Pupil premium strategy statement – Manby Lodge Infant School – Autumn 2026
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	270
Proportion (%) of pupil premium eligible pupils	7.4% (20 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 - 2029
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Nick Mehta (Pupil Premium Governor)
Pupil premium lead	Miriam Morris
Governor / Trustee lead	Nick Mehta

Funding overview

Detail	Amount
Pupil premium funding allocation (based on funding for 18 children on Oct 2025 census – received July 2026)	£27,900
Post LAC Pupil Premium	0
Recovery premium funding allocation	0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	0
Total budget	£27,900 2026/27 financial year

Part A: Pupil premium strategy plan
Statement of intent

Manby Lodge Infant School is an inclusive school and all staff have high expectations and are ambitious for all children who attend. Our vision is that 'All children exceed expectations' and our moto is 'Be the Best you can'. Our Governors drive staff to achieve these goals and all staff, from our Senior Leaders to Class Teachers and TAs, to our Midday and Wraparound Supervisors challenge our children to achieve their best, always.
We understand children may face a range of challenges in their lives that could become barriers to success at school and we are dedicated to supporting and challenging children so that they can achieve in school, emotionally, socially and academically. We aim to help all pupils to excel and be the best they can. We pride ourselves in really knowing our children, and the barriers that they all face, be they big or little. We have considered these challenges and planned how to address them in this strategy statement.
It is our intention to ensure all disadvantaged children make good or better progress from their starting point, in all areas of school life. We aim to ensure the very best outcomes for children who may be disadvantaged, so they achieve in line with, or better than non-pupil premium peers in phonics, reading, writing and maths, and for a Good Level of Development at the end of their Reception year.
We also do all that we can to ensure the social/emotional and behavioural needs that any children may have, are quickly identified, and supported, so that children can thrive in their learning.
Our number of children in receipt of Pupil Premium funding (PPF) is lower than nationally. However, we have robust systems in place to closely 'assess, plan, do and review' the progress of all children in school, and understand the importance of early intervention. Our cyclic monitoring of all pupils means that we can identify any child who may not be meeting their potential, and plan to address this.
Our strategy is rooted in assessment, analysis and research, not assumptions about the impact of disadvantage. We recognise the importance of high-quality teaching, but also the importance of relationships between our children and all staff, so the greatest emphasis is placed on teachers knowing individual children and catering directly for their individual needs.
The core approach we are taking is to:

- know all our children exceptionally well, understanding their strength and barriers to learning, so that we can support them as best we can
- ensure all staff have the capacity and ability to support the wellbeing and mental health of children
- provide quality first teaching, including challenge and targeted intervention for those who need it
- have high expectations of children and make reasonable adjustments where necessary
- work in partnership with parents and other agencies to ensure every child is safe, happy, able to build positive relationships and learn well.

We have an incredibly flexible and open-minded approach to making reasonable adjustments for those children who need it. Examples range from bespoke drop-off arrangements for a range of children, to the way we work with and support individual families. We are dedicated to trialling interventions and making alterations following review. We are proud of the impact this has on the children who need it most.

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

Challenge number	Detail of challenge
1	Some children start Reception and are not 'school ready', for a range of reasons: some have not attended Nursery, some have experienced some form of trauma. These children lack skills in self-regulation, communication (e.g. listening and speaking) and don't yet know how to interact with peers and adults.
2	Lack of vocabulary and oral language skills for some children across the school, affecting an immediate ability to communicate their needs and feelings, and then as they progress this can impact on reading and writing attainment and progress.
3	Some children are passive or are disinterested in terms of their attitude towards learning.
4	Many children in receipt of PPF are working at below expected levels and historically make slower than expected progress so have further to catch up.
5	Attendance and Punctuality – a greater proportion of children in receipt of PPF require additional support to maintain good attendance above 96% and to also ensure they come to school on time.
6	Parental Involvement – for some families a greater awareness is needed of the expectations of each Key Stage and Year group and some families need more encouragement than others to partnership with us in learning.

