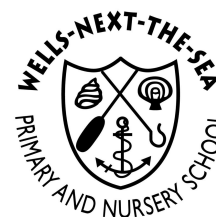


Pupil premium strategy statement

Wells-next-the-sea Primary & Nursery School



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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rachel Stroulger
Pupil premium lead	Rachel Stroulger
Governor / Trustee lead	Steve Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,840
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,960
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£76,800

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, 21% of SEND children are PPG, but only 6.3% 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. 59% of Year N are working below expected expectations of SALT in October 2023 assessments. 59% of Year R are working below expected expectations of SALT in October 2023 assessments. 27% of Year 1 and 77% of Year 2 children are below the expected level in Phonics assessments. 29% of Year 2 didn't pass the Phonics Check in Year 1 in 2023.
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. SATs and gaps analysis shows a need for focus on children in earlier years such as Years 2 and 4, in order to fill gaps early rather than just putting support in Year 6. The 'Ebb and Flow' room will be set up for this intervention.
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. 2023 attendance was 91.3%, an increase from 90.4% in 2022.
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 – 10 PPG children in Year 6 (10/32 = 31% of the cohort) 30% of PPG (3/10) 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, with highlighted worked examples for GD children.	Achieve NA Progress Scores in KS2 (0 or better). 60% of PPG at KS2 achieve EXS+ (NA 64%, therefore in-line). This is actually higher than non-PPG at 59%. 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 30% of PPG at KS2 achieve EXS+ (NA 67%, below – significant SEND/PPG and lower attainers).</p> <p>‘Wonderful writing’ books will be completed for all children showing a good quantity and quality of writing matching the agreed Trust frameworks. .</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). 40% 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 68% (NA 82%) at the Phonics (18% SEND) Check for Year 1. PPG = 7, aiming for 67% of PPG (5/7) to achieve Year 1 phonics.</p> <p>Achieve 74% (NA 92%) at the Phonics Check for Year 2 (23/31) 8 SEND children.</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>64% of cohort (/22) to achieve GLD (NA 65%) Currently 0 PPG children in Year R.</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: £13,300 + £13,300 + £13,300 = £39,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Cover Supervisor to lead Ebb/Flow bespoke provision (17.5 hours a week). Small group/1:1 teaching of English and Maths.</p> <p>$17.5 \times £20 = £350$ per week.</p> <p>$£350 \times 38 \text{ weeks} = £13,300$.</p>	<p>EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months).</p> <p>EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (+5 months).</p>	1,2 and 3
<p>KS1 Teaching Assistant to support Ebb/Flow provision (17.5 hours a week). Small group/1:1 teaching of English and Maths.</p> <p>$17.5 \times £20 = £350$ per week.</p> <p>$£350 \times 38 \text{ weeks} = £13,300$.</p>	<p>EEF: Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months).</p>	1,2 and 3
<p>KS2 Teaching Assistant to support Ebb/Flow provision (17.5 hours a week). Small group/1:1 teaching of English and Maths.</p> <p>$17.5 \times £20 = £350$ per week.</p> <p>$£350 \times 38 \text{ weeks} = £13,300$.</p>	<p>EEF: Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months).</p>	1,2 and 3

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

Budgeted cost: £3,600 + £17,100 + £13,300 = £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
6 x SALT days to address SALT challenges across the school. 6 x £600 = £3,600	EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	2
Nursery Teaching Assistant to support SALT provision and intervention (17.5 hours a week). Small group/1:1 teaching SALT and phonics. 22.5 x £20 = £450 per week. £450 x 38 weeks = £17,100.	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months).	1, 2 and 3
Year R Teaching Assistant to support SALT provision and intervention (17.5 hours a week). Small group/1:1 teaching of SALT and phonics 17.5 x £20 = £350 per week. £350 x 38 weeks = £13,300.	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months).	1, 2 and 3

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

Budgeted cost: £1944 + £956 = £2,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Providing music lessons for PPG children across the school for 6x ½ terms at £324 = £1944	<p>EEF: Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment (+5 months).</p> <p>EEF: Arts participation approaches can have a positive impact on academic outcomes in the other areas of the curriculum (+3 months).</p>	4, 5 and 6
Purchasing of additional Maths/RWInc and Phonics/English resources for new intake each year £956	<p>EEF: Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment (+5 months)</p> <p>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	4

