Manor Junior School Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Manor Junior School
Number of pupils in school	590
Proportion (%) of pupil premium eligible pupils	19%
Academic year that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	December 2026
Date on which it will be reviewed	Autumn Term 2026 Curriculum Committee
Statement authorised by	MJS Board of Governors
Head teacher	Clare D'Netto
Pupil premium lead	Anne Fitzpatrick
Governor lead	Ruby Malik

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Additional charity donations for vulnerable pupils from Kings Church Fund	£600
Total budget for this academic year	£165,650
Total predicted expenditure:	£219,373

Part A: Pupil premium strategy plan

Statement of intent

At Manor Junior School, our Pupil Premium Strategy is rooted in the government's principle that high-quality teaching, targeted support and a strong understanding of context are essential to overcoming barriers to learning and improving outcomes for disadvantaged pupils. While the number of pupils formally eligible for Pupil Premium funding remains stable, the level and complexity of disadvantage within our school community has increased significantly.

Our local context is a critical factor in shaping this strategy. Barking and Dagenham is ranked 21st most deprived local authority in England and has the highest Index of Multiple Deprivation score in London. Manor Junior School is situated in the Longbridge Ward; however, our intake draws from across the borough, including wards within the 10% most deprived nationally, such as Gascoigne, Heath, Thames and Village. Long-standing inequalities in housing, income and health have been further exacerbated by the pandemic and ongoing global challenges.

As a result, the school is seeing an emerging cohort of pupils experiencing multiple and overlapping vulnerabilities. These include families seeking asylum, those with no recourse to public funds (NRPF), families living in temporary or overcrowded accommodation, and households affected by trauma, domestic abuse and acute financial hardship. Many of these pupils do not meet the eligibility criteria for the Pupil Premium Grant, yet face barriers to learning comparable to, and in some cases greater than, those who do.

We have also seen a significant increase in safeguarding concerns and referrals to social care, alongside rising numbers of families experiencing eviction due to increased local rental costs. The number of children known to social services has grown substantially, including a notable rise in children who are looked after or previously looked after. These compounded disadvantages have a direct impact on pupils' attendance, punctuality, emotional wellbeing, self-esteem and engagement with learning.

In response, Manor Junior School adopts a highly inclusive approach to disadvantage. We do not define disadvantage solely by eligibility for Pupil Premium funding. Instead, we recognise and respond to the wider challenges faced by vulnerable pupils, including those with a social worker, young carers, children from refugee and asylum-seeking families, and those affected by NRPF. This approach reflects both the spirit and intent of the Pupil Premium Strategy, ensuring that support is directed where need is greatest.

Our strategy is underpinned by a commitment to continuous improvement. Key developments include a review of the school's systems and staffing roles to ensure capacity is aligned with the growing complexity of need, and a review of our curriculum and teaching approaches to ensure they are inclusive, responsive and designed to support pupils who have experienced disruption, trauma or disadvantage. High-quality teaching remains the foundation of our approach, supported by targeted interventions and pastoral support where required.

Ultimately, our intent is to use Pupil Premium funding strategically and ethically, while also addressing the wider landscape of vulnerability within our community. By doing so, we aim to mitigate the impact of disadvantage, support pupils' wellbeing and enable all children at Manor Junior School to thrive academically, socially and emotionally, regardless of their circumstances.

Challenges

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

Challenge number	Detail of challenge
1	**Closing the attainment gap** A significant challenge for the school is continuing to reduce the attainment gap in maths, reading and writing. Underdeveloped language and numeracy skills, including gaps in vocabulary, number bonds, oracy, listening and understanding, directly impact pupils' ability to access the curriculum, express concepts clearly and engage with increasingly complex challenges. Many pupils struggle to structure their thoughts, retrieve prior knowledge and recall key facts using appropriate subject-specific vocabulary. Limited cultural capital and fewer real-life experiences further restrict pupils' engagement with learning, particularly with more challenging and ambitious concepts, slowing progress.
2	**Addressing the impact of vulnerability on learning readiness and resilience** A growing number of pupils are experiencing vulnerabilities at home, where lived experiences are focused on meeting basic needs or coping with complex domestic situations. These circumstances affect pupils' emotional development, self-esteem and resilience, which in turn impacts their readiness to learn and ability to sustain focus and effort. Unregulated access to online spaces also contributes to reduced attention, increased anxiety and difficulty engaging with learning. Although the school's trauma-informed approach, nurture and tender projects have improved attendance and expectations, the emotional and social barriers to learning remain a significant challenge to sustained academic achievement.
3	**Developing independent learning, metacognition and parental engagement** While pupils are well scaffolded in school to use metacognitive strategies, retrieval skills and structured approaches to learning, many struggle to apply these independently, particularly when accessing homework and home learning. Pressures within the home environment mean that some pupils are unable to practise independent study skills, leaving them less prepared for future learning. This is compounded by a rising level of learning needs being categorised as "known to SEND" and limited engagement from some parents and carers. Strengthening independent learning habits and increasing meaningful parental engagement are therefore critical challenges to improving long-term achievement.

