

Pupil premium strategy statement 2021-2022



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	Wells-next-the-sea Primary and Nursery School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	1 st November 2021
Date on which it will be reviewed	1 st February 2022
Statement authorised by	Mrs Angie Hamilton
Pupil premium lead	Mrs Rachel Stroulger
Governor / Trustee lead	Mr Chris Beek

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,292
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£64,092

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF has then be used to support decisions around the effectiveness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, are less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there are therefore a number of strategies to put into place to accommodate all needs. It is important to note that at Wells, 34% of SEND children are PPG also, 28% of PPG have SEND. We must consider our 'double disadvantaged' children as a priority.

Our ultimate objectives are:

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To give the disadvantaged children a broad spectrum/range of extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
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.
2	To develop and support communication and language skills for all children, especially those in the Early Years Foundation Stage and Key Stage 1. 61% of Year N are working below expected expectations of SALT in October 2021 assessments. 67% of Year R are working below expected expectations of SALT in October 2021 assessments. 100% of PPG are below in baseline assessments.
3	To provide support for KS2 pupils in Writing, Reading and Maths so that gaps can be filled as highlighted from Autumn 1 assessments following

	the challenging year of 2020-2021. Salfords showed that: Year 3, 4, 5 and 6, >20% below chronological age for reading in October 2021 assessments.
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 into school.
5	To continue to improve/maintain attendance for PPG children at NA (94.6%) or better.
6	To give the disadvantaged children a broad spectrum/range of extra-curricular activities.

Intended outcomes

Teaching priorities for current academic year – 8 PPG children in Year 6 (27% of the cohort) 25% of PPG (2/8) are also SEND.

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
Progress in Reading	Achieve NA Progress Scores in KS2 (0 or better). 75% of PPG at KS2 achieve EXS+ (NA 64%, therefore above)
Progress in Writing	Achieve NA Progress Scores in KS2 (0 or better). 75% of PPG at KS2 achieve EXS+ (NA 67% therefore above)
Progress in Mathematics	Achieve NA Progress Scores in KS2 (0 or better). 75% of PPG at KS2 achieve EXS+ (NA 67% therefore above)
Phonics	Achieve 86% (NA 82%) at the Phonics Check for Year 1. Achieve 68% (NA 92%) at the Phonics Check for Year 2 (14/22 children. 6 have SEND and 2 low attainers – new to school).
Attendance	Continue to improve/maintain attendance for PPG children to NA (94.6%) or better
GLD	63% of cohort (19/30) to achieve GLD (NA 71%) Currently 4 PPG child in Year R, 50% to achieve GLD.

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: £3,800 + £6,300 = £10,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Nursery Teacher (3 hours a week) <i>SALT teaching to 1:1 and small groups of Year N children.</i></p> <p>(TJ)</p> <p>3 x £30 = £90 a week £90 x 30 weeks = <u>£2,700</u></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Additional Year 1/2 Teacher (1 hour a week in each class) <i>Phonics Catch Up teaching, 1:1 and small groups of children</i></p> <p>(TJ)</p> <p>1 x £30 = £30 a week £30 x 30 weeks = <u>£900</u></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Additional Year 2 Teacher (7 hours a week) <i>Phonic/Maths/English Catch Up teaching, 1:1 and small groups of children.</i></p> <p>(SB)</p> <p>7 x £30 = £210 a week £210 x 30 weeks = <u>£6,300</u></p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £6000 + £10,500 + £600 + £3,600 + £500 + £2500+ £4657.50 + £450 = £28,807.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
10 x additional SALT days to address SALT challenges in EYFS. (SW) 10 x £600 = <u>£6000</u>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional TA to support interventions in KS2 Maths and Writing. 5 ams a week to cover Years 3, 4, 5 and 6. (TH) 17.5 x £20 = £350 a week £350 x 30 weeks = <u>£10,500</u>	Small group intervention by a TA will enable a bespoke curriculum to be in place for the needs of each class. The TA here will 'back-fill' for the class TA, enabling them to plan and deliver bespoke teaching to the KS2 children. Small group tuition Toolkit Strand Education Endowment Foundation EEF Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 3
Additional TA in Year 1 to deliver Phonics interventions for 1 hour a week (TH) 1x £20 = £20 a week £20 x 30 weeks = <u>£600</u>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Additional TA to deliver SALT 1:1 interventions in Year R (TH) 6x £20 = £120 a week £120 x 30 weeks = <u>£3,600</u> EKLAN training for 2 staff 2x £250 = <u>£500</u>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) By training TA's directly with the speech and language qualification, we are enabling them to deliver the SALT intervention Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional TA to deliver Neli interventions in Year R (SALT) 5 hours a week 5x £20 = £100 a week £100 x 25 weeks = <u>£2,500</u>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2

<p>Specific Tutoring of Year 6 pupils in Maths (20 pupils at £82.50 each) <u>£4657.50</u> from NTP.</p> <p>Total to school is £1650 for 15 weeks.</p> <p>+ SATs booster session at £1650.</p> <p>Total for Year 6 boosters = £3300.</p> <p>Leaves £1357.50 for Year 5 boosters after SATs.</p> <p>+ 1.5 hours a week x15 for TA cover to support tutoring = <u>£450</u></p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000 + £1000 + £2000 + £600 + £4000+ £2000 + £240 + £2000 + £5400 + £3580 + £3,364.50 = £25,184.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing of vocabulary resources to share with parents to support additional SALT work. <u>£1000</u> (£500 for Year N and Year R).</p> <p>Purchasing of additional Maths resources to share with parents at home. <u>(£1000)</u></p> <p>Purchasing of RWInc online resources and online training for parents. <u>(£2000)</u></p>	<p>It is vital to include parents in the learning journey of their children. By purchasing books and Maths resources, we can engage parents in the teaching of these strategies at home.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
<p>ASD/SEMH days to support children with Social, Emotional and Mental Health issues. Additional days = <u>£600</u></p>	<p>External assessment from the SEMH and ASD team will enable staff and parents to have strategies that they can then use with children, both in groups and in 1:1 situations.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

