

Wallace Fields Infant School and Nursery



Pupil Premium Strategy 2026-2027

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 2026

Next Review: July 2027

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 2026
Date on which it will be reviewed	28 th July 2027
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	£12,400
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	£12,400

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	Persistent absence and lower overall attendance among disadvantaged pupils may reduce access to consistent teaching, intervention and wider learning opportunities.
2	A significant proportion of disadvantaged pupils have identified SEND, creating an additional barrier to accessing the curriculum and making expected progress without appropriate adaptations and targeted support.
3	Disadvantaged pupils in Reception are less likely to achieve the expected standard in Reading, Writing and Mathematics, indicating the importance of continuing early identification, targeted support and parental engagement.
4	Some disadvantaged pupils enter school with identified or emerging speech, language and communication needs, which can affect their ability to access learning, develop vocabulary and make progress across the curriculum.

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>Improve attendance and reduce persistent absence among disadvantaged pupils, so that they have consistent access to high-quality teaching, targeted interventions and wider learning opportunities.</p>	<ul style="list-style-type: none"> - The proportion of disadvantaged pupils who are persistently absent is reduced from the previous academic year. - The attendance % for pupil premium children will show year on year improvements over the next 3 years. - Attendance data is reviewed regularly by leaders, with targeted action taken for pupils whose attendance is below the school's agreed threshold. - A deeper understanding of the barriers to attending will be identified through targeted meetings with the Attendance Lead. For example, if there is repeated illness then discussions around housing suitability will take place and referrals will be made where appropriate.
<p>Improve the progress and attainment of disadvantaged pupils with SEND through effective identification, appropriate adaptations and targeted support, enabling them to make strong progress from their individual starting points.</p>	<ul style="list-style-type: none"> - SEND needs are identified promptly, with appropriate support and provision put in place without unnecessary delay. - Progress data and assessment information are used systematically to identify pupils at risk of falling behind and to adapt provision accordingly. - A greater proportion of disadvantaged pupils with SEND meet or exceed their individual progress targets. - The proportion of disadvantaged pupils with SEND making less than expected progress decreases over the academic year.
<p>Increase the proportion of disadvantaged pupils in Reception achieving the expected standard in Reading, Writing and Mathematics, with a particular focus on closing gaps from pupils' starting points.</p>	<ul style="list-style-type: none"> - Baseline and ongoing assessment identify disadvantaged pupils who are at risk of not meeting the expected standard, enabling timely and targeted intervention. - Parents/carers of disadvantaged pupils are supported to engage with learning at home, particularly through activities that develop early reading, writing and mathematical skills. - Progress towards Early Learning Goals is reviewed regularly, with provision adapted promptly where pupils are not making sufficient progress. - Disadvantaged pupils make strong progress from their individual starting points across Reading, Writing and Mathematics.
<p>Improve disadvantaged pupils' speech, language and communication skills through early identification and targeted support, enabling them to develop the vocabulary, communication and language skills needed to access the curriculum and make progress.</p>	<ul style="list-style-type: none"> - Speech, language and communication needs among disadvantaged pupils are identified early through effective screening, observation and assessment. - Disadvantaged pupils identified as having speech, language or communication needs make measurable progress against their individual targets. - The proportion of disadvantaged pupils requiring additional speech and language support who meet their individual targets increases over the academic year. - Staff consistently use strategies that support language development, including explicit vocabulary teaching, modelling, questioning, talk opportunities and visual supports. - Parents and carers are supported with practical strategies and activities to develop speech, language and communication skills at home. - Where appropriate, pupils are referred promptly to relevant specialist services, and recommendations are implemented and monitored for impact.

