

Manor Court Primary School Pupil Premium strategy statement 2025-2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Manor Court Community Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	34%
Academic year that our current pupil premium strategy plan covers	2025-2026
Publish Date	6th September 2025
Review Date	6th September 2026
Statement authorised by	Luke Talmage
Pupil Premium Leads	Geraldine Terry and Peter Staddon
Pupil Premium Governor Lead	Nick Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£209,070

Statement of intent

Rationale: At Manor Court Community Primary School, we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant.

With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English, as well as in other areas of their education.

We also acknowledge that there are non-academic challenges that our pupils face that can negatively affect their education and impact their access to learning, for example: attendance, wellbeing, mental health and safeguarding concerns and access to community links. We aim to support our pupils in these areas by drawing on the funding of staff, enrichment, and resources.

The school has selected to target academic support, emotional support, family learning support and attendance, as well as other tangible and practical measures such as school uniform and support with educational trips. Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. The school will measure the impact of any intervention by seeing how closely matched eventual end of the year outcomes are to the intended outcomes.

Main Barriers to educational achievement for a number of our pupils at Manor Court Primary School

These encompass a whole range of factors including:

- socio- economic background (low-income average, high unemployment and low access to health provision)
- irregularity of home routines which in turn lead to behavioural difficulties, parental presence and stability and low attendance
- language difficulties experienced by pupils who have English as an additional language (both on entry and throughout school career)
- physical and emotional issues
- low aspiration for future lives.

Our attitude to all these barriers, however, is that with help they can all be overcome and that all children educated here can, and do, achieve extremely well whatever their starting points.

Challenges

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

Challenge number	Detail of challenge
1	<p>Socio-economic background.</p> <p>Social and economic inequalities have important and long-lasting effects on children’s cognitive and socio-emotional development as well as on educational outcomes (Grantham-McGregor et al., 2007; Shonkoff and Garner, 2012). Our aim is to close the gap in attainment between advantaged and disadvantaged children. In contexts of high inequality, good quality and equitable education is key to the inclusive, peaceful, and sustained development of a society and a country. We aim to ensure that in reading, writing and maths, our disadvantaged children close the gap and do as well in their attainment and progress at the end of EYFS, KS1 and KS2 as their non-disadvantaged peers, in school and nationally.</p>
2	<p>SEMH needs</p> <p>SEMH needs are a type of special educational need where a child communicates through behaviour in response to unmet social, emotional or mental health needs. Children with SEMH needs often have difficulties in managing their emotions or their behaviour. They can show inappropriate responses to their emotions. At Manor Court, we recognise that a lot of our pupils have Adverse Childhood Experiences (ACE’s) and we need to support them and their families to manage these. We aim to ensure our disadvantaged pupils have their social, mental and physical health needs met so they can achieve their best at all times.</p>
3	<p>Attendance</p> <p>Data from the Education Endowment Foundation reports that pupils from socio-economically disadvantaged backgrounds are nearly twice as likely to be persistently absent than their classmates. With clear links between poor attendance and poor attainment and behaviour, tackling absence is an important part of improving outcomes for all pupils. The factors that contribute to poor attendance at Manor Court are complex in some cases, however. Pupils may not attend school because they are disengaged, or because of anxiety, distance from school, parental working patterns, or other challenges. We aim to target and support our pupils where attendance poses a challenge, to ensure attendance of our disadvantaged children is higher than the national average.</p>
4	<p>Parental engagement and home learning</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even</p>

	<p>regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. We will need to consider how parental engagement strategies will engage with all parents. While encouraging parents to become directly involved in homework, or supporting the learning of phonics or times tables might appear attractive, we have to consider whether parents have the knowledge and skills to provide the right support. We have a large population of EAL parents too, who may find it difficult to interpret what is expected from us for their children. We aim to ensure there is more parental engagement with our parents of pupils entitled to Pupil Premium funding.</p>
5	<p>Aspiration is low or limited</p> <p>By aspirations, we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes at Manor Court; all staff should aim to communicate a belief in the academic potential of all pupils. The Education Endowment Foundation states that most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. We aim to ensure our disadvantaged children are taught a broad curriculum, with enhanced enrichment.</p>

