School Name

Pupil Premium Strategy Statement

2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

AIM

Federation of Schools

Aspire | Improve | Master



School Overview

Detail	Data
School Name	Mundesley Junior School
Number of Pupils in School	98
Proportion (%) of Pupil Premium Eligible Pupils	28.57%
Academic Year/Years that our current pupil premium strategy plan covers	2024-2025
Date this plan was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sophie Bugg
Pupil Premium Lead	Sophie Bugg
Governor Lead	Laura Gatward

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£48779.17
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£48779.17

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge Number	Details of Challenge
1	**Developing Reading Comprehension Across the school** Evidence from assessments, observations, and pupil discussions indicates that disadvantaged pupils face more significant challenges with reading fluency and comprehension compared to their peers. This is reflected in the 2023/24 SATs data, which shows that 44.44% of disadvantaged pupils did not meet the expected standard, compared to 25% of non-disadvantaged pupils. These difficulties not only hinder their ability to develop as confident readers but also negatively impact their progress in writing.
2	**Academic Attainment in Mathematics** Both internal and external assessments demonstrate that mathematics attainment among disadvantaged pupils lags significantly behind their non-disadvantaged peers by the end of Key Stage 2. SATs data from 2024 reveals that 55.55% of disadvantaged pupils did not achieve the expected standard, compared to only 12.5% of non-disadvantaged pupils.
3	**Social, Emotional and Behavioural Challenges** The engagement and behaviour of some disadvantaged pupils are hindered by social, emotional, and economic barriers. These factors impede the accelerated progress necessary to close attainment gaps and can result in lower participation and focus in classroom settings.
4	**Reduced Access to Enrichment Opportunities** The school's coastal rural location limits access to extracurricular and enrichment activities, disproportionately affecting disadvantaged pupils. These activities are essential for fostering broader educational engagement, confidence, and aspiration.
5	**Parental Engagement and Aspirations** Low levels of parental engagement and aspiration further hinder the progress of disadvantaged pupils. A lack of involvement in their children's education and reduced academic ambition can create additional barriers to learning and progress.

Part A: Pupil Premium Strategy Plan

Challenges

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

Challenge Number	Details of Challenge
6	**Attendance** Attendance remains a significant challenge for disadvantaged pupils. The Department for Education (DfE) emphasises that *"good attendance is essential for pupils to achieve their full potential"* and highlights its strong correlation with improved academic outcomes and personal development. In the 2023/24 academic year, overall attendance for disadvantaged pupils was 95.73%, compared to 96.03% for non-disadvantaged pupils. While the gap appears small, it reflects a persistent trend over the past three years, with disadvantaged pupils consistently exhibiting lower attendance rates than their peers. This pattern not only limits their access to high-quality teaching but also disrupts continuity in learning, making it harder to close attainment gaps.

2021-2022				2022-2023				2023-2024			
Overall Attendance		Persistent Absence		Overall Attendance		Persistent Absence		Overall Attendance		Persistent Absence	
PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
93.13%	95.62%	18.9%	7.8%	93.03%	96.42%	26.7%	4.1%	95.73%	96.03%	8.30%	5.5%

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.

