

Wallace Fields Infant School and Nursery



Pupil Premium Strategy 2025-2026

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: October 2025

Next Review: July 2026

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

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 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 | 5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2028 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | 21 st July 2026 |
| Statement authorised by | Katie Muir |
| Pupil premium lead | Annabel Male |
| Governor / Trustee lead | Gemma Casey |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £14,750 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £14,750 |

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 | A minority of disadvantaged pupils with SEND do not meet age related expectations in reading, writing and maths. |
| 2 | Disadvantaged pupils with SEND are struggling with emotional regulation difficulties which is impacting their learning. |
| 3 | Experiences of multiple ACES impacting on children making progress in their learning. |
| 4 | Low self-esteem leads to children unable to take risks with their learning. |
| 5 | Children struggling with emotional based school attendance anxiety (EBSA) are missing schooling. |

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 |
|---|---|
| <p>The % of disadvantaged pupils will meeting age related expectations in reading writing and maths will increase.</p> | <ul style="list-style-type: none"> - All staff will be familiar with EEF SEND in mainstream guidance report and further develop using technology to support pupils who are SEND and disadvantaged - Small group teaching in KS1 will increase % of children who meet or exceed age related expectations. - Children will have weekly 1:1 sessions with their learning champion who will tutor them in an area of learning needed. - Small group tuition will raise children’s attainment - CPD using EEF’s ‘Teaching and learning toolkit’ small group tuition will increase expertise in small group tuition |
| <p>Pupils identified with low self-esteem will demonstrate increased self-esteem and be able to take risks with their learning and talk about themselves in a positive way.</p> | <ul style="list-style-type: none"> - Children will be assessed using the Boxall Profile assessment tool at the beginning and end of the year. This will show increased self-esteem and engagement in learning. - Children will be able to say at least 5 things that they are good at/like about themselves. - Staff will have increased knowledge as a result of CPD on the Boxall Profile assessment tool and interventions. - Staff will implement interventions needed arising from the Boxall Profile assessment tool. - Increased self-esteem will result in increased % of pupils meeting or exceeding age-related expectations. - Children will have access to ELSA when identified as needing additional intervention in developing self-esteem. - Staff will have training on raising self-esteem within the classroom. - Staff will see that children take risks in their learning and persevere when they find tasks challenging. |
| <p>Pupils identified as struggling with learning from experiencing multiple ACEs will make progress from their individual starting points.</p> | <ul style="list-style-type: none"> - Staff will have refresher training on ACEs. - Staff will have refresher training on the impact of trauma on the brain and the impact this has on children’s ability to learn. - Staff will be made aware of any children who have experienced trauma and they will track these children in pupil progress meetings and every day lessons. - Children who have experienced trauma from ACEs will make progress from their individual starting points. - Intervention will be provided for areas of learning that children have identified difficulties in. |
| <p>Pupils identified as struggling with EBSA will have reduced anxiety when entering the school and will therefore attend school at least 97% of the time.</p> | <ul style="list-style-type: none"> - Pupils experiencing EBSA will be identified. - Pupils experiencing EBSA will complete the landscape of fear and ideal school task to identify areas of school that are anxiety provoking. |

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| | <ul style="list-style-type: none"> - Swift intervention will be put into place through a meeting with the class teacher and parents/carers to identify barriers to attending school. - Resources will be prepared by the class teacher with the support of the Inclusion Lead to support the transition into school. - Early Help referrals will be completed when deemed necessary. - Inclusion Lead will contact Dr Dave Damon for further EBSA support if needed. |
| <p>Pupils with identified SEND will learn strategies to regulate their emotions which will support them in staying focused on their learning and have a positive impact on their attainment.</p> | <ul style="list-style-type: none"> - Parent workshop to be delivered on regulating emotions and Zones of Regulation. - Sensory circuit training refresher for all staff. - Sensory circuits implemented for key children throughout the day to ensure they stay regulated. - Zones of regulation continued to be embedded in the every day language of the school. - Triggers for dysregulation will be identified swiftly by the class teacher and support put in place to remove these triggers. - Small group teaching across KS1 in order to stay more regulated in a quieter environment. - Enhanced widgit subscription to be purchased to provide teachers and parents/carers with resources to reduce teacher workload. |

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.

High-quality teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| To deliver CPD on the use of technology to support SEND/ disadvantaged learners in mainstream school. | The EEF guidance report on 'Special Educational Needs in Mainstream schools' highlights ensuring all pupils have access to high quality teaching. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils, one of which is the use of technology. | 1, 2, 4 |
| To deliver CPD on the Boxall Profile to enable them to provide effective support for children needing nurture provision. | 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, 2, 3, 4 |
| To deliver CPD on ACEs to support teachers in meeting the needs of those who have experienced them within their classroom. | 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. CPD on ACEs will enable this to happen as teachers will be able to identify pupils' needs. | 2 |

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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To provide targeted support for children struggling with EBSA to | The Department for Education have published examples of effective reasonable adjustments where mental health issues are affecting a pupil's attendance. It sets | 1, 4 |

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| integrate them back into school life. | out clear responsibilities and examples of how support can be targeted to help children reduce anxiety and return to school. | |
| 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, 3 |
| To provide a 1:1 learning champion for pupils who are disadvantaged to raise their self-esteem. | 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. | 3 |

