Pupil premium strategy statement- Cromer Junior

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) 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.

Highlighted figures reviewed for 25/26 Academic Year.

School overview

Detail	Data
School name	Cromer Junior
Number of pupils in school	261 (231)
Proportion (%) of pupil premium eligible pupils	78/261 30% (70/231 30.3%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	24/27
Date this statement was published	26/09/24
Date on which it will be reviewed	16/11/26
Statement authorised by	Whil de Neve 2024 Sarah Walker 2026
Pupil premium lead	Sarah Walker
Governor / Trustee lead	Jo Herrieven

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123,100 (£121346)
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£N/A
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 123,100 (£121,346)

Part A: Pupil premium strategy plan

Statement of intent

We have the following support in place for PP pupils:

- All trips are subsidised if requested; to allow a level of equality and a broadening of experiences.
- Breakfast Club and after school clubs are free to all; this means children are fed and settled before they start their day. It also supports parents who are trying to get back to work /stay in employment to do so without the added pressure of childcare.
- We support children's behaviour with a proven behaviour management system: (currently 100% with a behaviour support level are disadvantaged pupils).
- We work closely with the Schools and Community Team to provide workshops for parents
- The Head and Emotional Support Professional are trained Mental Health Champions.
- The is Emotional Support Professional is a trained Domestic Violence Champion.
- The Head has Trauma and Adverse Childhood Experience (ACEs) training.
  Teaching Assistants are trained to provide a morning 'check-in' for children considered vulnerable.
- Walkthrus encourage full participation in collaborative learning.
- Covid Procedure Keeper-SLT continue to greet all children at the front door every day – building relationships.
- A school librarian strengthens children's access to reading and writing
- An Emotional Support Professional provides children with a safe space to talk, also working to improve attendance and offering family support

EEF evidence suggests that strategies aiming to improve teaching, attendance, emotional support and behaviour is the most effective approach to removing barriers for disadvantaged pupils. The gap between disadvantaged and other children is evident, particularly as we look lower down the school (possibly indicating the impact of successive disruption since March 21).

We intend to further implement these strategies, as outlined below, to remove those barriers.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and persistence absence for PP and CV pupils is high.
2	Many of our PP pupils have limited metacognition. They can be self-limiting and do not value learning; seeing school as a process forced upon them rather than something that they can direct and use to support the pathway to a more successful future. This impacts on their engagement with learning and attainment.
3	Poor finances, mental health of pupils, their families and the local community contribute to low self-esteem, anxiety, erratic home lives and a lack of self-regulation.
4	We have a cohort of children that still have a varied range of knowledge/skills gaps.
5	Compound Vulnerabilities, limited experiences and a lack of aspiration make access to the curriculum, assessment and learning challenging.

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
Attendance for PP pupils is good. Where there are difficulties the school acts swiftly to put support in place.	Attendance for PP pupils should be above national and in line with other pupils
Pupils use metacognitive strategies and are more motivated and successful in their learning. They are more aspirational.	Pupils are observed by SLT, Teachers and TA's to be successfully using metacognitive strategies; this is enhancing motivation and attainment
Pupil's and parents can access support. Pupil's emotional regulation, self-esteem and emotional well-being are increased.	Emotional Support Professional effectively supports parents and pupils including signposting and working with the MHST. EHAPS are in place where needed. Pupils are confident, and emotionally regulating and well supported.

Tutoring/Phonics (2026) is in place for those pupils who require it. TAs are able to support pupils with the leaning gaps that are impacting on their access to new learning.	Pupils attend and actively progress through our school-based "Tutoring and Phonics Programme". The progress gap is closing.
IEP pupils' barriers to learning are well planned for. The Curriculum and assessment processes are well structured and allow access and attainment for all pupils.	Pupils with Compound Vulnerabilities access the curriculum alongside their peers. They make relevant progress from their starting points.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £*37k*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify barriers to learning for pupils, via a new IEPs system, particularly for those with compound vulnerabilities and to implement strategies to support/remove them. Monitoring and improving.	EEF Guidance Special Educational Need in Mainstream Schools	5
Subject leader release time For subject leaders to ensure a well-planned and delivered cuticulum is in place to allow "achievement for all".	EEF High Quality Teaching	5
Part-time Emotional Support Professional Providing 3 days of emotional support and	EEF: Working with Parents to support Learning Improving Social Emotional Learning in Primary Schools	1,3 £17k (£19, 309)

additional parenting support. Also coordinating the school foodbank. To work alongside the Mental Health in Schools Team and other agencies.		

