

Manston St. James CofE Primary
Academy

Pupil Premium Strategy Statement 2025-2026

In partnership to
Educate, Nurture & Empower



Rooted and Grounded in Love



Pupil premium strategy statement

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	326
Proportion (%) of pupil premium eligible pupils	17.86%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	15.11.2025
Date on which it will be reviewed	15.11.2026
Statement authorised by	Antoni Biedka
Pupil premium lead	Antoni Biedka
Governor / Trustee lead	Sam Low

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 114,189
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£114,189

Part A: Pupil premium strategy plan

Statement of intent

At Manston St James, we recognise the critical importance of providing an equitable education for all our pupils. Our Pupil Premium funding strategy, while specifically designed to target the needs of our disadvantaged learners, will develop our staff to ensure that all learners will receive the highest quality of education. Our overarching aim is to enable all of our pupils to have the opportunity to develop their talents and understand themselves as being courageous advocates who actively support the communities in which they live. We are acutely aware that disadvantaged pupil often encounter various barriers that may impede their learning and overall development.

Attendance remains a high priority for pupils eligible for Pupil Premium (PP) funding. This issue significantly impacts their academic achievement and overall life chances. Promoting a good level of attendance is a key element of the Pupil Premium strategy, as it enables these children to maximise their learning opportunities. To address these challenges, the appointment of an attendance officer has been instrumental in monitoring attendance patterns and implementing targeted interventions. The attendance officer collaborates with families and school staff to promote a culture of attendance, thereby ensuring that PP children receive the support necessary to engage fully in their education. Our appointment of a full time Attendance and Safeguard Officer demonstrates that attendance is high profile in our school.

While we are encouraged by the progress made and proud to have achieved several of our objectives, we also recognise that ongoing improvement is vital. Attendance remains central to pupils' academic success, and we will continue to refine our strategies so that every child attends regularly and has the best possible opportunity to thrive.

To effectively address these challenges, we are committed to utilising our resources through high-quality first teaching and Instructional Coaching. Our approach is essential in removing barriers to learning that stem from poverty and adverse family circumstances. By implementing rigorous assessment methods, we will strategically narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers. This will be accomplished through precisely focused and measurable interventions, tailored to meet the unique needs of each pupil.

A central component of our strategy is a forensic approach to the teaching of reading, ensuring that no pupil falls behind unnoticed. Through the rigorous use of high-quality phonics via Read Write Inc. and our carefully monitored Accelerated Reader programme, pupils are systematically supported to become faster, more fluent readers with secure comprehension skills. Regular assessment and precise tracking allow staff to swiftly identify gaps, particularly for the bottom 20% of readers, and to implement targeted interventions that address specific decoding, fluency or comprehension needs. Our text-rich classrooms and curriculum provide daily, structured opportunities for pupils to practise reading, build stamina and develop a rich vocabulary, enabling them to access increasingly complex texts across all subjects. These strategies are particularly impactful for Pupil Premium pupils, who may have had fewer early reading experiences, as they provide consistency, explicit instruction and frequent opportunities for success. Collectively, these approaches ensure that disadvantaged pupils and those in the bottom 20% make accelerated progress, develop confidence as readers and are fully equipped to engage with the wider curriculum, narrowing gaps and securing strong outcomes for all.

A core focus of our Pupil Premium strategy is the targeted development of reading, language and communication skills to ensure that disadvantaged pupils, particularly those in the bottom 20%, make accelerated progress and are able to fully access the wider curriculum. We adopt a forensic approach to the teaching of reading, using precise assessment and tracking to identify gaps early and implement timely, targeted support. Through high-quality phonics via Read Write Inc. and the structured use of Accelerated Reader, Pupil Premium pupils are supported to become faster, more fluent readers with secure comprehension skills. Daily exposure to high-quality texts within a text-rich curriculum builds reading stamina, vocabulary and confidence, reducing barriers to learning across all subjects.

