

# Wallace Fields Infant School and Nursery



## Pupil Premium Strategy 2023-2024

Wallace Fields Infant School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Reviewed: September 2023**

**Next Review: July 2024**

Wallace Fields Infant School proud to be a part of South Farnham Education Trust.



Document Location (hyperlink)	Please save file location link here as a hyperlink
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#### Document History

Date	Amended By	Comment (e.g. reason for version change)
5/1/23	Annabel Male	Updated figures from SFET
18/9/23	Annabel Male	Updated figures and targets

**Please start new page, Font Calibri Size 11 so all documentation can be consistent.**

<https://southfarnhamschool.sharepoint.com/sites/SFET-WFIS/Shared Documents/Admin-Office/Policies/WFIS Master Policies/Pupil Premium policy strategy 23-24.docx>



## Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wallace Fields Infant School & Nursery
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	14 <sup>th</sup> November 2023
Date on which it will be reviewed	16 <sup>th</sup> July 2024
Statement authorised by	Katie Muir
Pupil premium lead	Annabel Male
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,945
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£19,945</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

- At Wallace Fields Infant School & Nursery we recognise that children make progress at different rates. Regardless of children's economic well-being, we support all children to reach their full potential and to meet or exceed end of year expectations in Reading, Writing and Maths.
- We aim to encourage, inspire and motivate all of our pupil premium pupils to develop a lifelong love of learning. We recognise that high quality teaching is the best provision we can make to raise achievement and this is closely monitored using a triangulation monitoring process through scrutiny of data, learning walks and book scrutiny for our pupil premium children on a regular basis. The purpose of this funding is to accelerate progress and raise attainment.
- Every teacher is aware of the children in their class in receipt of the Pupil Premium funding and takes responsibility for accelerating their progress.
- Support for each child is personalised with carefully planned learning as part of high quality teaching and personalised planning for interventions in order to accelerate progress. Pupil premium provision maps are used in the monitoring process to evaluate the cost effectiveness of interventions given to disadvantaged pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Some children have attachment difficulties which impacts their learning behaviours.
2	Low attainment and slow progress rates made by some pupil premium/disadvantaged children. Some PP children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
3	Pupils and their families have social and emotional difficulties, including medical and mental health issues.
4	Lower attendance and persistent absenteeism of PP/disadvantaged children.

### Intended outcomes

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
Pupils and families with identified social, emotional or health needs are well supported by school staff	- Parents/carers will engage with support offered by the school e.g. ELSA for parents, home visits, early help where necessary.

<p>so that any barriers are removed or alleviated.</p> <p>Pupils with attachment difficulties will make secure relationships with their key adults and use strategies to support their emotional regulation.</p>	<ul style="list-style-type: none"> <li>- All staff will have a secure understanding of what trauma is and how it impacts a child's ability to learn and regulate emotions.</li> <li>- Pupils with identified social, emotional needs will access ELSA in order to develop self-regulation.</li> <li>- Pupils will make progress in their learning.</li> <li>- Pupils will demonstrate improvements in learning behaviours.</li> <li>- Staff will have training on supporting children with attachment difficulties.</li> <li>- Staff will have strategies that they use with children who demonstrate difficulties with attachment and emotional regulation.</li> <li>- Pupils will have a bank of strategies that they have practised and are confident using that support them regulate their emotions.</li> <li>- Virtual School will work alongside us to best support our PLAC.</li> </ul>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> <li>- Pupil's attendance will be monitored closely and any children who are persistently absent will have a meeting with the attendance lead.</li> <li>- Support for parents/carers will be put in place through the use of our ELSA.</li> <li>- Barriers to attendance will be identified swiftly and action will be taken to improve attendance.</li> <li>- Government guidelines around attendance will be adhered to and communicated appropriately with parents/carers.</li> </ul>
<p>Disadvantaged pupils will make at least expected progress from their individual starting points in all area of the curriculum and especially Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> <li>- Pupils will receive 'Early Birds' intervention in response to the gaps in their learning.</li> <li>- Pupils will be first priority for our National Tutoring Programme.</li> <li>- Pupils will receive focused teaching in English and Maths as either part of the 3<sup>rd</sup> Class or in smaller class sizes.</li> <li>- Staff will target pupils as soon as they move from the carpet to the tables to ensure pupils know exactly what they're doing.</li> <li>- Staff will ensure pupils receive high-quality verbal feedback as a priority.</li> <li>- Pupils will receive additional daily 1:1 reads in addition to our 3 group reads a week.</li> </ul>

