

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Cromer Junior School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	78/241 32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22
Date this statement was published	02/11/21
Date on which it will be reviewed	02/07/22 (Review 1)
Statement authorised by	Whil de Neve
Pupil premium lead	Sarah Walker
Governor / Trustee lead	Angela Bullock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 107,800
Recovery premium funding allocation this academic year	£12477
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	£120,277

Part A: Pupil premium strategy plan

Statement of intent

We have the following support in place for PP pupils:

- All trips are paid for; 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).
- All staff are familiar with Norfolk Steps with SLT trained as tutors; this supports the careful de-escalation of behaviour.
- The Deputy and SRB Lead are trained Mental Health Champions.
- The Head is a trained Domestic Violence Champion.
- The Head and Deputy have Trauma and Adverse Childhood Experience (ACEs) training. Teaching Assistants are trained to provide a morning 'check-in' for children considered vulnerable.
- CLIPs are used to strengthen oracy and encourage full participation in collaborative learning.
- We employ an Art Therapist, Lucy, to deliver specific interventions.
- Covid Procedure Keeper-SLT continue to greet all children at the front door every day – building relationships.
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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 widening, particularly as we look lower down the school (possibly indicating the impact of successive disruption since last March).

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	The pandemic and a lack of support and engagement with remote learning has widened the gap further.
5	Compound Vulnerabilities, limited experiences and a lack of subconscious learning strategies 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.	Data shows good attendance for PP children (taking into account the effect of Covid 19 on all pupils). Plans are in place where attendance is still being addressed
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 MAE questionnaire also shows an increase in aspirations.
Pupil's and parents can access support. Pupil's emotional regulation, self-esteem and emotional well-being are increased.	PSA and ESP 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 is in place for those pupil's 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 the "Tutoring Programme". TA's use the VNET "great practice" training to improve the support that they plan and implement. The 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 29000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>CPD Staff Training via SENDCO</u> 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.	EEF Guidance Special Educational Need in Mainstream Schools	5 Taken from School budget
<u>Subject leader release time</u> For subject leaders to ensure a well-planned and delivered cuticulum is in place to allow "achievement for all". For subject leaders to write and ensure that assessment processes (predominantly quizzes) do not have barriers.	EEF High Quality Teaching	5 Subject Leader Release Time £11500

<p><u>Recruitment</u> <u>Fulltime</u> <u>Emotional Support</u> <u>Professional</u></p> <p>To extend the amount of emotional support by increasing the role of the Emotional Support Professional (from 3 to 5 days per week and developing the role to including leading EHAPs) working with more families and pupils.</p> <p>To work alongside the Mental Health in Schools Team and other agencies.</p>	<p>EEF: Working with Parents to support Learning Improving Social Emotional Learning in Primary Schools</p>	<p>1,3</p> <p>Emotional Support Professional £17500</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Programme	EEF One to One Tuition	4 Cost of Tutoring £4000
TA's use the VNET "great practice" course and focused pupil intervention	EEF Guidance Special Educational Need in Mainstream Schools Mentoring One to One Tuition	4 Cost of Training £700
Focused Catch Up	EEF One to One Tuition	4 Cost of Catch Up groups £4000

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

Budgeted cost: £96,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT/PSA Emotional Support Professional: Attendance meetings, plans, incentives and rewards	EEF Working with Parents	1 PSA Cost £6500
To redevelop the MAE (Metacognition, Aspiration and Emotional) elements of the curriculum to enable PP pupils to be more effective learners, be emotionally stable and have success.	EEF Metacognition Improving Social Emotional Learning in Primary Schools	2
Art Therapy	EEF Arts Participation Improving Social Emotional Learning in Primary Schools	3,5 Art Therapy Cost £8000
Art Workshops	EEF Arts Participation Improving Social Emotional Learning in Primary Schools	3,5 Art Workshop Costs £11000
Music Lessons	EEF Arts Participation	3,5 Music Lessons Costs £ 1600
School Trips	Knowledge of parents in school catchment. Finances can be a barrier to participation and equality.	3,5 School Trips Cost £8000
Breakfast/After school Club	EEF Working with Parents	3,5 Clubs Cost £24000
Beach Schools	Local context	3,5

		Beach Schools Costs £11000
Librarian	EEF Arts Participation School context – building a love of learning	3,5 Beach Schools Costs £12000
Pupil Premium Champion	Coordination of events/intervention/strategy	3,5 Pupil Premium Costs £14000

Total budgeted cost: £120,800

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

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?	