

Pupil premium strategy statement – Wells-next-the-sea Nursery and Primary 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	169
Proportion (%) of pupil premium eligible pupils	25.1%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£69,290
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>	£69,290

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, 32% of SEND are also PPG and as a whole school, 9.4% 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	<u>Gaps in achievement</u> SATs analysis and detailed subject analysis shows that there are gaps between disadvantaged and non-disadvantaged children throughout the school—especially Phonics (40% difference in Year 1 PSC), Reading (above NA for last 3 years for Year 6), EGPS, close to average for past 3 years, Writing (below but not significant at Year 6, school 63% v NA 72%) and Maths (KS1 focus and Year 6, 3-year trend widening by 2%), RWM for 2025 Year 6, 3-year trend widening by 1%, non-significant difference). Accurate PPG Estimates for writing targets in KS2 year groups.
2	<u>Overcome language/SALT barriers</u> Baseline assessment shows we need to develop and support communication and language skills, especially those in the Early Years Foundation Stage and Key Stage 1:

	<ul style="list-style-type: none"> 69% of Year R in 2025 achieved Communication and Language GLD, compared to 91% in 2024. 2025 comparable data is 67% PPG and 69% overall so a small -ve gap. Positive increase in PPG data from 2024 of 33% GLD to 67% in 2025. PSED % is -3% lower in 2025 (88%) compared to 91% in 2024 for GLD. October 2025 Wellcomm Data for Year N shows 36% are significantly below age-appropriate language with 29% also just below where they should be. 7% of Year 1 are working below expected expectations of RWInc in October 2025 assessments, 33% of Year 2 working at below expected level in Phonics in October 2025 assessments. Wellcomm data for October 2025 shows that 39% of the cohort in Year R, are below ARE for Speech & Language.
3	<p><u>Develop children’s ability to think and work mathematically</u></p> <p>SATs and gaps analysis shows a need to focus on developing the children’s ability to think and work mathematically to improve Reasoning Paper scores. MTC score shows that of the whole cohort, 11% achieved full marks with 31% achieving 20+ score, 52% achieved 17+ score. PPG children results = 17% achieved full marks, 50% achieved 19+, 83% achieved 15+.</p> <p><u>Develop children’s ability to write using accurate spelling and transcription skills</u></p> <p>Continued focus on cross-curricular writing, spelling and transcription skills at the end of KS2 with continuing to secure more children securing EXS at Writing. PPG 2025 results in Year 6 = 63% achieved Writing. Estimate for PPG Year 6 Writing in 2026 = 60% (40% of PPG are SEND, so 100% non-SEND estimate)</p>
4	<p><u>Engagement of families</u></p> <p>We have a large proportion (25.1%) 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.</p>
5	<p><u>Support children to attend school</u></p> <p>Data analysis of attendance data shows that there must be a continued focus to continue to sustain attendance for PPG children at NA (92.6%) or better. 2025 attendance was 92.7% for PPG (improvement from 91.6% in 23/24 and 90.5 in 22/23). Positive 3-yr trend from IDSR. Current above NA at end of 24/25.</p>
6	<p><u>Develop wider opportunities for all</u></p> <p>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.</p>

Intended outcomes

Teaching priorities for the current academic year – 10 PPG children in Year 6 (40% of the cohort 10/25) 40% of PPG (4/10) are also SEND.

Intended outcome	Success criteria
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<p>Raising achievement in Reading at the end of Key Stage 2, for disadvantaged pupils, so that it is in-line with NA or higher.</p>	<p>60% of PPG at KS2 achieve EXS+ (NA 64%). Shadow data taking out EHCPs = 67% of PPG to achieve EXS (above NA).</p> <p>Analysis of KS2 assessment papers demonstrates that disadvantaged pupils have correctly answered high-value questions (inferences, main idea, vocabulary) at a rate showing improvement in depth of understanding.</p> <p>Internal school data (e.g., book borrowing, event participation, pupil voice) demonstrates a continued, high level of engagement and passion for reading across the whole school, with no significant difference between PPG and non-PPG pupils.</p>
<p>Raising achievement in Writing by the end of Key Stage 2 for disadvantaged children, so that it is in-line with NA or higher and is underpinned by high-quality transcription skills.</p>	<p>60% of PPG at KS2 achieve EXS+ (NA 64%). Shadow data taking out EHCPs = 67% of PPG to achieve EXS (above NA).</p> <p>School book-looks (including Science and Discovery learning books) show a consistent and sustained improvement in handwriting, spelling, and grammar across all year groups, evidenced by the quality of work from disadvantaged pupils.</p>
<p>Raising achievement in Maths by the end of Key Stage 2 for disadvantaged children so that it is in-line with NA or higher, enabling them to confidently demonstrate mathematical reasoning.</p>	<p>63% of PPG at KS2 achieve EXS+ (NA 67%). Shadow data taking out EHCPs = 64% of PPG to achieve EXS (in-line NA).</p> <p>SATs analysis (and internal assessments) shows disadvantaged pupils have answered the high-value reasoning and problem-solving questions at a rate indicating they can successfully think and work mathematically and they are able to apply their mathematical knowledge to new contexts and challenging problems.</p>
<p>To ensure all disadvantaged pupils achieve the expected standard in phonics screening, giving them the essential skills to decode and blend words necessary for reading fluency.</p>	<p>Achieve 88% (15/18 children, NA 79%) at the Phonics Check for Year 1. PPG = 5, 60% expected to pass (all are SEND).</p> <p>Achieve 95% (NA 89%) at the Phonics Check for Year 2 (4 to resit, 1 is PPG with 100% expected to pass).</p>