Alongside this, we strengthen pupils' spoken language through key methodologies from our Voice 21 Oracy project, supported by the NELI intervention and the 100 Word Project. These approaches explicitly teach vocabulary, sentence structure and purposeful talk, enabling disadvantaged pupils to communicate effectively, express ideas clearly and articulate emotions appropriately, supporting both academic success and emotional wellbeing. Strong oracy skills are fundamental in improving engagement, confidence and long-term life chances. Oracy is embedded across the curriculum. In mathematics, structured talk combined with manipulatives deepens conceptual understanding and supports pupils in explaining their reasoning. In the foundation subjects, explicit talk tactics enable pupils to reason, reflect and secure key knowledge. Collectively, these strategies ensure Pupil Premium pupils make sustained progress, close gaps and leave school

equipped with the literacy and communication skills needed for future success. Our commitment to narrowing the achievement gap for Pupil Premium children is heavily based on our implementation of our Oracy strategy, and we are hoping for our outcomes to improve over the coming years.

In addition to academic support, we acknowledge the importance of social and emotional wellbeing. Through targeted interventions in Thrive and the effective delivery of our Personal, Social, Health and Economic (PSHE) curriculum, we will empower our pupils to manage their emotional health and develop resilience. We will also provide financial assistance and resources to ensure that all children are able to access a diverse range of opportunities, thus broadening their knowledge and understanding of the world around them.

To achieve our objectives and surmount the identified barriers to learning, we will undertake the following actions:

- Provide all teachers with high-quality Continuous Professional Development (CPD) through the utilisation of Instructional Coaching, ensuring that pupils consistently access effective quality first teaching.
- Implement targeted interventions and support systems to swiftly address identified learning gaps, incorporating small group work and where needed targeted one-to-one support.
- Allocate funding strategically to guarantee that all pupils can participate in trips, visits, and experiential learning opportunities of practical significance.
- Our now established, Attendance and Safeguard Officer, is an integral part of our Attendance Strategy, and has the skills and resources to effectively support vulnerable and Pupil Premium pupils and their families. The role involves early identification of need, tailored interventions, safeguarding guidance, and liaison with external agencies, removing barriers to attendance and promoting engagement, wellbeing, and improved outcomes.
- Provide every pupil with opportunities to engage in enrichment activities, encompassing sports and music, thereby fostering holistic development.
- Equip Early Years Foundation Stage (EYFS) pupils with resources to practise essential skills at home, such as reading, cutting, and mark-making, laying a solid foundation for future learning.
- Ensure EYFS and KS1 staff are highly skilled in delivering the Read Write Inc. phonics programme, fostering high-quality, fluent reading from the start,

developing a love of reading, promoting reading for pleasure, and ensuring all pupils, especially the most vulnerable, can confidently access the full curriculum.

- Ensure that all children are provided with the appropriate equipment needed for a full educational experience, including P.E. kits, school uniforms, coats, footwear, and swimming kits.

In summary, our Pupil Premium Strategy Statement at Manston St James encapsulates a comprehensive and targeted plan aiming to empower disadvantaged pupils, ensuring they have access to high-quality education and the necessary resources to thrive both academically and personally. We are dedicated to fostering an environment where every pupil can flourish and fulfil their potential.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality are critical to academic success, yet our school data indicates that the attendance rates of Pupil Premium (90.5%) children is currently only 4.3% lower than the national average attendance rates. This discrepancy is particularly evident in cases of persistent absence. The inclusion team is committed to addressing this issue by supporting families through the rigorous implementation of our Attendance Strategy. This includes regular meetings, consistent phone calls, home visits, and collaborative cluster support. By fostering these connections, we aim to enhance attendance and ensure that every child is given the opportunity to fully engage in their education.
2	Pupil Premium pupils have gaps in key learning skills, including spoken language, reasoning and the ability to explain and apply knowledge. These gaps reduce pupils' depth of understanding and limit their ability to secure and retain learning across the curriculum. In some cases, disrupted attendance further exacerbates these skill deficits.
3	Access to wider opportunities is essential, especially as many of our parents face financial difficulties in providing resources for their children. The ongoing cost-of-living crisis exacerbates these challenges, leaving families unable to afford trips and visits. To ensure that no child misses out, we are committed to providing necessary resources. Our aim is to support all students in their educational journey, regardless of their background and enhance their cultural capital.
4	On entry to Reception, many of our disadvantaged pupils exhibit significantly underdeveloped spoken language and communication skills. This concern is still prevalent since the COVID-19 lockdown, during which

