aspirations Careers assessments, destination tracking and pupil voice indicate that some disadvantaged pupils require additional support to develop aspirations and confidence in planning their next steps. Pupils benefit from enhanced careers guidance, employer engagement, mentoring, work experience and opportunities to access further education, training, employment and community experiences to ensure they are well prepared for adulthood.

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
Disadvantaged pupils demonstrate strong engagement, attendance and progress in learning.	Disadvantaged pupils make good or better progress from their individual starting points and continue to achieve challenging personalised targets. Progress towards EHCP outcomes and curriculum targets is monitored regularly and informs provision. Attendance for disadvantaged pupils improves and remains in line with, or improves towards, school targets, ensuring continuity of learning.
Improved wellbeing, readiness to learn and emotional resilience.	Pupils' wellbeing needs are identified promptly and appropriate support is implemented. Impact is measured through pupil voice, attendance data, behaviour records, intervention entry and exit assessments, parent feedback and contributions from external agencies. Pupils demonstrate increased confidence, emotional regulation and engagement in school life.
Improved communication, interaction and relationship-building skills.	Disadvantaged pupils develop stronger communication and social interaction skills, enabling them to express their needs, engage positively with peers and adults, and participate more fully in school and community activities. Pupils demonstrate improved self-regulation, reduced anxiety and increased confidence in social situations.
Disadvantaged pupils have equal access to enrichment opportunities and develop greater cultural capital.	All disadvantaged pupils are supported to participate in educational visits, residential experiences, Duke of Edinburgh activities, enrichment programmes and extra-curricular opportunities. Pupils demonstrate increased confidence, resilience, aspiration and understanding of experiences beyond their immediate environment.
Disadvantaged pupils develop greater independence and are well prepared for adulthood.	Pupils make measurable progress in independence skills appropriate to their age and needs, including travel training,

	self-advocacy, decision-making, community participation and managing personal responsibilities. Evidence is gathered through pupil voice, parental feedback, observations and preparation for adulthood assessments.
Disadvantaged pupils are well prepared for further education, employment and training.	All disadvantaged pupils access high-quality careers education, impartial guidance, employer encounters, mentoring and meaningful work experience opportunities. Pupils leave school with clear progression pathways and sustain positive destinations in further education, training or employment at rates comparable to their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching supported through ongoing CPD in SEND, adaptive teaching, communication and interaction, literacy and numeracy strategies.	The EEF identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. Adaptive teaching is particularly important for pupils with SEND and complex learning needs.	1, 4
Development of communication-friendly classrooms, including AAC, visual supports and structured communication approaches.	Assessments show disadvantaged pupils often experience greater communication and interaction difficulties which can limit access to learning and social opportunities.	1, 4
Specialist curriculum planning and review to ensure all pupils can	Removing barriers to curriculum access enables pupils to make stronger progress from their starting	1, 3, 4

access a broad, balanced and ambitious curriculum.	points and supports preparation for adulthood.	
Staff training focused on emotional regulation, anxiety reduction and trauma-informed approaches.	Social and emotional learning approaches improve engagement, wellbeing and readiness to learn, particularly for vulnerable pupils.	2, 3
Early identification and assessment of learning needs through regular progress monitoring and pupil-centred planning.	Robust assessment ensures teaching and interventions address identified needs rather than assumptions.	1, 2, 4
Investment in teaching resources, assistive technology and specialist equipment to improve curriculum access.	Technology and specialist resources can effectively remove barriers to learning and communication for disadvantaged pupils with SEND.	1, 4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted literacy and numeracy interventions delivered through small group and individual support.	Evidence demonstrates that structured interventions can accelerate progress when linked directly to classroom learning and pupil need.	1
Communication and interaction programmes tailored to individual EHCP outcomes and assessed needs.	Assessments indicate communication difficulties are a significant barrier for many disadvantaged pupils.	4
Bespoke intervention programmes to address identified gaps in learning.	Diagnostic assessment allows support to be targeted effectively and reviewed regularly for impact.	1, 4
One-to-one mentoring and academic	Mentoring can increase engagement, confidence and aspirations,	1, 2, 6

coaching for identified disadvantaged pupils.	supporting improved outcomes and attendance.	
Additional examination preparation and transition support for pupils approaching post-16 and post-19 destinations.	Targeted support improves confidence, readiness and successful progression into further education, training and employment.	6