## 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: £3,989

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure maximum impact on pupil progress through the use of additional experienced teachers across KS1 to work closely with PP children in the core subjects.	Research by the EER (Educational Effectiveness Research) shows that small group tuition is effective due to greater feedback from the teacher, more sustained engagement in smaller groups and work which is more closely matched to learners' needs.	2
To provide training to an additional staff member as a school link worker to create an inclusion team to support children and their parents/carers to develop their social and emotional skills.	Research by the EEF shows that parental engagement is consistently associated with pupils' success at school.	1, 2, 3, 4

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

Budgeted cost: £5,983.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
To diagnose pupils' needs in order to offer targeted support to be delivered to close the progress/attainment gap.	The EEF guidance on how to effectively spend the PP funding states that as part of the 'five point plan' pupils' needs should be diagnosed as the first step to supporting schools in meeting their needs.	2
To use a targeted language intervention to support language development.	Research suggests that children who have a language-gap or vocabulary-gap do not achieve as highly as their peers.	2, 3, 4



To use the NTP to provide targeted support.	We recognise that High Quality Teaching is the most effective provision for supporting children who have barriers to learning. However, some children require additional intervention to ensure they make at least good progress or have support in addressing gaps in knowledge.	2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,972.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver emotion coaching training to all staff members to enable them to have restorative conversations with children and support them in developing their emotional regulation.	In the EEF guidance report on improving social and emotional learning they report on the extensive evidence associating childhood social and emotional skills with improved outcomes in relation to school readiness and academic achievement.	1, 3
To develop a parent communication intervention to aim to increase the awareness of the consequences of absenteeism.	In the Attendance Intervention review by the EEF it was found that a way of increasing pupil attendance was to deliver personalised information to parents/carers of medium to high absence pupils through a series of mail-based communications.  The EEF used the example of Nudge Letters.	2, 3
To provide breakfast club as a before-school childcare provision to support working parents and to improve educational outcomes for pupils.	An EEF review into the 'Magic Breakfast Programme' showed that providing breakfast to children resulted in the equivalence to two months' additional progress compared to children who did not attend the breakfast club.	2
To develop the use of the Social and Emotional Learning programme.	The EEF review into social and emotional learning (SEL) states that when SEL is well implemented it can have positive impacts on improved social and emotional skills, improved academic performance, improved attitudes, behaviour and relationships with peers, reduced emotional distress, reduced conduct problems and an improved school connection.	1, 2, 3

**Total budgeted cost: £19,945**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
To ensure maximum impact on pupil progress through the use of additional experienced teachers across KS1 to work closely with PP children in the core subjects.	<ul style="list-style-type: none"><li>By the end of Year 2, 67% of children in receipt of Pupil Premium reached age-related expectations (ARE) in writing. When these children were in Year 1 only 40% of these children reached ARE.</li><li>By the end of Year 2, 83% of children in receipt of Pupil Premium reached age-related expectations in reading. When these children were in Year 1 only 20% of these children reached ARE.</li></ul>
To continue to develop our Early Birds provision across EYFS and KS1 to provide tailored support for Pupil Premium children. Ensuring all sessions are specific, focused and have measurable outcomes.	<ul style="list-style-type: none"><li>62% (8/13) of children in receipt of PP funding across the school accessed Early Birds at some point across the year.</li><li>The other children in receipt of PP accessed NTP or individual provision specific to their additional identified needs e.g. The Den – a nurture provision was set up specifically for 2 children in receipt of PP funding.</li></ul>
To become a trauma informed school which will enable us to provide a strong package of support for pupils.	<ul style="list-style-type: none"><li>We joined the Surrey Attachment Aware and Trauma Informed Settings (SAATIS) programme run by Surrey County Council and were provided with a support partner for the period of training. An action plan was set and actions have been put in place, including making changes to our behaviour and relationships policy which focuses on restorative conversations and following a trauma-informed approach.</li><li>3 staff members attended the SAATIS training to become trauma-informed and to develop their practice.</li><li>The Assistant Head completed their SENCO qualification and completed a research project on the trauma-informed approach and delivered training to staff.</li></ul>

