

Pupil premium strategy statement

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

School overview

Detail	Data
School name	Manor Green College
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tom Smith
Pupil premium lead	Nick Pritchard
Governor / Trustee lead	John Drury and Paul Roe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25/26)	£85,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£85,190

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for some disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These have been identified through our own assessments, observations and discussions with pupils and families.

Challenge number	Detail of challenge
1	Medical - Complex medical and educational needs. The number of medical appointments and illness impacts the progress students make.

2	Behaviour – Some pupils have complex behavioural needs that allow small steps and sometimes inconsistent progress.
3	Physical – Some pupils need therapeutic input in order for them to increase their physical ability to access learning.
4	Sensory – Some pupils need specific sensory input in order to regulate their sensory processing and be able to access learning.
5	Communication – Some pupils have greater challenges around communication and expressing their needs including non-verbal, limited language and social interaction difficulties.
6	Culture – Disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
7	Personal skills - disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel, team working, social skills
8	Covid 19 - the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (26/27)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Enable students to regulate and manage their emotions.	Reduction in higher level behaviour incidents including Team Teach. Through observations and discussions with pupils and their families.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Progress against individualised targets through MAPP/PAC/DLP assessment systems. Through observations and discussions with pupils and their families.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.

Students can access a suitable therapy provision in a timely manner.	Therapy offer appropriate for the individual needs of the college community. Therapy offer broad and balanced for the complexity of need at the college. Students able to access therapy in timely fashion.
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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: **£9,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of an additional day per week of Occupational Therapy time.	Increased numbers of students joining the college. Increase in the complexity of student need.	3

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

Budgeted cost: **£5,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Behaviour and intervention lead. To lead develop and improve inclusive practice at the college.	Reduction in in house behaviour date. In including classroom challenges and Team Teach.	8

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

Budgeted cost: £ 70,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	4, 8
Two Pastoral Officers working with parents and carers to develop effective home learning environments.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	1, 2
Two Pastoral Officers working with students to support engagement, build confidence and resilience.	This supports the mental wellbeing of our students. This is also reflected in the attendance data for key students involved in this work.	2, 5, 7, 8
Enhanced Therapy offer to include; Art Music Pet Physiotherapist Counsellors Gardening	All therapies are led by the Therapy Lead. The aim is to improve; confidence, relationship skills attention and listening skills emotional wellbeing To provide a comprehensive therapy service that is an inclusive service as possible given the variety of needs in the school.	2, 3, 5, 8
Enhanced offer for Forest Schools and Duke of Edinburgh Award Scheme	Duke of Edinburgh's Award and Forest Schools are proven to build confidence, self-esteem and improve students ability to manage social situations as evidenced https://www.dofe.org/impact-of-the-dofe/ and DofE SEND Report 2021	6, 7, 8

Total budgeted cost: £85,190

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Pupil Premium spending had a significant impact within the pastoral area of the college. Growth in the pastoral team created capacity to increase caseloads as well as the ability to engage with a wider range of external agencies. The MHST and Thoughtful services were just two of the organisations that college worked closely with. Within MGC, the wellbeing team was established to support this work. Every PP student referred for in house intervention/therapy was admitted to the caseload without delay.

The pastoral team were able to support the attendance of key Pupil Premium students. Resources were allocated during the Autumn Term to providing transports to 5 PP students who would not have been able to access school without LA transport. This enabled these students to attend school and therefore supported their progress as well as their attendance figure.

In this Year's Cohort of Go karting students, 60% were PP. This course significantly enhanced the progress of these students. All Go karting students were supported to travel independently to and from Go karting by the end of the course. As a qualification, this offer is completely different to the in school curriculum, providing a wider experience and portfolio for employability. One PP student in particular, has remained in contact for the provider with a view to part time or volunteer work.

Over 60% of pupils accessing 1:1 Music engagement sessions were PP students. These sessions have contributed to increase self-esteem and decreased behavioural issues generally for these students. One Year 7 student saw a significant increase in attendance following music intervention. One Year 10 student had completed 80% of his Arts Award qualification using this support. This student will complete the course in Year 11.

The college runs an extensive Duke of Edinburgh programme. Last year PP students accessed and passed the DofE award at Silver (5/13) and Bronze levels (6/14) in line with Non PP students. Financial support was provided to support this but individual PP students who achieve these awards, also had extensive input from the pastoral team along the way. PP money was also used to support the creation of a Grade 6 LSA post in the Forest Schools team. This has allowed a wider number of PP students to receive forest school input as part of their weekly curriculum offer.

Behaviour data collated throughout the academic year 2024-25 supports the progress of PP students and the impact of pastoral intervention. Lower numbers of PP students met behaviour threshold markers than in the previous year; 6 students in 2023-24

compared to 4 in 2024-25. In the academic year 2023-24, 33% of students that triggered behaviour thresholds were PP students. This is compared to 25% in the academic year 2024-25. In addition to this, in the academic year 2024-25 there was lower number of PP students (4) meeting behaviour thresholds than non-PP students (12).