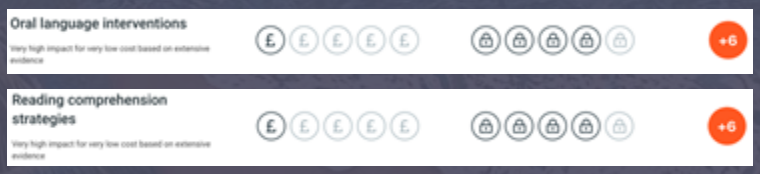
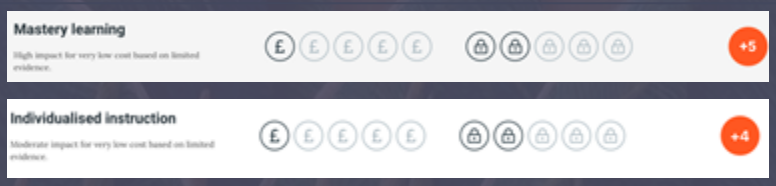
Intended Outcome	Success Criteria
Disadvantaged pupils will develop stronger reading fluency and comprehension skills, enabling them to meet age-related expectations in reading and make progress in writing and other literacy-rich subjects.	• By the end of the academic year, the percentage of disadvantaged pupils meeting the expected standard in reading will increase, reducing the gap between disadvantaged and non-disadvantaged pupils by at least 10%. • Observations and assessments will show improved reading fluency and comprehension for disadvantaged pupils across year groups. • Engagement with reading-related interventions, as evidenced through pupil voice surveys, will increase confidence and enjoyment in reading.
Disadvantaged pupils will close the attainment gap in mathematics, achieving age-related expectations and demonstrating fluency in mathematical reasoning and problem-solving.	• The proportion of disadvantaged pupils achieving the expected standard in mathematics will increase by in the next SATs cycle. • Internal assessments will show consistent progress in key mathematical competencies for disadvantaged pupils. • Monitoring and evaluation will highlight effective use of targeted interventions to support mathematical development.
Disadvantaged pupils will have greater access to emotional and behavioural support, fostering better classroom engagement and overall well-being.	• A reduction in incidents of disruptive behaviour among disadvantaged pupils as tracked through behaviour logs. • Improved engagement and focus in classroom activities, as reported by teachers and observed in lesson visits. • Increased participation in social and emotional interventions, with measurable progress in pupil confidence and resilience.
Disadvantaged pupils will have equitable access to extracurricular and enrichment activities, fostering personal development, confidence, and aspiration.	• Participation rates of disadvantaged pupils in extracurricular activities will increase to match those of their non-disadvantaged peers. • Pupil voice feedback will reflect higher levels of enjoyment and motivation linked to enrichment opportunities. • Evidence of improved aspiration and engagement across academic and non-academic domains.
Greater parental involvement in their children's education will support improved pupil outcomes and raise aspirations.	• Attendance at parental workshops, meetings, and events will increase by 20% among families of disadvantaged pupils. • Feedback from parents will indicate greater understanding and involvement in supporting their child's learning. • A rise in the proportion of disadvantaged pupils expressing high aspirations for their future education and career
Attendance rates for disadvantaged pupils will improve, closing the gap with their non-disadvantaged peers and ensuring better access to learning.	• Overall attendance for disadvantaged pupils will be inline with with non-disadvantaged pupils by the end of the academic year. • The gap in persistent absence rates between disadvantaged and non-disadvantaged pupils will decrease by at least 10%. • Improved attendance trends for disadvantaged pupils will correlate with enhanced academic progress and reduced knowledge gaps.

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.

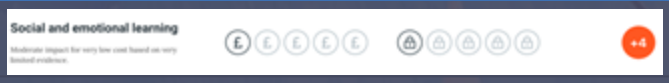
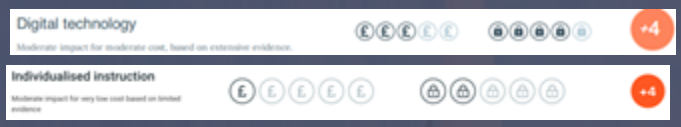
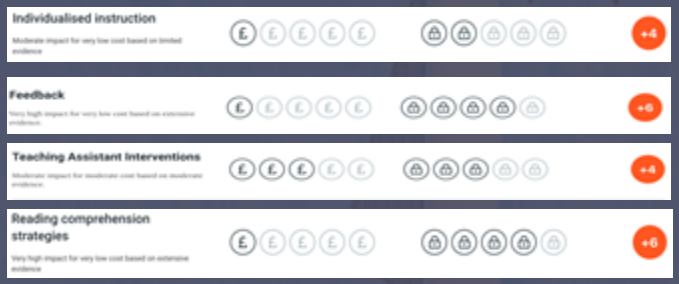
Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £6,070

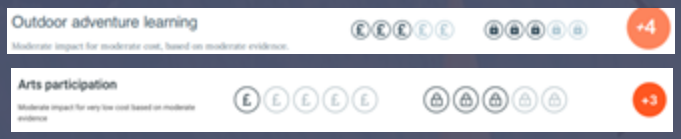
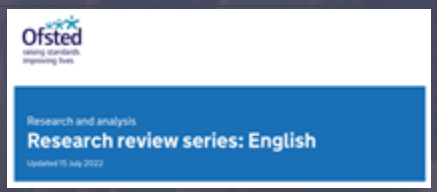
Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To continue to use Lexplore to assess all children's reading age and identify those children who require reading intervention.		1
Use mastery approaches and small-group support to improve mathematical fluency and problem-solving skills, with additional intervention for pupils at risk of underachieving.		2
To further develop the whole school reading approach to improve children's reading comprehension and fluency, through a new evidence based five step process.		1
To purchase high quality texts for English and Guided Reading sessions that are centred around each topic and linked to the four-year rolling curriculum.		1
To provide high quality tailored CPD days for Teachers and Teaching Assistants to ensure High Quality First Teaching across the curriculum and key focus areas.		1, 2