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
Children's social/emotional/learning needs are quickly identified, and support offered	Staff training is effective: all staff (including support staff) are confident in identifying needs and know what is available (in school and out of school) to children and their families to put support in place quickly.
All children in receipt of PPF make good or better progress and a high proportion of the children achieve a Good Level of Development in Reception	Data and observations of children show accelerated progress since baseline assessments. %age of children in receipt of PPF reaching GLD is above Surrey and National.
Children in receipt of PPF have improved attainment in reading, writing, maths in Year 1 and Year 2	Data shows an increase in the number of children in receipt of PPF reaching expected+ from baseline assessments. % of children in receipt of PPF reaching expected+ is above Surrey and National.
Improved and sustained positive behaviour and social skills for all pupils in school	Qualitative data including pupils voice, lesson observations, learning walks, surveys, parent forums and surveys show that all pupils behave well and as a result, children feel safe and happy school. Reported incidents or poor behaviour reduce as children move through the school from Year R to Year 2.
Sustained high levels of pupil motivation, engagement and improved wellbeing	Qualitative data including pupil voice, lesson observations, learning walks, confidence and resilience. Pupils from all vulnerable groups are well represented during celebration assemblies, or at other opportunities to celebrate success. ELSA register shows impact from start to finish of sessions. Increase in the take up of free club spaces for children in receipt of PPF.
Improved attendance for all pupils, but particularly children in receipt of PPF	The attendance gap between disadvantaged and non-disadvantaged pupils reduces to below 5%. Relentless attendance monitoring cycle targets the right families.

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: £20,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training *Safeguarding training for all staff, including regular bitesize training throughout the year *Use of CPOMs to share information with staff *Trauma Attachment training for support staff *PSHE taught weekly *Outreach and training for staff from inclusion agencies for both teaching and support staff *TA Training happens regularly, and TA Appraisal targets set *Embed PSHE curriculum with staff training *Importance of getting to know families really well – time provided for teachers where required, to build these relationships *Continue to develop staff understanding of self-regulation and meta-cognition	In the EEF's PP Guidance quality first teaching high quality teaching is always stated as having the highest impact on children's academic progress. If children have experienced trauma, they are unlikely to learn well (Trauma informed practice)	1, 3, 5 & 6
High expectations, standards, and consistency across school *HLTAs employed to provide consistent cover *Part time staff have shared release time *Strong Curriculum in place and regular review	In the EEF's PP Guidance high quality teaching is stated as having the highest impact on children's academic progress.	1, 2, 3, 4

of planning and teaching by experienced SLT *Experienced strong teachers leading each Key Stage *Students, ECTs and new or less experienced staff well mentored and supported *Regular unannounced learning walks with immediate feedback given *Data headlines shared with all staff *Training focus on QFT *Maintenance and monitoring of standards across the school		
Phonics and reading *Embedded ELS phonics scheme in all year groups *Year 2 using ELS in Autumn in response to needs of current cohort *Monitor and address gaps *Training for new staff *Resources for ELS intervention *Phonics and reading workshops for parents *Early morning Phonics Club for children who need it (before school)	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes EEF – Phonics	1, 2, 3, 4 & 6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
Budgeted cost: £ 3,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions • Two staff to lead ELSA sessions 4 afternoons each week, capacity for upwards of 30 children per year • ELSA liaises with parents and records impact of sessions	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England	1, 3
Targeted interventions • Follow assess, plan, do, review cycle • Range of interventions purchased that have a strong evidence base • SEN systems are embedded • TAs skilled in different areas and receive training and time to implement interventions and support other staff • Partnership with parents where children are SEN - Plans shared regularly and views sought • Resources produced and provided for parents e.g. phonics flash cards • Early start for interventions before school	EEF PP/Teaching Assistant Interventions Guidance shows high quality interventions can have a positive impact on outcomes for children.	1, 2, 3, 4 & 6
Parent workshops and partnership • Continued strong induction for new Reception Cohort • Time provided for teachers to meet parents during school day at start of year • Workshops held for reading and phonics, reading & writing, and maths for all year groups • Online Safety Workshops for parents • Parents to evaluate sessions and give feedback • Workshops run in person and remotely,	EEF recommends engaging parents as having a high impact on outcomes	1, 2 & 6

and shares with all parents including those who do/cannot attend • Parent/teacher consultations held in a timely manner, in person with targets and supporting resources provided to support parents. Parents who are unable to attend will attend at another time .100% attendance aim. • SEN plans shared 4 times annually for SEN children – written in partnership with parents • SEN Plan review meetings held with parents • Resources sent home where necessary, for parents to support their children more effectively at home • Videos made by school staff and accessible on Teams for phonics pronunciation		