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
<p><u>Challenge 1</u></p> <p>There will be a narrowed gap in attainment and progress between our PPG children and their non-PPG peers, in school and nationally.</p>	<p>PPG pupils will reach the expected standard for their year group in reading, writing and maths. PPG pupils in the EYFS will reach a Good Level of Development. PPG pupils in Year 1 will pass their phonic screening. PPG pupils in Year 4 will pass their Multiplication Check. Scaled scores of SATs in Years 2 and 6 will be in line with their non-PPG peers.</p>

	<p>Targets set are ambitious and staff ensure there is rigour throughout the whole curriculum.</p> <p>Teachers and pupils adapt the curriculum to meet the needs of individual pupils to ensure all pupils achieve.</p> <p>The school provides a varied and enriched curriculum with wider learning opportunities for all; children are aware of their local community and play an integral part within it.</p> <p>Regular assessment of pupil's knowledge and attainment are carried out to identify any areas for intervention.</p> <p>Interventions are personalised to the pupils' needs and are swiftly implemented to ensure all pupil's make the progress expected of them.</p> <p>Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching.</p> <p>Pupils are encouraged to become confident, independent learners to develop the skills essential to achieve year group expectations.</p> <p>Rigorous monitoring of teaching, planning, progress, attainment and interventions ensure that children achieve.</p>
<p><u>Challenge 2</u></p> <p>To ensure our disadvantaged pupils have their social, emotional, physical and mental needs met and can achieve their best at all times.</p>	<p>PPG pupils will have their social, emotional and mental health needs met. They will have reduced barriers to learning.</p> <p>There will be continuation of Magic Breakfast provision.</p> <p>Pupils develop and maintain healthy peer networks through the wider opportunities provided. The use of Ambassadors, Buddies, Eco-Warriors, School Council, Play leaders, Art Councillors and class monitors, fosters a sense of responsibility and pride in the school community; pupils have a strong sense of wellbeing and belonging.</p> <p>Teachers have high expectations of all pupils and have a consistent approach to all aspects of learning.</p> <p>Targeted interventions and support programmes ensure that barriers to learning are overcome. Designated 'drop-</p>

	<p>off' room at the beginning of the day to support pupils struggling to come into school.</p> <p>Programmes such as Time to Talk, Communication Group, Movement Group, EAL support and Breakfast Club improves attendance rates and a willingness to learn.</p> <p>Use of Early Intervention Officer to work with families to support pupil's social and emotional wellbeing.</p>
<p><u>Challenge 3</u></p> <p>To ensure attendance of our PPG children is higher than the national average.</p>	<p>Whole school attendance will be above 96%. The percentage of PPG children's attendance will be higher than the National Average. Persistent absentees for all children will be better than the National Average.</p> <p>The school's fixed term exclusions will be below 2%.</p> <p>Use of Early Intervention Officer to work with families to support pupil's social and emotional wellbeing.</p> <p>Targeted interventions and support programmes ensure that barriers to learning are overcome. Designated LSA and room at the beginning of the day to support pupils struggling to come into school.</p> <p>Clear communication to parents on the adverse effects of pupils being late or not attending the school.</p>
<p><u>Challenge 4</u></p> <p>To ensure there is more parental engagement with our parents of pupils entitled to PP funding.</p>	<p>Support will be offered to parents in a range of areas such as financial support, housing, child behavioural support, physical and mental wellbeing, drug and alcohol support, domestic abuse, positive parenting skills, and parental SEN support.</p> <p>Designated Early Intervention Officer to support disadvantaged families.</p> <p>Parent partnership workshops for families to share positive learning experiences. Workshops to include writing, maths, phonics, reading, Forest School style outside workshops and internet safety. These will improve pupil's educational outcomes.</p>
<p><u>Challenge 5</u></p> <p>To ensure our disadvantaged pupils are</p>	<p>All PPG pupils will attend school trips across the school and swimming lessons will be provided (Y2-6). Disadvantaged children will participate in after-school</p>

taught a broad curriculum, with enhanced enrichment.	clubs. Our PPG pupils will feel happier and more secure at school and will access a full curriculum. Our disadvantaged children will find joy and a sense of fun and laughter.
--	--

