

Pupil premium strategy statement 2022-2023



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	21 st November 2022
Date on which it will be reviewed	1 st March 2023
Statement authorised by	Mrs Rachel Stroulger
Pupil premium lead	Mrs Rachel Stroulger
Governor / Trustee lead	Mr Chris Beek

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,635
Recovery premium funding allocation this academic year	£7,395 + £6,307 Tutoring
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£84,338

Part A: Pupil premium strategy plan

Statement of intent

At Wells-next-the-sea Primary and Nursery School, we strive to diminish gaps in attainment and progress, for all groups of children. We make sure that all children receive the best possible provision through Quality First Teaching and targeted academic and social/emotional support. Within our school context, we are very aware and we can highlight the fact that there are common barriers to learning for disadvantaged children. There is:

- less support at home from families, in many different aspects of school life
- a clear deficit and need for development of language as disadvantaged children can have weak language and poor communication skills
- a lack of confidence linked to both academic and social skills
- evidence to show there are more frequent behaviour difficulties
- evidence to show there are more 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, 27% of SEND children are PPG, but only 7% of overall school are PPG + 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	Assessments show we need 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	Assessments in Early Years/linked to language, show a need to develop and support communication and language skills for all children, especially those in the Early Years Foundation Stage and Key Stage 1. 48% of Year N are working below expected expectations of SALT in October 2022 assessments. 35% of Year R are working below expected expectations of SALT in October 2022 assessments. 75% of Year 1 and 75% of Year 2 PPG children are below in baseline assessments.
3	Analysis of assessments shows we need 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 2021-2022. SATs and gaps analysis shows a need for focus on children in Years 3, 4, 5 and 6 and that the 'Ebb and Flow' room will be set up for intervention. Reading needs to be a focus on summarising and collecting meaning from texts (55% v 62% NA). Only 55% of children answered calculations questions, so this becomes a focus area too.
4	Observations and assessments show a need 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	Analysis of data shows a need to continue to improve/maintain attendance for PPG children at NA (94.6%) or better. 2022 attendance was 90.4%
6	Assessments, observations and discussion with pupils show that there are a number of social and emotional issues for disadvantaged families, notably lack of enrichment activities. To give the disadvantaged children a broad spectrum/range or extra-curricular activities.

Intended outcomes

Teaching priorities for current academic year – 8 PPG children in Year 6 (24% of the cohort) 50% of PPG (4/8) 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
Increased attainment at the end of Key Stage 2 by disadvantaged pupils. Children will have increased knowledge of being able to summarise and gain meaning from texts.	Achieve NA Progress Scores in KS2 (0 or better). 63% of PPG at KS2 achieve EXS+ (NA 64%, therefore in-line). Gaps analysis will show that more children have answered the questions correctly.

	All children throughout the school will have engendered more of a passion for reading after attending events and being immersed in books.
Increased attainment in Writing by the end of Key Stage 2 by disadvantaged children. Children will have increased stamina for writing and will have completed a range of genres across the school.	<p>Achieve NA Progress Scores in KS2 (0 or better). Minimum of 50% of PPG at KS2 achieve EXS+ (NA 67%, below – significant SEND/PPG %).</p> <p>‘Wonderful writing’ books will be completed for all children.</p> <p>Teachers will have a better knowledge of children and will be able to assess the children against the frameworks in the books.</p>
Attainment will be higher in Maths at the end of Key Stage 2. Children will be fluent in arithmetic.	<p>Achieve NA Progress Scores in KS2 (0 or better). 50% of PPG at KS2 achieve EXS+ (NA 67% below – significant SEND/PPG %).</p> <p>SATs analysis and gaps analysis will show that children are more fluent with the 4 calculations. SATs analysis will show that the children have answered the high value questions.</p>
Higher attainment in Phonics check in Years 1 and 2. Children will be able to decode and blend words.	<p>Achieve 80% (NA 82%) at the Phonics (27% SEND) Check for Year 1. PPG = 4, aiming for 75% of PPG (3/4) to achieve Year 1 phonics. 25% of SEND = PPG also</p> <p>Achieve 93% (NA 92%) at the Phonics Check for Year 2 (26/28 children 0 PPG, 1x SEND. Aiming for 100%</p>
To achieve and sustain improved attendance for all pupils, especially the disadvantaged pupils.	Continue to improve/maintain attendance for PPG children to NA (94.6%) or better.
More children will achieve GLD at the end of EYFS.	<p>75% of cohort (15/20) to achieve GLD (NA 65%) Currently 4 PPG children in Year R, 25% to achieve GLD. 1 = SEND.</p> <p>Children will be confident and ready to move into KS1.</p>