<p>Purchasing of Fresh Start resources to support KS2 phonics and Reading based on NFER/CPG assessments (<u>£4000</u>) + <u>£2000</u></p> <p>Purchase 30x new dictionaries to support vocabulary development (<u>£240</u>)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>By purchasing these resources, we are developing both phonics knowledge and a love of reading.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5, 6
<p>PPG children to buy new reading resources for the library and develop the love of reading in school. (<u>£2000 for NCBC</u>)</p>	<p>By developing a love of reading this will also develop Reading Comprehension strategies also.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	4, 5, 6
<p>To create whole school events which are a stimulus to writing for all, as well as events to develop and boost self-esteem.</p> <p>9x £600 = <u>£5400</u></p>	<p>Evidence shows that children engaged in the Arts, also develops their learning in other curriculum areas also. The SEMH qualities are developed alongside this as the children benefit from different stimulus events in school and this enhances their participation.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1 - 6
<p>Focus on wellbeing for disadvantaged children (uniform, meditation & music tuition).</p> <p>£1000 for uniform £1500 for music</p> <p>£1080 for meditation (<u>£3580</u>)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4, 5, 6
<p>Contingency fund for acute issues. (<u>£3364.50</u>)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 64,092

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes

Aim	Target	Outcome 2021
Progress in Reading	Achieve NA Progress Scores in KS2 (0 or better). 43% of PPG at KS2 achieve EXS+ (NA 64%, therefore just below)	No end of year data for progress scores. 57% achieved Reading (above target).
Progress in Writing	Achieve NA Progress Scores in KS2 (0 or better). 43% of PPG at KS2 achieve EXS+ (NA 67% therefore just below)	No end of year data for progress scores. 43% achieved Writing, as target.
Progress in Mathematics	Achieve NA Progress Scores in KS2 (0 or better). 43% of PPG at KS2 achieve EXS+ (NA 67% therefore just below)	No end of year data for progress scores. 43% achieved Maths, as target.
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.	43% achieved Year 1 Phonics, PPG/SEND are same children. 86% of PPG achieved Year 2 phonics – estimate was accurate.
Attendance	Continue to improve/maintain attendance for PPG children to NA (94.6%) or better	95.3% for PPG attendance 2020-2021
GLD	79% of cohort to achieve GLD (NA 71%) Currently 1 PPG child in Year R, 100% to achieve GLD.	69% achieved GLD. 4/7 PPG children achieved GLD. 1 of these is a boy. All PPG girls achieved GLD. Continued focus on boys' engagement as above.

Other aims + outcomes:

Aims	Outcomes 2021
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.	Detailed analysis by Subject Leads and EYFS leads at the end of the year 2020-2021, shows that %s are mixed across the year groups and gaps have been diminished in some areas such as:

	<p>Year 2 phonics 86% of PPG children passed, 84% of Non-PPG children passed.</p> <p>In Year 4, 2 PPG children achieve EXS, whereas the target was 1. Specific focus in PPMs supported TA intervention and SEND intervention.</p> <p>4% more PPG children than non-PPG children achieved EXS in Writing in Year 5.</p> <p>Accurate target setting in Year 6 achieved EXS for PPG.</p>
To develop and support communication and language skills for all children, especially those in the Early Years Foundation Stage and Key Stage 1.	<p>63% of EYFS children made typical or above typical progress from their starting points in September 2020.</p> <p>76% of PPG children were typical or above for Physical Development.</p> <p>87% of all children had high wellbeing and 83% had high levels of involvement.</p> <p>Year 2 data:</p> <ul style="list-style-type: none"> • 22 children have comparable data between September 2020 and May 2021. • 64% have improved, 36% stayed the same. • 36% have made expected or above expected progress. • All children not-SEND, have made progress as expected. <p>Year 1 data:</p> <ul style="list-style-type: none"> • 17/21 (81%) made progress from Autumn 2020 to Summer 2021. 2x 0 scores and 1 moved house, 1 new child came = very poor.
To support the Social, Emotional and Mental Health of all disadvantaged children, especially during these unprecedented and challenging times.	<p>Resilience and stamina have been improving since a return to school on the 8th March – this is still to be a focus in 2021/2022. The children, after a longer, focused Summer Term, are certainly more resilient now (evidenced by pupil interviews & learning walks).</p> <p>The nurturing afternoon worked really well and a full broad and balanced curriculum has been taught in the Summer Term 2021. Children had the space and time to talk in the pms and pupil interviews/work evidenced in books, demonstrates this.</p>
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.	<p>PPG children and families were called once every 2 weeks and vulnerable/SEND children had a check-in daily during lockdowns.</p> <p>Virtual/telephone conversations were had and follow up calls made where necessary. SLT members followed up calls/visits to houses also.</p> <p>Laptops/dongles were given to PPG families to access remote education.</p> <p>Food parcels were prioritised for PPG families.</p> <p>Parental questionnaires show these were appreciated (see monitoring).</p>