

Pupil premium strategy statement 2020-2021

Wells-next-the-sea Primary & Nursery School overview

Metric	Data
School name	Wells-next-the-sea Primary & Nursery School
Pupils in school	228
Proportion of disadvantaged pupils	36 children (18%)
Pupil premium allocation this academic year	£59,180
Academic year or years covered by statement	2020-2021
Publish date	20 th November 2020
Review date	February 2021
Statement authorised by	Angie Hamilton
Pupil premium lead	Rachel Stroulger
Governor lead	Christopher Beek (Chair)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To narrow the gap between disadvantaged and non-disadvantaged children throughout the school, in all areas of learning, for all year groups – especially Phonics, Reading, Writing and Maths.
Priority 2	To develop and support communication and language skills for all children, especially those in the Early Years Foundation Stage and Key Stage 1.
Priority 3	To support the Social, Emotional and Mental Health of all disadvantaged children, especially during these unprecedented and challenging times.
Priority 4	To support families of our disadvantaged children, who have poor literacy/numeracy skills themselves and a lack of resources at home. To support families to engage with their child's learning journey, even when we are not able to invite them onto the school site.
Barriers to learning these priorities address	<ul style="list-style-type: none">Children on entry, have very low speech and language development. Some have very limited exposure to learning at home. 75% are below typical for Reading and 70% are below typical for Writing in October 2020 (Data from ExAt baseline).Across the school, some children have no specific access to good reading materials or Maths equipment at home.Attendance is a constant challenge due to the attitude

	<p>of some parents and the seasonal work in this area which means that parents take holidays during term-time. July 2019 attendance = 94.9%, January 2020 = 91.7%, current at November 2020 = 96.6%. NA = 94.6%, so this currently is above NA.</p> <ul style="list-style-type: none"> • Low aspirations of families and poor literacy/numeracy skills themselves.
Projected spending	TOTAL spend for overview of all initiatives = £59,180

Teaching priorities for current academic year – 7 PPG children in Year 6 (23% of the cohort) 29% of PPG (2/7) are also SEND. Each PPG child = 14.3%

Aim	Target	Target date
Progress in Reading	Achieve NA Progress Scores in KS2 (0 or better). 43% of PPG at KS2 achieve EXS+ (NA 64%, therefore just below)	July 2021
Progress in Writing	Achieve NA Progress Scores in KS2 (0 or better). 43% of PPG at KS2 achieve EXS+ (NA 67% therefore just below)	July 2021
Progress in Mathematics	Achieve NA Progress Scores in KS2 (0 or better). 43% of PPG at KS2 achieve EXS+ (NA 67% therefore just below)	July 2021
Phonics	Achieve 73% (NA 82% below as 5/6 not, are SEND) at the Phonics Check for Year 1 and 81% (NA 92%) for Year 2. 3 PPG children in Year 1 67% expected to pass (NA 71%, 1/3 is SEND). NO NA for Year 2 (86% 6/7 PPG) expected to pass.	July 2021
Attendance	Continue to improve/maintain attendance for PPG children to NA (94.6%) or better	July 2021
GLD	79% of cohort to achieve GLD (NA 71%) Currently 1 PPG child in Year R, 100% to achieve GLD.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Additional Teaching Assistants delivering interventions: Talk Boost, Read Write Inc, Well Comm, SALT plans, Maths, Writing and Reading. Especially in Years 2/4/5 & 6.</p> <p>Additional advisory teacher to deliver virtual phonics training to families (x3 KS1 families).</p> <p>Development of MAGT workshops in school (or visitors when able), virtual visitors, resources and training for staff to develop STEM projects.</p>
Priority 2	<p>Additional SALT to attend and have sessions with children directly.</p> <p>Additional Educational Psychologist & Advisory Teacher assessments.</p>

Priority 3	All children throughout the school to attend meditation weekly, in small groups throughout the year.
Priority 4	Music lessons for PPG children across the school to develop music skills and to broaden children's experiences.
Barriers to learning these priorities address	<p>Reducing the gap between attainment/progress in disadvantaged and non-disadvantaged children.</p> <p>Supporting children to achieve the end of year Phonics check.</p> <p>Challenging the most able children in a broad range of subjects.</p> <p>Supporting children with communication and language difficulties.</p> <p>To support children's emotional & mental health and wellbeing, and make sure that they are ready to learn.</p> <p>To give the disadvantaged children a broad spectrum/range or extra-curricular activities.</p>
Projected spending	<p>1x TA for 5x a.m + 2 pms= £14,423</p> <p>£500 = Vee – virtual phonics</p> <p>MAGT workshops/training for staff/resources = £3500</p> <p>10x £600 = £6000 (SALT)</p> <p>10x £400 = £4000 (Ed Psy/Adv)</p> <p>6x £180 = £1080 (Meditation)</p> <p>2 TAs to deliver interventions for ams = £15,372</p> <p>5x pupils for music = £1500</p> <p>TOTAL = £46,375</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	Purchasing of NFER and CPG assessments and SATs resources to support teachers in identifying gaps for all children to ensure that the curriculum meets the needs of the pupils.
Priority 2	Whole school large events to engage children in all year groups, including disadvantaged children to engage in learning ie Planetarium, Owl Trust, as we are unable to attend educational visits at the moment.
Priority 3	School uniform subsidy available so that all children feel part of the team at school.
Priority 4	Children to visit NCBC (Covid permitting) or choose

	<p>new books for the library and classrooms.</p> <p>Numicon & other Maths resources + books to be purchased and sent home for PPG children, where necessary to support the learning in school.</p>
Barriers to learning these priorities address	<p>To make sure that all areas/gaps are identified and addressed for all children.</p> <p>To create 'whole school events' which are a stimulus to writing for all, as well as events to develop and boost self-esteem and engagement.</p> <p>Children feel part of the school in correct uniform.</p> <p>Children have access to good quality reading and Maths resources.</p>
Projected spending	<p>NFER/CPG = £3000</p> <p>6x £900 for each 'big' event = £5400</p> <p>Uniform subsidy = £1000</p> <p>£2500 to spend at NCBC</p> <p>Additional Maths/English resources = £905</p> <p>TOTAL = £12,805</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	PPG children are accounted for in all planning and delivery of Quality First Teaching & to ensure that the teacher knowledge is appropriate and up-to-date. Gaps are identified and 'catch-up' funding is used effectively to accelerate the progress of PPG children.	Termly PPM meetings to make sure that we track the progress of PPG children and Non-PPG children, to ensure that if needed, teaching is adjusted to make sure PPG children are making progress. Termly meeting with PPG Governor to monitor progress of PPG children also.
Targeted support	To make sure that support is not taken away for cover of other staff due to Covid-19. To make sure that visiting professionals abide by the Covid procedures in school.	Other cover supervisors are used so that Nurture/Phonics and interventions can still run daily. Office staff are very clear about the procedures in place to keep visitors safe in school.
Wider strategies	Whole school events are planned which cover all age ranges, abilities and interests for our children. Making sure that parents are aware of the uniform subsidy that's available. Staff are aware that they can	Collectively, at staff meetings, teachers to discuss suggestions of 'whole school events' (Covid safe). Newsletters to be clear about the availability of subsidies. All teachers to receive the completed PPG form and were

	purchase Maths and English resources to support PPG children at home.	actually part of the planning process (as discussed in staff meeting on 27/11/2020).
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