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
Challenge 1: Closing the attainment gap	
Pupils make accelerated progress in maths, reading and writing, reducing the attainment gap between disadvantaged and non-disadvantaged pupils. Pupils demonstrate improved numeracy recall, vocabulary, fluency and comprehension across the curriculum and can structure their ideas clearly and accurately in spoken and written work. Increased pupil confidence and resilience when engaging with more challenging tasks.	Attainment and progress data in maths, reading and writing shows a narrowing of the gap over time. Internal assessments and book scrutiny evidence improved sentence structure, coherence and use of vocabulary. Pupil voice indicates greater confidence and enjoyment in reading and writing. Increased engagement with a learning challenges.
Challenge 2: Addressing the impact of vulnerability on learning readiness and resilience	
Pupils demonstrate improved emotional regulation, self-esteem and readiness to learn. Attendance and punctuality improve, particularly for pupils experiencing vulnerability. Pupils are better able to engage with learning for sustained periods.	Attendance and punctuality data shows sustained improvement for identified pupils. Staff observations and pupil feedback show improved resilience and engagement in lessons. Targeted pupils make at least expected academic progress despite complex home circumstances.
Challenge 3: Developing independent learning, metacognition and parental engagement	
Pupils increasingly apply metacognitive strategies independently. Improved retrieval of knowledge and recall of key facts using appropriate vocabulary. Pupils are better prepared for learning due to increased engagement with homework and home learning. Stronger partnership with parents and carers in supporting learning at home.	Homework completion and quality improves, particularly for disadvantaged and vulnerable pupils. Assessment evidence shows improved recall, retention and application of prior learning. Pupils can articulate the strategies they use to support their learning and problem-solving. Increased parental engagement in learning opportunities, workshops or communication with school.

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: £101,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted mathematics mastery and fluency programme for disadvantaged pupils. Use a combination of high-quality teaching, targeted academic support and professional development to close the attainment gap in KS2 maths and improve Year 4 multiplication fluency for PP pupils. Training for Maths Lead and attending Maths Hub to work with specific teachers to refine practice. Research and possibly purchase a new maths scheme.	High-quality maths teaching across KS2, a key factor in raising attainment overall and for disadvantaged pupils. NCETM National data continue to show a disadvantage gap in MTC scores which must be addressed with both in-class and targeted support. Explore Education Statistics Structured small-group tuition and diagnostic follow-up, when pupils are falling behind. EEF Parental Engagement and Home Practice Resources contribute positively when aligned with school instruction. EEF Structured targeted support as part of an evidence-based strategy to close attainment gaps. EEF	1
Support the continued employment of the school librarian. This role will be key in ensuring disadvantaged pupils have regular access to books, guidance in book choice and sustained encouragement to read widely and confidently.	To excel in Literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing. Key stage 2 is key period of literacy development for all pupils. Pupils learn many foundations of literacy in the early years and KS1 but must build on these foundations in KS2 to become skilled readers and writers, equipped to take on the challenges of secondary school learning and beyond. Children and young people's reading in 2026 | National Literacy Trust https://literacytrust.org.uk/reading-for-pleasure/?utm_source=chatgpt.com Research evidence on reading for pleasure - GOV.UK	1

	National_Literacy_Trust_-_Literacy_and_life_expectancy_report.pdf	
Further develop teachers' knowledge and understanding of age-related expectations and greater depth in reading and writing, with a specific focus on the purposeful use of oracy to raise standards. This will include high-quality professional development to strengthen teachers' confidence in planning, teaching and assessing reading and writing, particularly for disadvantaged pupils using our librarian to promote an engagement with and love of classical stories eg The Aeneid	Evidence shows that children who struggle with spoken language at age five are significantly more likely to fall below expected levels in reading and writing later in school. Oracy (speaking and listening skills) is a *powerful predictor* of literacy attainment. National Literacy Trust High-quality classroom talk supports thinking and learning. National Literacy Trust *Oracy and talk for learning resource* https://literacytrust.org.uk/resources/oracy-and-talk-learning/ National Literacy Trust The DfE's Writing Framework 2025 provides evidence-informed guidance on high-quality writing instruction that can be used to develop teachers' practice. The writing framework *Oral language interventions* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF	1
To continue the employment of a specialist LAMDA teacher (1x day a week) to deliver targeted provision for pupils in receipt of Pupil Premium and other vulnerable groups. This provision will focus on developing pupils' oracy through structured performance, speech and communication activities. The LAMDA programme will support pupils' physical, linguistic, cognitive, social and emotional development, all of which underpin effective spoken language. Sessions will help pupils to develop confidence in speaking, clarity of expression, vocabulary use, listening skills and the ability to organise and articulate ideas. Through drama, perfor-	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading, positive effects on confidence, communication skills, wellbeing, academic engagement, and inclusive learning environments. Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Listening to unheard children - Speech and Language UK: Changing young lives ttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions/technical-appendix https://www.lamda.ac.uk/news/impact-evaluation-of-lamda-exams-in-schools lamda.ac.uk	1, 2