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

Teaching (to include CPD, recruitment and retention)

Budgeted cost: £114,000

Activity	Evidence that supports this approach (Sutton Trust/Education Endowment Fund)	Challenge number(s) addressed
Dedicated leadership and management time for Deputy Head/Inclusion leader and Assistant Heads	<p>The EEF - tiered approach to Pupil Premium spending states that: <i>'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</i> Designated time for leaders to support teachers will lead to a higher % of good and outstanding teaching within the school. Leaders can analyse the progress gap between PPG and non-PPG children, and this will decrease further in Reading, Maths and Writing.</p> <p>Staff will be given the opportunity to observe in other year groups and across other Trust schools to develop their own understanding and pedagogy into practice.</p> <p>Subject leader CPD opportunities will ensure leader's knowledge remains current and relevant to the pupil's needs, new learning opportunities for pupils will enrich the curriculum further.</p>	1
Employ EAL support practitioner	With 26% of our pupils as EAL learners (higher than national average), our EAL practitioner plays a crucial part in communication between pupils and parents. Children from Year 1 to Year 6 to have weekly Portuguese lessons (this is the most popular language of our EAL speakers). The practitioner can work 1:1 as EAL support for our new arrivals and	1, 2, 3, 4, 5

	<p>support with transition within school and to the local secondary, Holyrood Academy.</p> <p>Group EAL support to pre-teach key vocabulary. There is the provided opportunity for EAL pupils to talk in their first language. The practitioner will support EAL parent groups.</p> <p>Translation of key information to parents through videos and transcription of letters.</p> <p><i>This employment is justified as we received the EAL Gold Award on 12.5.21.</i></p>	
<p>Employ specialist art, music and drama teacher</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. The EEF Teaching and Learning Toolkit states that: <i>'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'</i> All children have access to specialist art, music, dance and drama tuition. At Manor Court, our Pupil Premium children encouraged to take part in art activities for free which come at extra cost to parents. Art, music and drama participation leads to increased confidence and self-esteem for all children.</p> <p><i>The priority is justified as we received the Arts Mark Gold standard and are applying for the Platinum standard.</i></p>	<p>1, 5</p>

Targeted academic support

Budgeted cost: £23,500

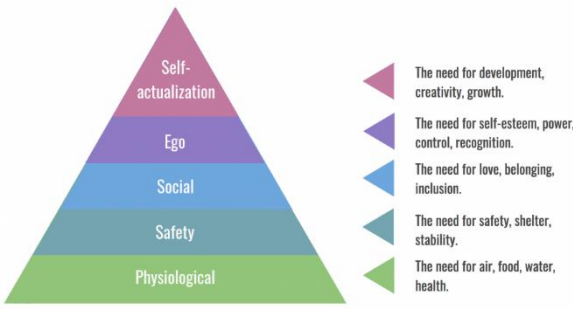
Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed 1:1 LSA support	<p>The EEF - tiered approach to Pupil Premium spending states that: <i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.'</i> LSAs will be supporting focussed, individualised educational plans outside of the classroom for children who are not yet reaching age related expectations. Some of these children will be disadvantaged. (* 5 months)</p> <p>There will be more LSAs trained and more designated time for the children to be heard through 'Time to Talk' activities.</p>	2, 3
Educational Psychologist support	<p>Additional support secured for children requiring Educational Psychologist support, many of whom are entitled to pupil premium. This will enable support given for the most complex needs.</p> <p>In return, children will be seen regularly, and the school, children and families will feel better supported in specific areas of need.</p>	2,3
ILI Intervention support and training	<p>The Individualised Literacy Intervention is a recommended programme to support and improve language skills and develop children's narrative, vocabulary and listening skills as well as phonological awareness. (Proven rate to double progress from years 2-9)</p> <p>School maintains fidelity to the phonics scheme (Jolly Phonics) and teachers are highly skilled at delivering high quality sessions.</p> <p>Quality first teaching can be observed in: lessons, work scrutiny and attainment results throughout the year.</p>	1

