

Pupil premium strategy statement

Wells-next-the-sea Primary & Nursery School

This statement details our school's use of pupil 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	198
Proportion (%) of pupil premium eligible pupils	23.9%
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)	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Rachel Stroulger
Pupil premium lead	Rachel Stroulger
Governor / Trustee lead	Sam Dack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,468
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£72,468

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, from all backgrounds, should make progress from their starting points and that this includes the most able children also.

At our school, we are aware that 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 WPNS, 33% of SEND are also PPG and as a whole school, 6.1 % 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	SATs analysis and detailed subject analysis shows that there are gaps 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	Baseline assessment shows we need to develop and support communication and language skills for all children, especially those in the Early Years Foundation Stage and Key Stage 1. 43% of Year 1 are working below expected expectations of RWInc in October 2024 assessments, 37% of Year 2 working at below expected level in Phonics in October 2024 assessments. Wellcomm data for October 2024 shows that only 12% of the cohort in Year R, are at ARE for Speech & Language.
3	Analysis of assessments shows we need to continue 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 show a need for focusing

	on children in earlier years such as Years 2,3 and 5, in order to fill gaps early, as well as putting support in Year 6. The 'Ebb and Flow' room is set up for this intervention.
4	Assessments show that we have a large proportion (23.9%) of our families are disadvantaged and this is in-line with the National Average (25%). We need to continue to support families of our disadvantaged children, who have poor literacy/numeracy skills themselves and a lack of resources at home. We need to continue to support families to engage more with their child's learning journey.
5	Data analysis of attendance data shows that there must be a focus to continue to improve attendance for PPG children at NA (94.1%, all children) or better. 2024 attendance was 91.9% for PPG, no specific PPG NA attendance is currently known.
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 of extra-curricular activities.

Intended outcomes

Teaching priorities for the current academic year – 10 PPG children in Year 6 (32% of the cohort 10/31) 20% of PPG (2/10) is also SEND.

Intended outcome	Success criteria
Maintain high attainment in Reading 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.	78% of PPG at KS2 achieve EXS+ (NA 64%, therefore above). Gaps analysis will show that more children have answered the questions correctly. All children throughout the school will have a continued passion for reading after attending events and being immersed in books.
Maintain high attainment in Writing by the end of Key Stage 2 by disadvantaged children. Children will have increased stamina for writing in all subjects and will have completed a range of genres across the school.	60% of PPG at KS2 achieve EXS+ (NA 67%, in-line). Wonderful Writing books will be completed for all children, showing a variety of genres for all abilities. Teachers will have a knowledge of children and will be able to assess the children against the frameworks in the books, both in LKS2 and in UKS2 using Trust frameworks and end of Year 6 frameworks.
Maintain high attainment in Maths by the end of Key Stage 2 by disadvantaged children. Children will be fluent in arithmetic.	86% of PPG at KS2 achieve EXS+ (NA 67%, therefore above). 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.
Higher attainment in Phonics check in Years 1 and 2. Children will be able to decode and blend words.	Achieve 82% (18/22 children, NA 79%) at the Phonics Check for Year 1. PPG = 3, 100% expected to pass. Achieve 92% (NA 89%) at the Phonics Check for Year 2 (4 to resit, 2 are PPG with 0% expected due to SEND). 1 PPG is at a SALT SRB for a prolonged period of time.
To achieve improved attendance for all pupils, especially the disadvantaged pupils.	Continue to improve attendance for PPG children to NA (94.1%) or better (NA% when writing this plan).
To achieve above NA GLD at the end of EYFS.	65% of cohort (11/17) to achieve GLD (NA 67%, in-line) Currently 3 PPG children in Year R, 33% to achieve GLD. Children will be confident and ready to move into KS1.

Activity in this academic year

This details how we intend to spend our pupil 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
Cover Supervisor to lead Ebb/Flow provision (17.5 hours a week). Small group/1:1 teaching of English and Maths. 17.5 x £20 = £350 per week. £350 x 38 weeks = £13,300.	EEF: +4 months: <i>'Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.'</i> <i>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</i>	1 and 3

	<p>EEF: +5 months: Small group work - <i>'A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.'</i></p>	
<p>KS2 EPA to support Ebb/Flow provision (17.5 hours a week). Small group/1:1 teaching of English and Maths. 17.5 x £20 = £350 per week. £350 x 38 weeks = £13,300.</p>	<p>EEF: +5 months: Small group work - <i>'A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.'</i></p> <p>EEF: +7 months: Oral support <i>'Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.'</i></p> <p><i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.'</i></p> <p>EEF: +5 months: Oral support <i>'Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.'</i></p>	1 and 3
<p>EPA to support Nurture provision (17.5 hours a week). Small group/1:1 teaching of key life skills and skills linked to emotional literacy. 17.5 x £20 = £350 per week. £350 x 38 weeks = £13,300.</p>	<p>EEF: +7 months: Oral support <i>'Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.'</i></p> <p><i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.'</i></p>	1,3, 5 and 6

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

Budgeted cost: £1260 + £17,100 = £18,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT days to address SALT challenges across the school. £1260	EEF: +7 months: Oral support ' <i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</i> <i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</i>	1 and 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: +5 months: Oral support ' <i>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</i> EEF: +5 months: Small group work - ' <i>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</i>	1 and 2