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

Budgeted Cost: £30,810.67

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide 1:1 and small group SEMH interventions across Key Stage Two.		3
To provide targeted children with a Times Table Rockstars subscription.		1
To provide intensive in class small group and 1:1 support daily during English, Mathematics, Guided Reading and Spelling for identified children across Key Stage Two.		1, 2
To provide daily check ins, sensory breaks and sensory circuits for identified children to support their emotional wellbeing and therefore allow them to access the curriculum.		3
To develop the package of interventions offered across the school, including the development of specialist Teaching Assistants and spaces for interventions to take place. Interventions to include the following: • Daily one to one reading for identified children • 1:1 Lexplore Reading Interventions for all children working below or towards the expected standard • Small group and 1:1 reading comprehension interventions across Key Stage Two. • Small group and 1:1 Speech and Language interventions, including Talk Boost	  	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide subsidised school visits (50% cost) for all Pupil Premium children.		4, 5
To provide subsidised and free breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance		4, 5, 6
To provide Small Group Music Tuition for one term.		4, 5
To provide parental workshops and Reading Cafes. To provide confidential support for parents through identified time within the Safeguarding practitioners timetable, including the development of parent pop in sessions. To provide parents with 'open mornings' to showcase books.		1, 4, 5
To support children's future aspirations by providing a careers fair.		4, 5
To develop reading for pleasure with the use of the Mundesley Merit Shop to support positive reading.	 	1, 4, 5,

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

Budgeted Cost: £8,595.50

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To continue to use a range of strategies to support children's attendance at school. - £10 a week given to the class with the highest attendance - Continue to use the LA revised attendance policy to support attendance - Weekly head of school monitoring attendance data and contacting parents whose child's attendance is causing a concern - Attendance letters to be shared with parents including alerting parents to attendance percentages of their child, celebrating improvement of attendance and putting in place initial support meetings for those children who are not attending school well.		1, 2, 3, 4, 5, 6
To support transition from Mundesley Infant School to Mundesley Junior School through facilitating transition activities throughout the academic year		4, 5, 6

Total Budgeted Cost: £48,779.17

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 2023 to 2024 academic year.

Our pupil premium initiatives have made a measurable difference in supporting disadvantaged pupils this year. Key highlights include:

Academic Progress:

- Reading: 55.56% of pupil premium children achieved the expected level in reading by the end of KS2 statutory tests.
- Mathematics and Writing: 44.45% of pupil premium children achieved the expected level in both mathematics and writing.

While these figures remain below the performance of non-disadvantaged pupils, internal assessments indicate significant progress from the beginning of the year. Tailored interventions have been instrumental in driving this improvement.

Enrichment and Inclusion:

All pupil premium pupils participated in school trips, including residentials, ensuring equitable access to enriching experiences.

All pupil premium children were offered free access to after-school clubs, which saw high levels of participation among disadvantaged pupils.

Social, Emotional, and Mental Health Support:

Observations and behavioural incident logs show a marked reduction in SEMH needs, reflected in fewer incidents of harmful or challenging behaviours.

A staff survey revealed increased confidence in addressing behavioural needs, and pupil feedback highlighted that children felt safe and supported within the school environment.

Attendance:

Attendance data for 2023/24 demonstrates significant progress in narrowing the attendance gap between disadvantaged pupils and their peers. Disadvantaged pupils achieved an attendance rate of 95.73%, closely aligning with the 96.03% attendance of non-disadvantaged pupils, resulting in a minimal 0.3% gap. This marks a notable improvement from previous years, where the attendance gap was 1.36% in 2022/23. Furthermore, the attendance rate for disadvantaged pupils has steadily increased, rising from 92.44% in 2021/22 to 93.51% in 2022/23, and now reaching 95.73%.

This upward trend reflects the impact of targeted strategies to promote attendance, such as enhanced parental engagement, robust monitoring systems, and tailored support for families. These efforts are effectively minimizing the attendance gap and ensuring greater consistency in school participation for disadvantaged pupils.

External Provided Programmes

Programme	Provider
Beanstalk Reading Support	Beanstalk Education

Service Pupil Premium Funding (Optional)

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

Further Information (Optional)

Measure	Details
N/A	