Jolly Phonics scheme - training for Teachers and LSAs	Additional books will be purchased to support the Jolly Phonics scheme – all PPG pupils will have access to these.	
High quality homework and engagement with home learning	Provide all pupils with CPG books to support learning at home in English and Maths. PPG pupils invited to participate in homework clubs and receive adult support outside of normal school hours. (* 5 months)	1, 4

Wider strategies

Budgeted cost: £62,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Early Intervention Office	The EEF - tiered approach to Pupil Premium spending states that: ‘non-academic barriers to success in school, including attendance, behaviour and social and emotional support must be specific to community need.’ The Early Intervention Officer employed will also be the Deputy Designated Safeguarding lead and they will offer 1:1 support for families in the most need. The Early Intervention Officer will also be the attendance officer within our large primary school. They will also support Home Engagement (home visits for attendance and neglect queries) and will strengthen the community links with local charities and the Chard food bank and clothes bank. (* 4 months)	2,3,4
Purchase of school uniform and P.E kit	It is imperative that pupils are treated the same, and that they look the same too to avoid stigma. The school clothes bank will provide the correct	2

	uniform ad PE kit for those PPG students who do not have it.	
SEMH Nurture Groups / Art Therapy/ Ladybirds Group	Behaviour interventions seek to improve attainment by reducing challenging behaviour. Pupils have time to explore their surroundings and feel supported to raise challenges and difficulties.	1, 2, 4
Outreach / Farm	Pupils will experience off-site learning at Outreach and a local Farm. Pupils will want to come to school to experience these opportunities, therefore improving attendance,	1, 2, 3, 4, 5
Swimming subsidy	All pupils who cannot swim 25m by the end of KS2 unaided will be given extra lessons.	1, 4, 5
Breakfast Club and After School Club subsidy	<p style="text-align: center;">Maslow's Hierarchy of Needs</p>  <p>This links to Maslow's Hierarchy of Needs: the basic physiological need to eat.</p> <p>The cost of breakfast club is to be subsidised for all children. Pupil Premium children who are frequently late or have poor attendance to be given free places at breakfast club.</p>	2, 3, 4
Magic Breakfast top-up	<i>Magic Breakfast was introduced in November 2021 at Manor Court. 98% of all pupils eat bagels daily as provided.</i>	
Curriculum enrichment through after school club, school trips subsidies	All children, including Pupil Premium children encouraged to take part in activities to support life skills. Manor Court 48 activities (one each year group, per half term), based on the National Trust's 'things to do before reaching 11 and ¾'. Large range of subsidised after school clubs and school trips. Subsidised residentials for pupils in Years 4, 5 and 6. These opportunities will result in pupils	3, 5

	<p>feeling passion for a new activity and they will feel included within school life through taking part. Pupils may find a skill that they enjoy and want to progress further with. Shows and productions will give all children joy and sense of fun and laughter. Children will want to attend school, and this will have a positive impact on attendance data.</p> <p>(* 2 months)</p>	
Careers Project	<p>Manor Court is taking part in the 'Start Small; Dream Big' project; a career-related learning programme for primary schools delivered by The Careers & Enterprise Company and backed by the Department for Education (DfE).</p> <p>The programme holds huge importance for the future of careers education. It gives schools the opportunity to be part of an innovative national programme of activity and research, influencing and shaping future policy decisions on primary career-related learning. Through participation in this programme, career-related learning and skills development will become embedded into curriculum teaching, leading to an enhanced curriculum that will impact the learning outcomes for all.</p> <p>* The school was the winner of the Best Primary School in Somerset for Careers provision – award presented in July 2025 *</p>	1, 3, 5
Family Learning	<p>The EEF states that: 'involving parents in education benefits their children's academic outcomes.' Time for children to work with their parents on Maths, English and Forest School activities.</p> <p>Outside agency staff (Forest School) and school staff inform parents how Manor Court teaches the key concepts and skills. Parents work through activities with their child.</p> <p>Encouraging parental engagement can include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read</p>	4