	Observation and assessment (e.g., specific reading tests) confirm that disadvantaged children are able to successfully decode and blend unfamiliar words within their reading books.
To achieve improved attendance for all pupils, especially the disadvantaged pupils.	Continue to improve attendance for PPG children to NA (94.1%) or better. 2024/25 PPG % was 92.7%, 2023/2034 was 91.9%.
To achieve above NA GLD at the end of EYFS.	57% of cohort (12/21) minus 3x Starfish provision = 12/18 = 67% to achieve GLD (NA 68%, in-line) Currently 5 PPG children in Year R, 60% 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 +£1,900 = £41,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
EPA to support in KS2. (17.5 hours a week). Small group/1:1 teaching of English, Phonics and Maths. 17.5 x £20 = £350 per week. £350 x 38 weeks = £13,300.	<p><u>EEF: +4 months: Individualised instruction</u> <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></p> <p><u>EEF: +4 months: Teaching Assistant Interventions</u> <i>Teaching assistants (also known as TAs, classroom support assistants or teachers’ aides) are adults who support teachers in the classroom. Teaching assistants’ duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom</i></p>	1 and 3

	<p>environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</p> <p><u>EEF: +4 months: Small group work</u></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	
<p>2x EYFS/KS1 EPA support (17.5 hours a week). Small group/1:1 teaching of English, Phonics and Maths. 17.5 x £20 = £350 per week. £350 x 38 weeks = £13,300.</p>	<p><u>EEF: +4 months: Small group work</u></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><u>EEF: +4 months: Teaching Assistant Interventions</u></p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</p> <p><u>EEF: +6 months: Oral Language Interventions:</u></p> <p>Oral language interventions are about making the most of spoken language and verbal interaction for learning.</p> <p>'Oral language' refers to speaking and listening. 'Intervention' means doing something new or making a change or refinement to usual practice. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches. Oral language approaches might include: Targeted reading aloud and book discussion with young children. Explicitly extending pupils' spoken vocabulary, structured questioning to develop reading comprehension and the use of purposeful, curriculum-focused dialogue and interaction.</p>	1 and 3
<p>EPA to support Nurture provision (2.5 hours a week). Small group/1:1 teaching of key life skills</p>	<p><u>EEF: +6 months: Oral Language Interventions:</u></p> <p>Oral language interventions are about making the most of spoken language and verbal interaction for learning.</p> <p>'Oral language' refers to speaking and listening. 'Intervention' means doing something new or making a change or refinement to usual practice. Oral language interventions can therefore include approaches that emphasise speaking</p>	1,3, 5 and 6

<p>and skills linked to emotional literacy. 2.5 x £20 = £50 per week. £50 x 38 weeks = £1,900.</p>	<p><i>and/or listening in a whole class setting. They can also include targeted and small-group approaches. Oral language approaches might include: Targeted reading aloud and book discussion with young children. Explicitly extending pupils' spoken vocabulary, structured questioning to develop reading comprehension and the use of purposeful, curriculum-focused dialogue and interaction.</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost:£19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS and KS1 EPA to support SALT provision and intervention (17.5 hours a week). Small group/1:1 teaching SALT and phonics. 25 x £20 = £500 per week. £500 x 38 weeks = £19,000.</p>	<p><u>EEF: +6 months: Oral Language Interventions:</u> <i>Oral language interventions are about making the most of spoken language and verbal interaction for learning. 'Oral language' refers to speaking and listening. 'Intervention' means doing something new or making a change or refinement to usual practice. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches.</i></p> <p><i>Oral language approaches might include: Targeted reading aloud and book discussion with young children. Explicitly extending pupils' spoken vocabulary, structured questioning to develop reading comprehension and the use of purposeful, curriculum-focused dialogue and interaction.</i></p> <p><u>EEF: +4 months: Small group work</u> <i>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p>	1 and 2