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring, family support and personalised attendance plans for identified pupils.	Research consistently identifies positive attendance as a key factor in securing good educational outcomes and engagement.	2
Wellbeing and therapeutic support, including counselling, pastoral interventions and access to external agencies where appropriate.	Emotional wellbeing support improves pupils' ability to engage with learning, build resilience and regulate emotions.	2, 3
Social communication and friendship groups to develop confidence, self-regulation and relationship skills.	Structured opportunities to develop social skills improve communication, reduce anxiety and increase participation within school and the wider community.	3, 4
Independent travel training, community participation and preparation for adulthood programmes.	These opportunities help pupils develop independence, self-advocacy and confidence for adult life.	3, 6
Financial support for educational visits, residentials, Duke of Edinburgh Award, enrichment activities and extracurricular opportunities.	Access to enrichment and cultural experiences broadens pupils' horizons, develops resilience and builds cultural capital.	5

Careers education, information, advice and guidance (CEIAG), including employer encounters, work experience and mentoring.	Gatsby Benchmarks and SEND preparation for adulthood guidance stress the importance of meaningful encounters with employers and workplace experiences.	6
Parent partnership events and family engagement activities focused on attendance, wellbeing and preparation for adulthood.	Strong home-school partnerships improve engagement, attendance, wellbeing and outcomes for disadvantaged pupils.	1, 2, 3, 6
Funding for equipment, curriculum resources and participation costs to remove financial barriers to learning and enrichment.	Removes barriers that may otherwise limit disadvantaged pupils' access to the full curriculum and wider opportunities.	1, 4, 5

Total budgeted cost: £ 90,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2025-2026 academic year, disadvantaged pupils continued to make positive progress across a range of academic, personal development and preparation for adulthood measures. Outcomes were assessed through a combination of internal assessment data, progress towards EHCP outcomes, attendance information, behaviour and wellbeing records, destination data, pupil voice and parental feedback.

Academic progress remained a priority throughout the year. Most disadvantaged pupils made expected or better progress from their individual starting points. Progress was monitored through curriculum assessments and EHCP reviews, with particular attention given to communication, literacy and numeracy development. While some variation between disadvantaged and non-disadvantaged pupils remained, the gap continued to narrow in several curriculum areas. The personalised and highly adapted nature of the curriculum means that progress towards individual outcomes and preparation for adulthood targets remains a key measure of success for our pupils.

Attendance for disadvantaged pupils improved over the course of the academic year. Individualised attendance support, close partnership working with families and targeted pastoral interventions contributed to improved engagement in learning for many pupils. However, attendance remains an area for continued focus, particularly for pupils experiencing anxiety, complex family circumstances or wider barriers to school engagement.

The school's investment in wellbeing and pastoral support had a positive impact on disadvantaged pupils' readiness to learn, emotional regulation and engagement with school life. Intervention records, pupil voice and parent feedback demonstrated increased confidence, improved self-regulation and greater participation in learning and enrichment activities. Staff continued to identify and respond quickly to emerging wellbeing needs through targeted support and appropriate external agency involvement.

The school successfully ensured that disadvantaged pupils had access to a wide range of enrichment opportunities, including educational visits, residential experiences, Duke of Edinburgh activities, extra-curricular clubs and community-based learning. Financial barriers were reduced through targeted funding support, enabling disadvantaged pupils to participate alongside their peers. These opportunities contributed positively to pupils' confidence, resilience, cultural capital and wider aspirations.

Preparation for adulthood continued to be a key area of success. Disadvantaged pupils accessed personalised careers guidance, employer encounters, mentoring opportunities and meaningful work experience placements. Destination data indicates that disadvantaged pupils progressed successfully to further education, supported internships, apprenticeships, training or employment pathways appropriate to their needs and aspirations. Pupils developed increased independence, self-advocacy and confidence through participation in community-based learning and preparation for adulthood programmes.

Overall, the school is on track to achieve the intended outcomes outlined within the current Pupil Premium Strategy. High-quality teaching, personalised support and strong pastoral provision continue to have a positive impact on disadvantaged pupils' outcomes. The greatest successes have been seen in personal development, communication, wellbeing, access to enrichment and preparation for adulthood. Attendance and further acceleration of academic progress remain key priorities for the forthcoming academic year, particularly for those pupils facing the most significant barriers to learning.

Externally provided programmes

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

Programme	Provider
N/A	

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***

N/A
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 funding.