	<p>with their children as well as more intensive programmes for families in crisis. Although parental engagement is associated with pupil success, evidence on methods of encouraging it is inconclusive although studies suggest that it is often easier with parents of very young children.</p> <p><i>Darryl Wakeman, local artist, worked with PPG pupils and their parents last year. He is booked to come into school again in 2025-26.</i></p> <p><i>One low-cost method that bore fruit was the use of text-message alerts and these will continue in 2025-26.</i></p>	
--	--	--

Total budgeted cost: £209,070

Part B: Review of outcomes in the previous academic year.

This details the impact that our pupil premium activity had on pupils in the **2024 to 2025** academic year.

It is important to acknowledge that there was an increase in raising awareness of the Pupil Premium Grant to our families in the academic year 2024-25. There have been more children who have transitioned to Manor Court throughout the year from other local primaries. The majority of these pupils have not come with pupil premium funding, meaning there has been a slight decline in pupils in receipt (from 37% 2024-25 to 34%, 2025-26). The challenges of modern-day living, the lack of employment within the school's area and local Government cuts have also impacted the lives of our disadvantaged pupils.

We can learn from the positive strategy that was in place last year. The school had Ofsted in October 2024. The Ofsted report comments that, *"Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. Pupils enjoy attending school and are enthusiastic about the activities on offer. They behave well throughout the day and are kind, polite and considerate. Pupils talk with glee about the range of extra activities they get to do, from sliding in mud to making a pasta dinner. Pupils progress extremely well through the curriculum at Manor Court. The school makes sure every pupil learns what they need to know to be ready for the next stage in their schooling. Pupils are very well looked after, particularly disadvantaged pupils and those with special educational needs and/or disabilities (SEND)."* When considering what the school does well, the Ofsted report states: *"Manor Court provides exceptional education and care. The school does everything it can to support pupils to learn and develop. The school has*

*tailored what it does to meet the individual needs of the pupils at the school with precision and care. Staff know the pupils inside out. Staff have a calm and consistent approach, but can be flexible and adaptable to meet each pupil's needs. **The support for disadvantaged pupils and those with SEND is exemplary.** Pupils really enjoy their time here. They take their learning seriously and are enthusiastic about the wide range of clubs, trips and extra opportunities on offer. Pupils love 'Manor Court 48', which provides an exciting range of additional opportunities for pupils. For example, many pupils were eager to recount their recent visit to London and experiencing a bird's eye view of London." As a school, we are extremely proud of this Ofsted report and want to continue to strive for our pupils to be the best they can be.*

2024-25 Report

Data

EYFS

- 66% of PPG pupils achieved a Good Level of Development (4 out of 6 pupils).

KS1

- 69% of PPG pupils in Y1 passed the phonics screening
- 80% of PPG pupils in Y2 achieved the expected standard in Reading
- 72% of PPG pupils in Y2 achieved the expected standard in Writing
- * 72% of PPG pupils in Y2 achieved the expected standard in GPS
- 76% of PPG pupils in Y2 achieved the expected standard in Maths
- 72% of PPG pupils in Y2 achieved the expected standard in RWM combined
- 20% of PPG pupils in Y2 achieved Greater Depth in Reading
- 20% of PPG pupils in Y2 achieved Greater Depth in Mathematics
- 20% of PPG pupils in Y2 achieved Greater Depth in Writing
- * 20% of PPG pupils in Y2 achieved Greater Depth in GPS
- 20% of PPG pupils in Y2 achieved Greater Depth in RWM KS1

KS2

- * 88% of PPG pupils passed the Year 4 Multiplication Check

- 69% of PPG pupils in Y6 achieved the expected standard in Reading (compared to National PPG Attainment - TBC)
- 77% of PPG pupils in Y6 achieved the expected standard in Writing (TBC NA)
- 74% of PPG pupils in Y6 achieved the expected standard in Maths (TBC NA)
- 77% of PPG pupils in Y6 achieved the expected standard in GPS
- 74% of PPG pupils in Y6 achieved the expected standard in RWM combined (TBC NA)
- 27% of PPG pupils in Y6 achieved Greater Depth in Reading
- 27% of PPG pupils in Y6 achieved Greater Depth in Writing
- 35% of PPG pupils in Y6 achieved Greater Depth in Maths
- 27% of PPG pupils in Y6 achieved Greater Depth in GPS
- 12% of PPG pupils in Y6 achieved Greater Depth in RWM combined (TBC NA)