mance and spoken language tasks, pupils will also develop resilience, self-esteem and collaborative skills.	https://my.chartered.college/impact_article/lets-talk-about-disadvantage-the-fundamental-importance-of-oracy-in-closing-the-gap/ Voice 21 article: Oracy and tackling educational inequality — https://voice21.org/oracy-and-tackling-educational-inequality	
Provide targeted supplementary learning resources and digital literacy support to improve reading, writing, and oracy outcomes for disadvantaged pupils. We will implement additional, evidence-based support materials (e.g., CGP workbooks and Nessy literacy programmes) to reinforce classroom learning and develop foundational literacy skills. Provide homework club at school to ensure structured support and effective use of digital tools – through the employment of a Learning Support Assistant (LSA).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Keeping children safe in education 2022 - Gov.uk https://iqmaward.com/news/the-impact-of-parenting-on-childrens-outcomes/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Study Support Evaluation (UK DfE/Ofsted pre-2010 report) — found that students attending supported study sessions (e.g., homework clubs) tended to report greater confidence, improved homework quality, and stronger engagement, especially when tasks were linked to classroom learning https://dera.ioe.ac.uk/id/eprint/4489/1/RR110.pdf DERA https://oro.open.ac.uk/15368/1/JRF_report_eudcation_and_poverty.pdf https://www.dyslexiadaily.com/evidence-results/	1, 2, 3

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

Budgeted cost: £77,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use additional tutoring for pupils whose education has been most impacted by their circumstance. (A significant proportion of the pupils who receive tutoring will be disadvantaged as well as non-disadvantaged pupils with a widened gap).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://www.edt.org/news/positive-impact-of-school-based-tutoring-revealed-in-impacted-s-final-evaluation-report-of-the-national-tutoring-programme/ Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
The school will invest in the employment of a Learning Mentor to deliver targeted, trauma-informed interventions, including one-to-one and small-group support. These interventions will be underpinned by the *Zones of Regulation* framework and restorative practice approaches, with a focus on improving the quality of pupils' social and emotional learning.	The Learning Mentor will work with identified pupils to develop emotional regulation, resilience and emotional intelligence. EEF_Social_and_Emotional_Learning.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://zonesofregulation.com/research-and-evidence/ https://restorativejustice.org.uk/resources/improving-school-climate-findings-schools-implementing-restorative-practices	1,2,3

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

Budgeted cost: £40,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in curriculum-linked enrichment experiences, including educational visits to arts and cultural venues locally and in London, to broaden pupils' cultural capital, raise aspirations and enhance literacy outcomes.	By exposing pupils to significant cultural, historical and educational environments, these visits aim to expand pupils' horizons, increase motivation and stimulate curiosity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility GOV.UK Music Education Hubs support access to musical and cultural experiences, which research shows has social impact and can raise aspirations and engagement**,** including for pupils from deprived areas. https://committees.parliament.uk/writtenevidence/88346/html/	3
Provision of House PE T-shirts (on entry) to ensure inclusion, equality and a sense of belonging for vulnerable pupils. The House PE T-shirt is the only item of branded uniform required by the school.	The remainder of the school uniform is non-branded, families are encouraged to access high-quality pre-loved or newly donated uniform items available through the school for a minimal voluntary contribution where needed. https://educationhub.blog.gov.uk/2025/04/childrens-wellbeing-and-schools-bill-saving-parents-money-on-school-uniform-costs/ https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils https://www.ecowear.org.uk/research-and-evidence/	3
Improve attendance for vulnerable pupils. Rather than using the LA EWO we have bought into a private EWO	Schools identify low literacy skills and poor attendance as the biggest challenges to disadvantaged pupils' attainment… | EEF	1, 2, 3

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 2025 academic year.

The data demonstrates that disadvantaged pupils at Manor Junior School achieve more strongly compared to disadvantaged pupils nationally. In 2025, the attainment gaps between pupil premium and non-pupil premium pupils at Manor Junior School were smaller than national gaps in reading, writing and the combined measure. This indicates that disadvantaged pupils at Manor Junior School are closer to achieving in line with their non-disadvantaged peers than is seen nationally, reflecting the positive impact of targeted pupil premium strategies implemented during the 2024–2025 academic year.

In mathematics, the disadvantaged gap at Manor Junior School widened slightly to 23% compared with the national gap of 19%. While this remains an area for further focus, overall outcomes suggest that pupil premium provision has been effective in reducing disadvantage gaps across most core subjects, particularly in reading and writing.

	% of MJS disadvantaged pupils achieving expected standard at KS2		% of MJS disadvantaged of pupils achieving the higher standard at KS2	
	2025	**2026**	**2025**	**2026**
National RWM combined	47	76	4	
MJS RWM Combined	61	59	3	15
Reading	74	77	26	37
Writing	74	85	6	19
Maths	68	70	16	30
SPAG	71	89	42	41

KS2 Expected Attainment 2026	National Non-PP	National PP	National disadvantage gap	School Non-PP	School PP	School disadvantage gap
Reading	75	63	12	85	77	8
Writing	73	60	13	86	85	1
Maths	75	62	13	80	70	10
Combined	70	49	21	76	59	17