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

Budgeted cost: £*44k*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring and Phonics Programme	EEF Tuition	4 22k (£27,975)
Small group targeted support for Core Subjects	EEF Tuition	4 22k (£27,975)

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

Budgeted cost: £*52,600*

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT/Emotional Support Professional: Attendance meetings, plans, incentives and rewards	EEF Working with Parents	1
To provide training to strengthen teaching strategies for Cognition and Metacognition across the curriculum to enable PP pupils to be more effective learners, be	EEF Metacognition Improving Social Emotional Learning in Primary Schools	2

emotionally stable and have success.		
Art Workshops	EEF Arts Participation Improving Social Emotional Learning in Primary Schools	3,5 Art Workshop Costs £11k (£13,000)
Music Lessons	EEF Arts Participation	3,5 Music Lessons Costs £1600 (1600)
School Trips	Knowledge of parents in school catchment. Finances can be a barrier to participation and equality.	3,5 School Trips Cost £8k (£8000)
Breakfast/After school Club	EEF Working with Parents (previous evidence)	3,5 Clubs Cost £24k (£25)

Total budgeted cost: £ 123,100 (£121,346)

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.

2023 24:

KS2 outcomes compared to the Local Authority:

ATTAINMENT & ASSESSMENTS

		Cromer Junior School (2045)	Local Authority - Norfolk	
Subject	**Level**	**Value**	**Value**	**Gap**
Reading (test), Writing (TA) & Maths (test)	**≥EXS/Exp.Std.**	**34.8%**	**36.4%**	-1.6%
	GDS/High Score	**0.0%**	**1.6%**	-1.6%
Read-ing	**≥Exp.Std.**	**56.5%**	**57.3%**	-0.8%
	High Score	**8.7%**	**15.6%**	-6.9%
Writing (TA)	**≥EXS**	**47.8%**	**47.9%**	-0.1%
	GDS	**0.0%**	**3.4%**	-3.4%
Maths (test)	**≥Exp.Std.**	**47.8%**	**52.0%**	-4.2%
	High Score	**8.7%**	**10.3%**	-1.6%

KS2 outcomes compared to National

Cromer Junior School (2045)			NCER National	
Subject	**Level**	**Value**	**Value**	**Gap**
Reading (test), Writing (TA) & Maths (test)	**≥EXS/Exp.Std.**	**34.8%**	**45.9%**	-11.1%
	GDS/High Score	**0.0%**	**3.1%**	-3.1%
Read-ing	**≥Exp.Std.**	**56.5%**	**62.9%**	-6.4%

	High Score	8.7%	18.2%	-9.5%
Writing (TA)	≥EXS	47.8%	59.0%	-11.2%
	GDS	0.0%	6.4%	-6.4%
Maths (test)	≥Exp.Std.	47.8%	59.5%	-11.7%
	High Score	8.7%	13.0%	-4.3%

35.0% (28) of your disadvantaged pupils have a SEN provision, 6.6% higher than the national of 28.4%.

Attendance:

18.1% of our school's Disadvantaged cohort are **persistently absent**, **15 pupils** out of 83.

This is **6.6%** higher than the **national Non-Disadvantaged** cohort at **11.5%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 4.7%** from +11.3% in 2022/23, to +6.6% in 2023/24.

Your Disadvantaged cohort's **persistent absence** has **decreased by 9.8%** from 27.9% in 2022/23, to 18.1% in 2023/24.

1.2% of our school's Disadvantaged cohort are **severely persistently absent**, **1 pupils** out of 83.

This is **0.6%** higher than the **national Non-Disadvantaged** cohort at **0.6%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 3.6%** from +4.2% in 2022/23, to +0.6% in 2023/24.

Your Disadvantaged cohort's **severe persistent absence** has **decreased by 3.5%** from 4.7% in 2022/23, to 1.2% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 65** for **severe persistent absence** when compared to other schools.

2025- 2026

KS2 Expected standard for RWM: 2024/25= 36.8

KS2 Expected standard for RWM: 2025/6 =38.2

Review of outcomes

Attendance for PP pupils is good. Where there are difficulties the school acts swiftly to put support in place. – 91.3 % - Individual records of school intervention and support provided by Emotional Support Professional shown downward individual trajectory.

Pupils use metacognitive strategies and are more motivated and successful in their learning. They are more aspirational. - Continued work needed via Walkthrus and slow-release model. Enrichment planned to enhance further the work on aspirations.

Pupil's and parents can access support. Pupil's emotional regulation, self-esteem and emotional well-being are increased. Emotional Support Professional either works directly with pupils/families or directs them to access points. New Lead DSL also now directing.

Tutoring/Phonics (2026) is in place for those pupils who require it.
TAs are able to support pupils with the leaning gaps that are impacting on their access to new learning. IEP pupils' barriers to learning are well planned for.
The Curriculum and assessment processes are well structured and allow access and attainment for all pupil- Pupils make accelerated age progress with some pupils now moving out of Pre Key stage attainment in the correct attainment keystage.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	