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

Budgeted cost: £3,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To purchase the Boxall Profile tool and train staff on assessing children using this. | 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, 2, 3, 4 |
| To train a new ELSA to deliver ELSA sessions to identified children. | Research by the EEF states that there is evidence to suggest that explicitly teaching children strategies for managing their emotions is effective. These strategies might be taught through role play, puppets, stories or routines, and having conversations with children about the strategies is an important part of children learning to apply these successfully. Child and educator interactions are an important factor when children are learning to regulate their emotions, especially for children experiencing disadvantage. | 1, 2, 3, 4 |
| To organise and deliver parent/carer workshops on Zones of Regulation. | Research by the EEF shows that parental engagement is consistently associated with pupils' success at school. In the EEF guidance it states that there is | 1 |

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| | evidence to suggest that explicitly teaching children strategies for managing their emotions is effective. These strategies might be taught through role play, puppets, stories or routines, and having conversations with children about the strategies is an important part of children learning to apply these successfully. | |
| To organise and deliver parent/carer workshops on sensory circuits. | Research by the EEF shows that parental engagement is consistently associated with pupils' success at school. | 1 |
| To purchase the enhanced Widgit software subscription to reduce teacher workload and to provide parents/carers with resources specifically created for the home environment. | <p>Research by the EEF shows that symbols can increase children's attention, engagement and overall understanding by providing a visual representation of information.</p> <p>External agencies also recommend the use of symbols for children with SEND and other vulnerable pupils to enable them to process instructions in challenging situations.</p> | 1, 2, 4 |

Total budgeted cost: £14,750

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 2024 to 2025 academic year.

| Aim | Outcome |
|--|---|
| Pupils and families with identified social, emotional or health needs are well supported by school staff so that any barriers are removed or alleviated. | <ul style="list-style-type: none">• All of the families who were identified as needing support with social, emotional or health needs were either offered Early Help support or received Early Help support through both the school and/or local services. The impact of this was that housing, relational difficulties, health needs were addressed to ensure children were in school regularly. |
| Pupils with attachment difficulties will make secure relationships with their key adults and use strategies to support their emotional regulation. | <ul style="list-style-type: none">• 80% of our children in receipt of PP funding needed support with developing secure relationships due to their histories. This work was addressed through ELSA, Early Help, staff adopting the relational approach when supporting these children in class.• 20% of these children showed anxiety around separating from parents/carers and EBSNA based work was completed with them to understand their landscape of fear. Support was put in place to alleviate some levels of anxiety. |
| All disadvantaged pupils will meet national expectations for attendance/persistent absence. | <ul style="list-style-type: none">• 70% of children in receipt of PP funding met or exceeded national expectations for attendance.• The 3 children whose attendance did not meet national expectations, their attendance percentages were 93% and 64%. These children had referrals to the inclusion officer and additional support was explored with parents/carers on how to improve absences. Compared to the previous academic year, the attendance for those children did improve. |
| Disadvantaged pupils will make at least expected progress from their individual starting | <ul style="list-style-type: none">• In Reception, 100% of children in receipt of PP funding met all areas of the EYFS and achieved a Good Level of Development. |

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| <p>points in all area of the curriculum and especially Reading, Writing and Maths.</p> | <ul style="list-style-type: none"> • In Year 1, 100% of children in receipt of PP funding also have an EHCP and therefore have significant barriers to learning. However, 100% of Year 1 pupils in receipt of PP funding passed the Phonics Screening Check. • 1 out of 3 children in receipt of PP in Year 1 met ARE in writing. However, 100% of these children made progress from their individual starting points and met their targets on the SEND plans. • 1 out of 3 children in receipt of PP in Year 1 exceeded ARE expectations in reading. 2 out of 3 did not meet ARE expectations but made progress from their individual starting points and still passed the PSC. • 2 out of 3 children in receipt of PP in Year 1 met ARE in maths. 1 out of 3 still made progress from their individual starting point. • In Year 2, 4 out of 5 children met or exceeded ARE in reading. The other child has significant SEND needs which were being met through an EHCP and made good progress from their individual starting point. • In Year 2, 3 out of 5 children met ARE in writing. The other 2 children made good progress from their individual starting points. • In Year 2, 4 out of 5 children met ARE in maths. The other child has significant SEND needs which were being met through an EHCP and made good progress from their individual starting point. |
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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 | |

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| Little Wandle Phonics | |
| NCETM Maths Mastery | |
| Wellcomm | |
| NELI | |
| ELSA | |

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? |
| The first to receive verbal feedback and written feedback by both the Class Teacher and Assistant Teacher each week. | 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 |
| A learning coach that meets with them regularly to review learning, build self esteem and work on targets | 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 |
| Early Bird support (Before school targeted small group) | 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 |
| Pupil premium focus teaching provided by CTs. | 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 |
| Termly meeting with parents | To inform parents of how the funding will be spent. To build relationships with parents and offer | Relationships will be built across the year in order to support families and encourage them to | Each term a meeting will be held to meet with Pupil premium parents. | Pupil Premium Lead, ELSA |

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| | support to families who need it. | support children with their learning needs. | | | |
| Access to 1 club per paid per term if needed | 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. | |
| Access to 1 school trip paid per term if needed | 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 | |
| Termly reviewed provision maps | 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. | |
| Offer of foodbank vouchers | 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 or during the longer | Office team to send out an email to Pupil Premium families offering support and collection of vouchers via the office. | Office team. | |

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| | | summer holiday break. | | | |
| Offer of HAF funded holiday clubs | 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. | |
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