Total budgeted cost: £39,900 + £34,000 + £2,900 = £76,800 Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Target for 2022-2023</u>	<u>Outcome for 2022-2023, 8 PPG (10/32 = SEND also)</u>
<p><i>Increased attainment at the end of Key Stage 2 by disadvantaged pupils.</i></p> <p><i>Children will have increased knowledge of being able to summarise and gain meaning from texts.</i></p>	<p>Overall progress score for Reading -2.1, 50% of PPG achieved EXS+, 13% achieved GD. Below NA for 2023 (62%).</p>
<p><i>Increased attainment in Writing by the end of Key Stage 2 by disadvantaged children.</i></p> <p><i>Children will have increased stamina for writing and will have completed a range of genres across the school.</i></p>	<p>Overall progress score for Writing -2.1. 37% of PPG achieved EXS+. Below NA for 2023 (68%).</p>
<p><i>Attainment will be higher in Maths at the end of Key Stage 2. Children will be fluent in</i></p>	<p>Overall progress score for Maths is -6.1. 25% of PPG achieved EXS+. Below NA for 2023</p>

<i>arithmetic.</i>	(67%).
<i>Higher attainment in Phonics check in Years 1 and 2. Children will be able to decode and blend words.</i>	Achieved 74% at Year 1 Phonics Check (33% SEND). Achieved 80% of PPG to pass Phonics Check (% PPG). Year 2 - Achieved higher than target (96% - Ukrainian). 0 PPG for resits for Year 2 PPG Phonics Check.
<i>To achieve and sustain improved attendance for all pupils, especially the disadvantaged pupils.</i>	KS1 attendance = 93.9%, KS2 attendance = 93.59% (average total 2023 = 93.7%)
<i>More children will achieve GLD at the end of EYFS.</i>	81% of the cohort achieved GLD (50% (2/4) PPG in EYFS achieved GLD as targeted.

Our Core subject leaders have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. The DfE has shared our school's 2023 performance data with us.

Here are some of our findings for other year groups:

Year 2 – Maths: 63% of PPG pupils are at EXS+ compared to 90% of Non-PPG. Reading: 50% of PPG compared to 75% of Non-PPG achieved EXS+, 27% gap. Writing: The children who achieved GD were PPG children (2/28). Great impact of additional teaching in Year 2 by teacher.

Year 3 – Maths: 43% of PPG pupils are at EXS+ compared to 67% of Non-PPG. Smaller gap than Year 2. Reading: Larger gap of 59% between PPG of 14% and Non-PPG of 73%. Focus on reading in Year 4 for 2024 needed (E/F room). Writing: 1 GD = PPG, other 6 were WTS. High SEND of 5/22.

Year 4 – Maths: 63% of PPG pupils are at EXS+ compared to 55% on Non-PPG pupils. This is therefore higher attainment for PPG than Non-PPG pupils. Reading: 63% PPG compared to 77% Non-PPG achieved EXS+ so small gap between. Writing: 5/9 PPG achieved EXS. Small gap between 57% and 67% Non-PPG. High impact of Ebb/Flow class who worked in this area.

Year 5 – Maths: 40% of PPG pupils are at EXS+ compared to 55% of Non-PPG pupils. Small gap. Reading: 70% of PPG compared to 59% of Non-PPG so higher PPG in Reading in Year 5. Continued focus in fluency linked to arithmetic in Year 6. A positive year for PPG children to achieve. Writing: 3/10 PPG children achieved EXS+. Small gap between 30% and 41% Non-PPG. Impact can be seen between the 2 groups from previous teaching.

Year 6 - Maths: 25% of PPG achieve EXS+ compared to 57% of Non-PPG pupils. 32% gap.

Year 6 - Reading: 50% compared to 74% Non-PPG, so smaller gap in Year 6. Continued small group work needed by TAs in this cohort for 2024, focusing on inference and deduction.

Year 6 - Writing: 3% PPG children achieved EXS+. 38% v 70% PPG children.

This clearly shows that there still remains a gap between PPG and Non-PPG in some year groups (mainly Years 2 and 4), as well as significant higher levels of attainment by PPG in other year groups too.

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 2022-2023 shows that pupils and families really benefited from the support of the different events that were organised in school, as well as subsidising educational visits. 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

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: 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