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

Budgeted cost: £1,900 + £2000 + £1125 + £500 + £1500 +£1465 = £8,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cover Supervisor (2.5 hours a week). Release time so that the Attendance Champion can focus on monitoring, meeting with families and working on improving attendance for PPG children.</p> <p>2.5 x £20 = £50 per week.</p> <p>£50 x 38 weeks = £1900</p>	<p><i>The Department for Education (DfE) indicates that good attendance at school is a prerequisite to pupils' 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.</i></p>	<p>4 and 5</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. Subsidy for PPG so all can attend.</p> <p>£2000</p>	<p><u>EEF: +3 months Arts participation</u> – ‘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 an 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.</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><u>EEF: + 5 months Collaborative learning approaches</u> - ‘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.</p> <p><i>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 2026 – to prepare and support family engagement with school. EYFS book bag and associated learning resources. EYFS oracy</p>	<p><u>EEF: +4 months: Parental engagement</u></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 parents in their</i></p>	<p>2,4 and 6</p>

<p>learning resources for indoor and outdoor oracy. £1125</p>	<p><i>children's learning activities; and more intensive programmes for families in crisis.'</i></p>	
<p>Focus on well-being and wider-learning opportunities for disadvantaged children £500 uniform £1500 music lessons supporting residential £1465</p>	<p><i>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>

Total budgeted cost: £41,800 + £19,000 + £8,490 = £69,290

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targets for 2024-2025	Achievements of 2024-2025
<p>Maintain high attainment in Reading at the end of Key Stage 2, by disadvantaged pupils.</p> <p>Children will have increased knowledge of being able to summarise and gain meaning from texts, with highlighted worked examples for GD children.</p>	<p>70% of PPG at KS2 achieve EXS+ (NA 63%, therefore above). Overall, positive above NA for past 2 years.</p> <p>All children throughout the school have a continued passion for reading after attending events, multiple authors visits and being immersed in books.</p>
<p>Maintain high attainment in Writing by the end of Key Stage 2 by disadvantaged children.</p> <p>Children will have increased stamina for writing in all subjects and will have completed a range of genres across the school.</p>	<p>63% of PPG at KS2 achieve EXS+ (NA 67%, in-line).</p> <p>Wonderful Writing books completed for all children, showing a variety of genres for all abilities.</p> <p>Teachers have a knowledge of children and are 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.</p> <p>Moderation was very successful with accurate judgements for 100% in June 2025.</p>
<p>Maintain high attainment in Maths by the end of Key Stage 2 by disadvantaged children.</p> <p>Children will be fluent in arithmetic.</p>	<p>50% of PPG at KS2 achieve EXS+ (NA 61%, therefore below, not significant, close to average on IDSR).</p> <p>Reasoning Paper scores were lower than Arithmetic – more focus on children thinking and working mathematically.</p>
<p>Higher attainment in Phonics check in Years 1 and 2. Children will be able to decode and blend words.</p>	<p>Achieved 82% (18/22 children, NA 79%) at the Phonics Check for Year 1. PPG = increased from 3 to 5, 3 expected to pass at beginning, did pass, so 60% passed. 2 new children were PPG and didn't pass.</p> <p>Achieved 92% (NA 89%) at the Phonics Check for Year 2 (4 to resit, 2 are PPG with 0% expected due to SEND). 1 PPG was at a SALT SRB for a prolonged period of time. ¾ achieved so 96% passed. 50% of PPG, an increase of 50%.</p>
<p>To achieve and sustain improved attendance for all pupils, especially the disadvantaged pupils.</p>	<p>2024/25 PPG % was 92.7%, 2023/2024 was 91.9%, so an increase of 0.8% for PPG attendance this year.</p>
<p>To achieve above NA GLD at the end of EYFS.</p>	<p>69% of cohort (11/16) achieved GLD (NA 68%, so above) 11/15 for (73%) shadow data for 1 child that's not attended all year.</p>

	5 PPG children in Year R, 60% achieved GLD. So, an increase of 27% on estimate (33%). Children are confident and ready to move into KS1.
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Here are some of our findings for other year groups:

Year 1 – 67% of PPG children achieved EXS in Maths v Non-PPG at 72% (small gap). 1 PPG child didn't achieve estimate in Reading and Writing (new to school).

Year 2 – Larger gap in Reading between estimate and achievement for PPG v Non-PPG 38% v 0.

Year 3 – Accurate estimate setting for PPG children in Writing. 1 PPG child did not achieve target due to high SEND in Reading. Comparable gap in Reading between PPG v Non-PPG.

Year 4 – PPG outperformed Non-PPG in Maths 80% v 79%. PPG achieved targets in Writing.

Year 5 – PPG achieved their target in Maths, Non-PPG slightly underachieved in Maths. 50% of GD in Writing and Reading were PPG (1/2 for Writing, 2/7 for Reading) as estimated.

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