Attendance:

Whole school attendance for pupils in receipt of FSM was above national average:

Manor Court Primary School: **92.7%** National: **89.4%**

Swimming:

- 88% of PPG pupils in Y6 could swim 25m using a range of strokes and complete safe self-rescue.

Exclusions and suspensions:

Seven PPG pupils were suspended from September 2024 to July 2025.

Pupil A: Suspension (2 days). This pupil is on the SEND register. This pupil attends some outreach education. This pupil is awaiting an EHCP.

Pupil B: Suspension (1.5 days). This pupil is on the SEND and attends some outreach education. This pupil is awaiting an EHCP.

Pupil C: Suspension (2 days). This pupil is on the SEND register and attends some outreach education.

Pupil D: Suspension (1 day).

Pupil E: Suspension (1 day).

Pupil F: Suspension (2 days). This pupil is on the SEND register. This pupil attends alternative provision for a large proportion of the week. This pupil is awaiting an EHCP.

Pupil G: Suspension (8 days in total). This pupil has not been attending full school hours. They have some alternative provision. They are on the SEND register and are awaiting an EHCP.

Additional information

We held a Pupil Premium review, led by Bill Jerman in 2024. Four parents were interviewed as part of the review. In addition, two parents sent letters as they were not able to be at the meeting.

- They were all very positive about the school, leaders and staff. Comments they made included:
- 'It's amazing-definitely above and beyond'
- 'I can't fault it'
- 'They are always there for me.'

In discussion, the parents outlined the support that they and their children had received. This included iPads, extra activities, free clubs, summer day care, Manor Court 48, family learning and additional support. Parents said it was much more than this; it was the ethos, the care and the time that adults spent with the children.

The parents also talked at length about the support that the school gave to them and were clearly very grateful and appreciative. One parent said,

'I treasure the fantastic relationship I have with staff at the school. I know I have a place I can go and people there that I can talk to or confide in confidentially when I am struggling or if my boys are.'

'Any communication that I've had with Manor Court has always been extremely good no matter what it may be about., they are always so kind, helpful, respectful and understanding and even when there have been difficult conversations, I have still been spoken to with respect and kindness and I've always been offered support if they're able to help in any way in any situation.'

Another parent said,

'The school itself provides above any school that I know. Many children don't get the chance of seeing Santa, going to the zoo or pantomime or having an ice cream from the ice cream van, which are standard in most families but some children don't get these chances. The school provides these activities not only for those entitled to pupil premium

but to the whole school so there is no difference and a child wouldn't stand out and be treated differently.'

This academic year, we aim to talk 1:1 with the families where there are not consistencies with the PPG funding between siblings - as we did last year. We aim to again use the skills of our Portuguese staff to support pupils with English as an additional language and their parents to apply for funding too.

The Pupil Premium Strategy statement last academic year supported the salary of the Early Intervention Officer (EIO). The EIO had a number of families she was supporting on a weekly basis, with a case load of over twelve families with 1-to-1 support. The EIO held high priority support for pupils who self-harmed, were highly anxious, were afraid to come into school and those who had behaviour challenges at home. Family support was given to parents, including information about emotional regulation, bedtime routines, parental boundaries, diet and nutrition, domestic violence, dental hygiene and basic financial advice. The EIO taught a weekly Y6 PHSE lesson which built upon her extensive links with outside agencies. The EIO provided CPD training to staff including but not limited to, bereavement, suicidal thought, self-harm, attendance, harmful sexual behaviour and child protection. She provided practical support, working with The Lord's Larder (local food charity) to deliver food parcels and to support . The EIO represented the school at a range of multi-agency meetings. The EIO is helping preparations for a school mental health award. The EIO also supported the school's anti-bullying work.