	our current EYFS cohort were infants. The ongoing effects on numerous families' mental health and wellbeing have resulted in decreased access to nursery provisions and limited participation in parent groups and developmental play activities. An increasing number of pupils are now engaging with the 'Chatterbugs' and NELI programmes across school, which aims to bolster their communication abilities effectively.
5	In response to the challenges posed by the cost-of-living crisis, we recognise the pressing need to address social, emotional, and mental health concerns among our pupils and their families. Discussions have highlighted that mental health issues have been exacerbated during these difficult times.

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
To improve attendance for all our pupils, particularly our disadvantaged pupils and sustain it over time.	<p>In line with current national.</p> <p>Children attend school on time, well equipped and ready to learn.</p> <p>Children are happy to attend school and feel included in all aspects of the curriculum.</p> <p>Views ascertained through pupil voice as well as data analysis.</p> <p>Attendance by the end of 2025 to be at higher levels than the same time in 2024 for pupil premium. For all pupils it will be in line with 94.5% Trust target.</p> <p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> •The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. •The attendance percentage of all pupils who are persistently absent as above 92% and the figure among disadvantaged pupils being no more than 28%.
To improve Oracy skills across school including our disadvantaged to enable them to become more confident with their explanations.	The objective of gaining Voice 21 accreditation, Chatterbugs and NELI is to improve the spoken language and communication skills of all pupils but will disproportionately advantage disadvantaged

	<p>pupils in the EYFS cohort. The success criteria for these programmes are as follows:</p> <ul style="list-style-type: none"> • Disadvantaged pupils will demonstrate increased verbal expression through expanded vocabulary and more complex sentence structures. • Disadvantaged pupils will show improved listening skills, evidenced by their ability to follow instructions and engage in conversations. • Disadvantaged pupils will participate actively in group discussions and peer interactions. • Disadvantaged pupils will achieve measurable progress in assessments related to communication and language development. <p>Disadvantaged children who struggle with communication will access the Chatter-bug and NELI programme.</p> <ul style="list-style-type: none"> • Disadvantaged pupils accessing intervention to be monitored and tracked. • 30% of Pupil premium children leave every year. • Children who are more confident in expressing their ideas. <p>Pupil voice and staff observations</p>
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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: £ 3585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Instructional Coaching approaches to support CPD, including purchase of StepLab.	Instructional coaching – why it matters and how to make it matter British Council Instructional Coaching at Abacus Primary: Seven Lessons Learned Steplab Instructional coaching offers a crucial platform for teachers to engage in effective professional development. Research from the British Council indicates that this approach enables educators to achieve manageable, incremental improvements, which can lead to substantial changes in pedagogical practices. These enhancements not only refine teaching skills but also positively impact student outcomes. By fostering collaborative relationships with instructional coaches, teachers can reflect on their methods, receive targeted feedback, and implement innovative strategies. Thus, instructional coaching promotes a culture of continuous improvement, ensuring educational practices adapt to the needs of learners. Prioritising this model allows schools to enhance teaching quality, thereby improving student achievement and reinforcing the importance of professional development in educational success.	4
<i>Voice 21 Oracy CPD, using strategies to develop the spoken language of Disadvantaged pupils across school. Teachers will embed key vocabulary development strategies</i>	There is compelling evidence indicating that disadvantaged pupils from lower socioeconomic backgrounds tend to lag behind their more privileged peers in the acquisition of early language and speech skills. This developmental gap can adversely impact their educational experiences and overall learning throughout their academic journey. Research suggests that the implementation of oral language interventions can yield significant benefits, with an average increase in progress equivalent to six months over the span of a year. Furthermore, numerous studies highlight the positive effects of such interventions on classroom dynamics, including a more favourable learning environment and a reduction in behavioural issues. Notably, the evidence base endorses the effectiveness of oral language strategies, particularly dialogic activities like high-quality	4,2