To make strong links with the Virtual School team to ensure that adequate support is given to PLAC.	<ul style="list-style-type: none"> <li>• Strong links have been established and maintained throughout the year to enable us to best support our PLAC.</li> <li>• Support has been given in the form of supervision for staff, access to training for a variety of difficulties that affect many children – not just our PLAC.</li> <li>• Practice and provision has been adapted to meet the needs of PLAC children, where appropriate.</li> </ul>	
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Reading Eggs	
Numbots	
Little Wandle Phonics	
NCETM Maths Mastery	
NTP	
Wellcomm	

## Further information (optional)

What support is there for Pupil Premium Children at Wallace Fields Infant School?				
Strategy	Intended outcome	Rationale	How will this be implemented successfully?	Who is responsible for implementing?
<b>The first to receive verbal feedback and written feedback by both the Class Teacher and Assistant Teacher each week.</b>	To accelerate children's learning.	Research demonstrates high quality verbal feedback has the greatest impact on learning.	Regular book scrutinies by the Pupil Premium Lead will ensure that regular verbal and written feedback is being given.	All staff
<b>A learning coach that meets with them regularly to review learning, build self esteem and work on targets</b>	To build children's self-esteem and provide next steps for children's learning.	A proportion of our pupil premium children lack self-esteem and are requiring additional coaching for their learning.	The learning coach will be part of the Inclusion Team who meets with the children fortnightly. Stickers will be added to their books as a record of when she has met with each child.	Pupil Premium Lead
<b>Early Bird support (Before school targeted small group)</b>	To accelerate children's learning.	Through early identification, assessment and gap analysis. Gaps in learning will be targeted during these sessions.	Regular discussions with class teachers through, gap analysis and planning to meet the needs of the children in these groups.	Class Teachers Led by SLT
<b>Pupil premium focus teaching provided by CTs.</b>	To accelerate children's learning.	Through early identification, assessment and gap analysis. Gaps in learning will be targeted during these sessions.	Regular discussions with class teachers through, gap analysis and planning to meet the needs of the children in these groups.	Pupil Premium Lead Class Teachers
<b>Termly meeting with parents</b>	To inform parents of how the funding will be spent. To build relationships with	Relationships will be built across the year in order to support families and	Each term a meeting will be held	Pupil Premium Lead, ELSA

	parents and offer support to families who need it.	encourage them to support children with their learning needs.	to meet with Pupil premium parents.		
<b>Access to 1 club per paid per term if needed</b>	To encourage children to access after school activities and improve fitness levels.	Some of our pupil premium children do not access after school clubs. A minority have poor health and fitness.	This will be offered as an option to parents at the yearly meeting. Parents will approach the office/ pupil premium lead to request a paid club per term.	Pupil Premium Lead/ Office Team.	
<b>Access to 1 school trip paid per term if needed</b>	To support families financially if they need it for their child to participate in enriching school activities.	Some families may not be in a financial position to be able to afford children to participate in school trips.	This will be offered as an option to parents at the yearly meeting. Parents will approach the office/ pupil premium lead to request a paid trip per term only as needed.	Pupil Premium Lead/ Office Team	
<b>Termly reviewed provision maps</b>	To track and monitor progress of Pupil Premium children and the intervention they receive as well as the impact it is having.	Highly effective monitoring will be in place to identify any gaps or focus areas for learning needed.	Reviewed termly.	Reviewed by the pupil premium Lead.	
<b>Offer of foodbank vouchers</b>	To make families aware there is support for families who may be in financial crisis.	Some of our families may face financial crisis over longer periods of time e.g. the summer holidays. Epsom and Ewell Foodbank provides emergency food during crisis situations such as redundancy, benefit delays or receiving an unexpected bill	Office team to send out an email to Pupil Premium families offering support and collection of vouchers via the office.	Office team.	

		or during the longer summer holiday break.			
<b>Offer of HAF funded holiday clubs</b>	To ensure children throughout school holidays receive a hot meal and access to high-quality childcare.	Some of our families may struggle to find affordable childcare for the school holidays. They may also struggle to feed their children a hot meal each day.	Office team to send an email to Pupil Premium families to support them in using the HAF funding if they choose to.	Office Team.	