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

Budgeted cost: £10,658 (£9208 cost) + £2000 + £1000 + £500 + £1500 = £14,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Norfolk attendance strategy in place to	Department for Education (DfE) research indicates that good attendance at school is a prerequisite to pupils'	4 and 5

<p>promote better attendance - use of FSP and MHST where appropriate to support families with attendance, behaviour and engagement in school and their child's learning journey.</p> <p>FSP cost = £10,658 (£9208 towards cost)</p> <p>Senior Teacher attends the Trust wide Attendance Network</p>	<p><i>attainment, wellbeing and wider development. The pupils with the highest attainment at the end of key stage 2 (KS2) and key stage 4 (KS4) have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard.</i></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.</p> <p>£2000</p>	<p>EEF: +4 months Arts participation – <i>‘Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</i></p> <p><i>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.’</i></p> <p>EEF: + 5 months Collaborative learning approaches - <i>‘A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work. Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks.</i></p>	<p>4, 5 and 6</p>
<p>Support for the new EYFS children entering school in September 2025 – to prepare and support family engagement with school. Completion of EYFS</p>	<p>EEF: +4 months: Parental engagement</p> <p><i>‘Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of</i></p>	<p>2,4 and 6</p>

<p>book bag and associated learning resources. £1000</p>	<p><i>parents in their children's learning activities; and more intensive programmes for families in crisis.'</i></p>	
<p>Focus on well-being for disadvantaged children (uniform and subsidies towards music lessons, educational visits/residential) £500 uniform £1500 music lessons/educational visits, including residential</p>	<p><i>EEF: There is extensive evidence association childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers).</i></p>	<p>4,5 and 6</p>

Total budgeted cost: £39,900 + £18,360 + £14,208 = £72,468

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targets for 2023-2024	Achievements of 2023-2024
<p>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.</p>	<p>90% of PPG at KS2 achieved EXS+ (NA 64%, therefore above).</p> <p>Gaps analysis shows that more children have answered the questions correctly. All children throughout the school have engendered more of a passion for reading after attending events and being immersed in books.</p>
<p>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>	<p>Achieved a minimum of 30% (actually 40%) of PPG at KS2 achieve EXS+ (NA 67%, below – significant SEND/PPG and lower attainers). Achieved above school-set target.</p> <p>'Wonderful writing' books completed for all children.</p> <p>Teachers do have a better knowledge of children and are able to assess the children against the frameworks in the books.</p>
<p>Attainment will be higher in Maths at the end of Key Stage 2. Children will be fluent in arithmetic.</p>	<p>Achieved above target of 40% of PPG at KS2 achieve EXS+, by achieving 50% (NA 67% below – significant SEND/PPG %).</p> <p>SATs analysis and gaps analysis shows that children are more fluent with the 4 calculations. SATs analysis shows that the children have answered the high value questions. This is to be continued as a focus.</p>
<p>Higher attainment in Phonics check in Years 1 and 2. Children will be able to decode and blend words.</p>	<p>Achieve 83% (NA 82%) at the Phonics (17% SEND) Check for Year 1. PPG = 7, aiming for 67% of PPG (5/7) to achieve Year 1 phonics – achieved 67%.</p> <p>Achieve 89% (NA 92%) at the Phonics Check for Year 2 (28/31) 8 SEND children.</p>
<p>To achieve and sustain improved attendance for all pupils, especially the disadvantaged pupils.</p>	<p>Continue to improve/maintain attendance for PPG children to NA (94.6%) or better. 91.9% attendance for PPG.</p>
<p>More children will achieve GLD at the end of EYFS.</p>	<p>64% of cohort (14/22) achieved GLD (NA 65%) – this was the target set.</p> <p>2 PPG children in Year R, 50% achieved GLD.</p> <p>Children are confident and ready to move into KS1.</p>

Our Core subject leaders have analysed the performance of our school's disadvantaged pupils during the 2023-2024 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 2024 performance data with us.

Here are some of our findings for other year groups:

Year 1 – 67% of PPG children achieved EXS in Reading against a target of 50%. PPG achieved 20% lower than Non-PPG in Writing and Maths.

Year 2 – 67% of PPG children achieved EXS in Reading & Writing vs 56% of Non-PPG and 83% v 72% Non-PPG in Maths.

Year 3 – 43% of PPG children achieved EXS in Reading & Writing vs 68% of Non-PPG, and 57% vs 91% Non-PPG in Maths.

Year 4 - 30% difference (lower) between PPG children achieving EXS in R, W and M vs Non-PPG.

Year 5 - 70% of PPG children achieved EXS in Reading vs 68% of Non-PPG.

Year 5 - 50% of PPG children achieved EXS in Writing vs 59% of Non-PPG (small gap).

Year 5 - 50% of PPG children achieved EXS in Maths vs 59% of Non-PPG.

This clearly shows that there still remains a gap between PPG and Non-PPG in some year groups, across the school, as well as significant higher levels of attainment by PPG in other year groups too. We need to continue to focus on Year 6 to make sure those children achieve well this year in 2025.

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 2023-2024 shows that pupils and families really benefited from the support of the different events that were organised in school, as well as subsidising the residential visit away. 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 to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

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