<p>across the curriculum.</p>	<p>classroom discussions, which are both cost-effective and impactful in enhancing reading skills. Insights from the Oracy All Party Parliamentary Group for Change (Oracy APPG) further reinforce the value of prioritising oral language development in education.</p> <p>The importance of oracy in maths Research Schools Network</p> <p>Learning through explaining and engaging with others' mathematical ideas: Mathematical Thinking and Learning: Vol 25, No 4</p> <p>Oracy Across the Curriculum: The Evidence - Voice 21</p> <p>In the context of mathematics, increasing the use of oracy can significantly improve students' understanding and application of mathematical concepts. By encouraging pupils to discuss and articulate their reasoning, we foster a deeper comprehension of various mathematical principles, ultimately creating more confident mathematicians capable of explaining a range of concepts with and without manipulatives.</p> <p>Research indicates that engaging in verbal reasoning not only solidifies mathematical understanding but also supports cognitive development in other subjects. According to the Education Endowment Foundation, high-quality dialogue in the classroom can lead to improved outcomes, as it encourages critical thinking and the ability to articulate knowledge effectively. Furthermore, when students communicate their mathematical thinking, they enhance their vocabulary and language skills, which can be transferred to subjects such as science, history, and English.</p> <p>Thus, by integrating oracy into our mathematics curriculum, we cultivate an environment where learners are not only competent in mathematical reasoning but also possess the expressive skills necessary for success in all areas of their education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p><i>Maths Mastery CPD – how to use manipulatives across primary.</i></p>	<p>Oracy in the primary school maths classroom literacy</p> <p>Oracy: Five ways to develop classroom talk in maths</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf?v=1635355217</p> <p>The research underscores the importance of manipulatives and pictorial representations as effective tools for enhancing pupil dialogue. They help organise thought and bridge concrete and abstract concepts. For teachers, manipulatives provide valuable insights into pupils' understanding. Purposefully selected manipulatives reveal mathematical structures and promote inclusive</p>	<p>2,4</p>

	<p>discussions, enriching engagement and deepening understanding for all students.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 326.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numicon Essentials used to clarify key concept through manipulatives	EEF Blog: Integrating evidence into mathematics teaching... EEF Improving Mathematics in Key Stages 2 and 3 EEF Manipulatives effectively support pupils' engagement with mathematical concepts, requiring purposeful and appropriate usage to ensure a meaningful impact.	2
NELI intervention to support early language acquisition in EYFS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions <i>The research highlights a robust evidence base indicating that oral language interventions, particularly through dialogic activities like high-quality classroom discussions, are cost-effective to implement. These strategies yield significant positive outcomes on reading proficiency, demonstrating their potential for enhancing educational practices in classrooms.</i>	4,2
1:4 tutoring maths aspiration focus Y6.	Small group tuition Toolkit Strand Education Endowment Foundation EEF The Education Endowment Foundation (EEF) identifies small group tuition as a significant strategy within its	2