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: £3,150 + £2,700 + £6,720 + £11,865 + £1,200 = £25,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Reception/Nursery Teacher (3 hours a week) <i>SALT teaching to 1:1 and small groups of Year N children.</i> 3.5 x £30 = £105 a week £105 x 30 weeks = <u>£3150</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 Year 1/2 Teacher (3 hrs a week across the classes) <i>Phonics Catch Up teaching, 1:1 and small groups of children</i> 3 x £30 = £90 a week £90 x 30 weeks = <u>£2700</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 Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional Year 6 Teacher (14 hours a week) <i>Phonic/Maths/English Catch Up teaching, 1:1 and small groups of children.</i> 14 x £30 = £420 a week £420 x 16 weeks = <u>£6,720</u>	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Cover Supervisor to lead the 'Ebb & Flow' Room for Years 3, 4 and 5. <i>Intervention 1:1 and small groups of children, focusing on Maths & English.</i> 3.5 hours x 39 weeks = <u>£11,865</u>	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3
Additional Year 2 or KS2 Teacher (2.5 hours a week) <i>Maths/English Catch Up teaching, 1:1 and small groups of children.</i> 2.5 x £30 = £75 a week £75 x 16 weeks = <u>£1,200</u>	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1,2,3

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

Budgeted cost: £7,200 + £7,396 + £1,400 + £18,032 = £34,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
12 x additional SALT days to address SALT challenges in EYFS. 12 x £600 = <u>£7,200</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
4x SLST days to assess and support disadvantaged children with SEND assessments and strategies 4x £350 = <u>£1,400</u>	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Assessments from external SLST can provide guidance for teaching, families and additional support. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Specific Tutoring of Year 6 pupils in Maths (30 pupils at £82.50 each) Cost for 2 terms = <u>£7,396.40</u>	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 3
1x TA to lead interventions or support where needed = £18,032 for year.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) 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) Small group tuition Toolkit Strand Education Endowment Foundation EEF Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £1,600 + £1,000 + £5,000 + £2,000 + £2,000 + £5,400 + £4,500 + £3,175
= £24,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing of vocabulary/phonics resources to share with parents to support additional SALT work (Fresh Start) <u>£1600</u></p> <p>Purchasing of additional Maths resources to share with parents at home. (£1000) linked to Mastering number</p> <p>Purchasing of RWInc teaching and phonics additional books for children to take home <u>£5,000</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>Purchasing of NFER assessments to support teaching and gaps analysis assessments <u>£2000</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>	1, 3, 5, 6
<p>PPG children to buy new reading resources for the library and develop the love of reading in school. (£2000 for NCBC)</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</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>	1 - 6

and boost self-esteem. 9x £600 = <u>£5400</u>	Arts participation EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Focus on wellbeing for disadvantaged children (uniform, meditation & music tuition). £1000 for uniform £1500 for music £2000 for meditation (<u>£4,500</u>)	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4, 5, 6
Contingency fund for acute issues. <u>£3,175</u>	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.	All

Total budgeted cost: £84,338

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Target	Outcome 2022
Progress in Reading	Achieve NA Progress Scores in KS2 (0 or better). 75% of PPG at KS2 achieve EXS+ (NA 64%, therefore above)	89% of PPG achieved EXS+. Above NA and estimate.
Progress in Writing	Achieve NA Progress Scores in KS2 (0 or better). 75% of PPG at KS2 achieve EXS+ (NA 67% therefore above)	56% of PPG achieved EXS+. Below NA.
Progress in Mathematics	Achieve NA Progress Scores in KS2 (0 or better). 75% of PPG at KS2 achieve EXS+ (NA 67% therefore above)	56% of PPG achieved EXS+. Below NA.
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).	100% of PPG in Year 1 achieved Phonics check. Higher than estimate of 86%. 33% of Year 2 PPG achieved. Overall 71% so higher than estimate of 68%.
Attendance	Continue to improve/maintain attendance for PPG children to NA (94.6%) or better	Low attendance of 90.4%
GLD	63% of cohort (19/30) to achieve GLD (NA 71%) Currently 4 PPG child in Year R, 50% to achieve GLD.	70% of cohort achieved GLD (above NA of 65%). 75% of PPG achieved (higher than estimate of 50%).

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these

comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Here are some of our findings for other year groups:

Year R – 66% of PPG children were typically above in Reading which was the same as Non-PPG. In Writing, 66% of PPG children were typically above in Writing, whereas 83% of Non-PPG were. 66% of PPG were above in Maths compared to 69% in Maths. Gaps were diminished here, apart from a focus needed on Writing/language still as highlighted in Challenges section.

Year 1 – Gaps were diminished to 67% PPG and 76% Non-PPG EXS+ in Reading. 67% PPG and 71% Non-PPG EXS+ in Writing.

Year 3 – PPG outperformed Non-PPG in Reading 83 & /76%.

Year 4 – 33% PPG achieved EXS+ in reading compared to 62% of Non-PPG.

Year 5 - 50% PPG achieved EXS+ in reading compared to 76% of Non-PPG.

This clearly shows that there still remains a gap between PPG and Non-PPG in some year groups, as well as significant higher levels of attainment in other year groups too. We need to continue to focus on Year 6 to make sure more achieve than estimated as this is below NA%.

With reference to Challenge 6, we need to continue to provide a broad spectrum/range of extra-curricular activities for our disadvantaged families. Monitoring from 2021-2022 shows that pupils and families really would benefited from the support of the different events that were organised in school ie BMX challenge, climbing wall, visit to NCBC, subsidising the puppet theatre visit. The focus on emotion coaching has given children the language to express their anxieties as well as express how much they enjoy and reflect on these events in school.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional) – N/A

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

N/A