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £4,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring • Regular scrutiny of attendance records • Meetings with parents where attendance is not good enough • Robust systems in place for families where attendance is of concern – e.g. equests for medical evidence from parents to authorise absence when relating to illness • Home school link worker available to support with routines and behaviour management at home • Workshops for parents focusing on managing behaviour at home offered • AAIO (Attendance Advisor and Inclusion Officer) involvement where necessary	Children need to be in school to access provision in place, and quality first teaching.	5, 6
Support for families • HSLW and DSLs liaise with Children's Centre and offer Early Help Support • Signposting to Parent workshops (e.g. DA workshops, Nurture Programmes) and other outside agencies who can support • Home School Link Worker available to support with routines and behaviour management at home • Workshops for parents focusing on managing behaviour at home offered	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England	3, 6
Extra-curricular clubs • Funding to cover two clubs/activities per child (in receipt of PPF) per term • Funding also available for children whose families may be struggling financially, but not necessarily in receipt of PPF • Financial support for wraparound care	Soft skills and a sense of wellbeing and belonging lead to increased confidence, aspiration and interaction. An Unequal Playing Field, Social Mobility Commission	1, 2, 3

considered on a case by case basis • Parents sign children up directly • All school trips subsidised for children in receipt of PPF • Invitation only to Specific clubs (Hot chocolate and a good book – reading club)		
Contingency Includes school's capacity to fund: milk, uniform, shoes, access to technology, internet access, other – e.g. funding for holiday clubs	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. Public Health England	All

Total budgeted cost: £28,686

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

Overview 2025-26

- 20 pupils received Pupil Premium funding.
- 6 pupils were also on the SEND register.
- 3 pupils had English as an Additional Language (EAL).
- Outcomes are reported as numbers rather than percentages due to the small cohort size.
- Most pupils made good or better progress from their starting points, particularly in reading and maths.

EYFS: (Year Reception) (total number on roll 90 children)

Measure	Outcome
Number of PP pupils	5
Pupils achieving Good Level of Development (GLD)	3/5
Strongest areas	Managing Self, Gross Motor Skills, Understanding the World, Expressive Arts
Area requiring further development	Writing

Progress from starting points

Area	Progress
Reading Comprehension	All pupils made good progress
Reading (Word Reading)	1 pupil made accelerated progress; 3/5 achieved ELG
Writing	1 pupil made accelerated progress; 0/5 achieved ELG
Maths (Number)	1 pupil made accelerated progress; 3/5 achieved ELG

EYFS Key message:
Most pupils made good or accelerated progress. Writing remains the main area for development.

Year 1- (total number on roll 90 children)

Measure	Outcome
PP pupils	7
Passed Phonics Screening	5/7
Reading (Age Related Expectation) ARE	2/7
Writing ARE	2/7
Maths ARE	2/7
Greater Depth	0

Progress from starting points

Subject	Good or Better Progress	Accelerated Progress
Reading	6/7	1
Writing	7/7	2
Maths	7/7	3

Year 1 Key message: Although attainment remained below national expectations, almost all pupils made at least good progress, particularly in maths and writing.
We are pleased that 5/7 children passed the Phonics Screening Check.

Year 2- (total number on roll 90 children)

Measure	Outcome
PP pupils	8
Reading ARE	7/8
Reading GDS	3/8
Writing ARE	5/8
Maths ARE	5/8
Writing GDS	0
Maths GDS	0
Phonics resit	1/8 (7 children passed in Year 1)
Phonics re-sit result	0

Progress from starting points

Subject	Good or Better Progress	Accelerated Progress
Reading	6/7	1
Writing	7/7	0
Maths	4/7	1

Year 2 Key message: Strong attainment was seen in reading, with most pupils achieving age-related expectations and several achieving Greater Depth.

What worked well?

- Most disadvantaged pupils made good or better progress from their starting points.
- Reading outcomes were particularly strong in Year 2.
- ELSA and wider pastoral support helped pupils engage positively with learning.
- Attendance and family support processes remained robust.

Priorities for 2026-27

- Increase the proportion of disadvantaged pupils achieving age-related expectations in Year 1.
- Continue targeted support for pupils with SEND and Pupil Premium.
- Maintain strong attendance and parental engagement.

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
n/a	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
n/a
The impact of that spending on service pupil premium eligible pupils
n/a