	Toolkit Strand, reporting an average impact of approximately four months' additional academic progress when targeted support is provided. This method enables educators to deliver personalised instruction in a focused setting, thereby enhancing learning outcomes for students. The evidence suggests that small group interventions, particularly when tailored to individual needs, can effectively address specific learning gaps and improve overall educational attainment.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £142602.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team to support vulnerable families to ensure attendance at school	Improving School Attendance The DfE guidance, developed through collaboration with schools that have notably decreased absenteeism and persistent absence, is underpinned by the EEF Guidance, highlighting effective strategies to enhance student attendance and engagement in educational settings.	5,4,1
Attendance strategy rewards, meeting time and CPD	Improving School Attendance The DfE guidance, developed through collaboration with schools that have notably decreased absenteeism and persistent absence, is underpinned by the EEF Guidance, highlighting effective strategies to enhance student attendance and engagement in educational settings.	1
Thrive intervention	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf https://www.thriveapproach.com/about-thrive/impact-of-thrive/	5,4,1

will be run by members of the intervention team.	The research highlights that a secure sense of belonging enhances emotional resilience, increases engagement in learning, reduces permanent exclusions, improves educational attainment, decreases substance abuse and self-harming and enhances overall mental health.	
Investment in wellbeing spaces including a sensory room, so that children have space and opportunity to reflect on their own emotions and responses to others.	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. Planning time for reflection will allow children to develop the skills of: Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy	5,4
Ensure children are fully prepared for learning e.g. purchase of clothing, coats, PE kits and breakfast club	https://www.actionforchildren.org.uk/blog/the-untold-truth-about-school-uniforms/ https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer With 4.3 million children living in poverty in the UK, many are growing up in households where accessing basic necessities like food and clothing is a constant struggle. This dire situation often leads to children attending school in unclean and inappropriate attire, which may not conform to school uniform policies. Consequently, these young individuals may experience feelings of embarrassment, exclusion, or even disciplinary action due to circumstances beyond their control. Initiatives such as Nurture Breakfast play a vital role in combating these challenges by allowing children to arrive at school early and providing them with a nutritious meal. This ensures they start their day with the energy and focus needed for learning, fostering a sense of belonging and promoting overall wellbeing in a supportive school environment.	5,4,1

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Total budgeted cost: £146514.03

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

The Pupil Premium funding has been instrumental in enhancing the educational experience and wellbeing of our disadvantaged students. One notable initiative we have implemented is the Thrive programme, which has yielded significant benefits for children's mental health and wellbeing. Through a tailored approach that focuses on social and emotional development, Thrive has enabled pupils to cultivate resilience, build positive relationships, and improve their self-esteem. This holistic strategy not only supports emotional growth but also creates a conducive learning environment, empowering children to engage more thoroughly in their academic journey and overcome barriers to learning.

Nearly all areas including RWM combined have seen increases in % of children achieving the higher standard(% increases RWM 5%, Reading 6%, Writing 5%, EGPS 9%). This shows a marked improvement in the challenge and expectations the staff have on all pupils in particular PP.

In addition to Thrive, we have introduced small intervention groups and boosters that have proven effective in improving Phonics and Key Stage 2 outcomes. Our targeted support provided by these interventions has allowed learners to receive personalised attention, thereby enhancing their understanding of crucial concepts. Notably, the bespoke Read Write Inc. training and Writing Continuous Professional Development (CPD) delivered by the Central Education Team (CET) have played pivotal roles with outcomes rising to 80% in 2024. The combination of these initiatives has significantly contributed to improved literacy skills among our pupils. Moreover, our partnership with Tutor Trust has been invaluable, as it has facilitated focused support for vulnerable learners who require additional assistance, ensuring they make measurable progress alongside their peers.

This year, we are delighted to note a significant improvement in attendance at Manston St James, particularly between 2024 and 2025. Our overall attendance rose from 92.5% to 94.3%, and our persistent absence rate improved considerably, decreasing from 19.7% to 14.5%. These gains represent a substantial step forward for our school. A key factor in this progress has been the appointment of our full-time Attendance and Safeguard Officer, whose focused work has already had a positive impact. Their role has strengthened our approach to monitoring, supporting, and improving attendance, ensuring that families receive timely guidance and that barriers to attendance are addressed more effectively.

Externally provided programmes

Programme	Provider
Times Table Rockstars	TTRS
Read Write Inc.	Oxford Owl/ Ruth Miskin

Service pupil premium funding (optional)

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

Further information (optional)