The Pupil Premium Strategy statement dedicated leadership and management time for Deputy Head, Assistant Head and Phase Leaders. In July 2025, 100% of the teaching observed was Good, with 40% judged as Outstanding.

The Pupil Premium Strategy statement was used to fund 1-to-1 Learning Support Assistant (LSA) support. LSAs have been trained in "Time to Talk" techniques to support pupils' emotional and social needs. We employed a trained LSA to support pupils on the front gate in the morning, providing a safe room for pupils who were not ready to learn first thing. Breakfast was also provided. This initiative was very successful, alleviating stress and pressure for both pupils and parents and supported our attendance figures. This will continue.

Other uses of the funding included a school uniform swop shop and provision of uniform and PE kit. It subsidised breakfast and after school clubs. We continued to celebrate our partnership with Magic Breakfast, ensuring all pupils had access to bagels in the morning. We appointed a sports coach, who has ensured pupils in receipt of pupil premium funding have participated in local competitive sporting events.

Funds were used for the provision of IT equipment and to fund Educational Psychologist time. The grant supported the posts of a creative arts teacher and the EAL advisor who provides Portuguese lessons for years 1 to 6. The school has received the EAL Gold Award (the first school in Somerset to do so) and the Gold Arts Award Mark. Both awards

were contributed to by these two teachers. We also achieved the Early Years SASP P.E award and building on Eco-Schools status achieved in the previous academic year, achieved the Woodland Trust's Gold Award.

Along with funds raised by the parent group, Friends of Manor Court Association, the grant purchased additional reading materials and resources for Science and the Early Years. It was used for all pupils to view a live drama version of Oliver! by *M and M Productions* in the summer term. We entered a school trust 'Got Talent' contest, where one winner was in receipt of PPG and we entered a Youth Speak competition at a school in Ilminster, held in November 2024, competing against schools from the local area. The two teams of three comprised of four pupils with PPG.

The grant allowed disadvantaged support of the costings of swimming for pupils from Year 2 to Year 6. Pupils were also supported in the costings of off-site trips such as the local beach, a zoo, a cinema visit, a trip to Exeter Cathedral and a ride on a train. Year groups 4, 5 and 6 had successful residentials, with some of our most disadvantaged pupils having the opportunity to stay away from home for the first time in their lives. The Year 4 residential was held at school, allowing pupils to be within a safe and familiar environment.

As a school, we recognise we still need to target families on a 1-to-1 basis, to ensure our Pupil Premium numbers are correct. We are convinced there is at least another 10% of pupils eligible for PPG funding.

The last academic year has shown that we have a positive and highly inclusive approach adopted by everyone at the school. Data for our PPG pupils was shared throughout the year with staff and at Governors meetings.

Whole staff training on the Pupil Premium Grant and what we mean by disadvantaged pupils took place in September 2024, led by Geraldine Terry. This was revisited termly. There will be ongoing training this year for all staff, including Governors.

A tracking system for all classes to monitor the achievement and progress of disadvantaged pupils is completed half-termly. Checks were made and the necessary interventions, resources or staff were deployed effectively to accelerate progress. This cycle of tracking will continue in 2025-26.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
-----------	----------

N/A	N/A
-----	-----

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We use the same principles and methods for our Service Pupil Premium funding and outcomes.</p> <p>Pupils were provided with nurturing and relationship building interventions including SEMH group, Art Therapy, Time to Talk sessions and outside provision. Training for staff to provide key attachment relationships was provided. Service Pupils attended after-school clubs and attended Breakfast Club and Wrap-around Care.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>All supported service pupil premium eligible pupils made at least expected progress. Nurture sessions were the most effective way to meet the social and emotional needs of pupils who have had different experiences over the past year.</p>

Further information

Other activities that we are implementing to support disadvantaged pupils, that is not dependent on pupil premium funding include:

- We are supporting Somerset County Council with two Pupil Premium Projects – KS2 with a focus on Maths, and Early Years with a focus on achieving higher GLD. For the latter, the school has provided training to other schools who are part of the project on how Oracy has been developed at Manor Court - examining its impact on teaching and learning. There are termly meetings. Both Peter Staddon and Geraldine Terry have led presentations on how the Pupil Premium Grant can be effectively spent, and discussed barriers to learning within these projects.
- Manor Court is taking part in the 'Start Small; Dream Big' project; a free career-related learning programme for primary schools delivered by The Careers & Enterprise Company and backed by the Department for Education (DfE). The programme holds huge importance for the future of careers education. It gives schools the opportunity to be part of an innovative national programme of activity and research, influencing and shaping future policy decisions on primary career-related learning. Through participation in this programme, career-related learning and skills development will become embedded into curriculum teaching, leading to an enhanced curriculum that will impact the learning outcomes for all. In July 2025, we received an award for the 'Best Careers Primary School in Somerset.'
- The position of Sports Coach was fulfilled, and this has led to sports being run at break and lunch times and an additional after-school sports club daily. These projects target PPG children from each year group.
- Somerset Libraries 'Chatterbooks' programme. This is a book club for our PP pupils in Years 2,3,4 and 5. Pupils visit Chard Library for sessions every month, or the sessions are held at the school led by Chard Library librarians. All year groups visit Chard Library termly.
- Volunteer reading scheme – we have recruited, trained, and supported local volunteers including parents and members of the local community to support our pupils read from across the school. We currently have 12 volunteers.
- Community link with a local residential care home – PPG pupils read to the residents monthly.
- 'Warm Space' began in October 2022. If the rise in fuel costs increases again this year, and if the need allows, we will restart this when the climate gets colder. Local community members are invited into the school hall to play board games, read and have a warm drink with our disadvantaged pupils.
- We achieved the 'Green Flag' award (June 2024) with the highest pass of Distinction for our work led by our Eco-Warriors. In July 2025, we were awarded the Woodland Trust's Gold Award. We planted another 20 trees on the school field. We worked in collaboration with 'Somerset Sunflowers' charity, the Blackdown Hills Association, the RSPCA, Wessex Water and the local councillor

to make positive changes to the school's energy consumption, land management, recycling and water use.

- We have started an international project with the town's twin in Helmstedt, Germany. We took part in a celebratory event and met with teachers from schools in Helmstedt to begin a poetry, dance and history project. Our Year 3 pupils have written pen pal letters to a school in Helmstedt.
- We have competed in various writing and poetry competitions both locally and nationally, and all pupils in receipt of PPG take part. Some of our Year 6 pupils participated in a Youth Speak competition, where we competed against other schools in the Chard and Ilminster district. Our team was made up of 4/6 pupils in receipt of the PPG. This is now to be an annual event we participate in.
- Our school values Art and performance very highly. The success of the school's work in this area has been acknowledged through the achievement of the 'Arts mark' Gold award at the first validation attempt, and we are currently in the reaccreditation period and hope to achieve the platinum award. A diverse range of artists are studied and key skills such as mark making, colour mixing and collage are taught explicitly. An annual exhibition at the Guildhall ensures that pupils' achievements are shared and celebrated with the local community.
- The work of our P.E. coach and the PE curriculum leader has increased our participation in sporting competitions throughout the town and county, and we hold the Gold School Games Mark. We have led PPAT wide PE training on swimming. A variety of free after-school enrichment clubs run daily between 3:20pm and 4:20pm. Activities such as art, cooking, choir, drama, and dodgeball are over-subscribed.
- The work to support our children for whom English is a second language is strong, and we have received the EAL Quality Mark at Gold Standard. We were the first school in Somerset to achieve this nationally accredited award for provision for EAL children and their families.
- The Pupil Premium Leader (Geraldine Terry) met with the Pupil Premium Leader of the feeder secondary school in February to discuss transition of pupils with PPG and their needs, and how the two schools can work together to highlight the support that can be given as pupils grow older in their educational journeys. From September 2025, Geraldine will support Holyrood Academy with their 'Cradle to Career' project; a project at supporting disadvantaged families within Chard.