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 training on the 'pre-teach' strategy to ensure key vocabulary and concepts are pre-taught to enable access to the curriculum.	The EEF's early years evidence recommends explicit teaching and modelling of vocabulary, particularly providing additional support for children from lower-income families who may have fewer words.	2, 3 and 4
To provide training to more staff on the NELI programme to support with communication and language in Reception.	The EEF's evidence base identifies oral language approaches as having a strong positive impact, particularly when they involve purposeful interaction, explicit vocabulary teaching and curriculum-linked discussion. The EEF reports an average impact of approximately six months' additional progress for oral language interventions.	2 and 4

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

Budgeted cost: £10,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To audit our high-quality picture books to further develop the language and vocabulary of our disadvantaged pupils and to develop a sense of enjoyment of books.	The EEF's Preparing for Literacy guidance specifically focuses on children aged 3–5 and highlights the importance of communication, language and early literacy, particularly for children from disadvantaged backgrounds. The EEF also recommends rich language environments, shared reading and explicit vocabulary development in the early years.	3 and 4
To use the Letterbox Club subscription to provide access to	The EEF's Preparing for Literacy guidance specifically focuses on children aged 3–5 and highlights the importance of	3 and 4

appropriate books to disadvantaged families.	communication, language and early literacy, particularly for children from disadvantaged backgrounds. The EEF also recommends rich language environments, shared reading and explicit vocabulary development in the early years.	
To ensure maximum impact on pupil progress through the use of additional experienced teachers across Reception to work closely with PP children in Reading, Writing and Maths.	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 and 3
To use 1:1 tuition selectively where pupils have significant gaps that require highly individualised support.	The EEF states that pupils with SEND have a particular need for excellent teaching and recommends approaches that improve classroom instruction alongside carefully targeted additional support. Small-group tuition has a strong evidence base when it is targeted at specific needs, linked to classroom learning and delivered by appropriately trained staff.	2 and 3
To offer workshops and information sessions targeted at our disadvantaged families to explain and model how parents/carers can support early literacy and mathematics. Develop a targeted family learning programme for disadvantaged pupils, providing parents/carers with practical strategies to support early reading, vocabulary, communication and mathematics at home. Staff will model activities through workshops, stay-and-play sessions and personalised support, with resources provided to enable families to practise these skills regularly at home. Engagement and impact will be monitored through parent feedback, pupil assessment and progress data.	The EEF's Preparing for Literacy guidance specifically focuses on children aged 3–5 and highlights the importance of communication, language and early literacy, particularly for children from disadvantaged backgrounds. The EEF also recommends rich language environments, shared reading and explicit vocabulary development in the early years.	2 and 3

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

Budgeted cost: £1,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To monitor attendance alongside attainment, behaviour and pastoral information to identify disadvantaged pupils who may be experiencing barriers to attendance.	The EEF recommends understanding the individual and family barriers affecting attendance, building a culture of belonging, communicating effectively with families, improving universal provision and using targeted interventions where required.	1
To develop a strong culture of belonging, with disadvantaged pupils experiencing positive relationships with staff and feeling that they are valued members of the school community.	The EEF recommends understanding the individual and family barriers affecting attendance, building a culture of belonging, communicating effectively with families, improving universal provision and using targeted interventions where required.	1 and 3
To use an early-intervention approach, contacting families promptly when attendance begins to decline rather than waiting for persistent absence to become established.	The EEF recommends understanding the individual and family barriers affecting attendance, building a culture of belonging, communicating effectively with families, improving universal provision and using targeted interventions where required.	1
To maintain regular communication with parents/carers about their child's strengths, next steps and progress. In Reception, this will be completed via Tapestry.	The EEF recognises that some families will need more intensive support. This could include individual meetings, home visits, family liaison support or targeted programmes.	1, 2, 3 and 4

Total budgeted cost: £12,400

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
The % of disadvantaged pupils meeting age related expectations in reading, writing and maths will increase.	<ul style="list-style-type: none">• In Reception, 40% of disadvantaged pupils met age related expectations in reading, writing and maths.• In Year 1:<ul style="list-style-type: none">- 100% of disadvantaged pupils achieved greater depth within the expected standard for Reading.- 100% achieved age related expectations or exceeded them in Writing.- 100% achieved or exceeded age related expectations in Maths.• In Year 2:<ul style="list-style-type: none">- 2 out of 3 pupils achieved age related expectations in Reading.- 2 out of 3 pupils achieved age related expectations in Writing.- 2 out of 3 pupils achieved or exceeded age related expectations in Maths.
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.	<ul style="list-style-type: none">• 100% of disadvantaged pupils were able to talk about themselves in a positive way on at least 5 occasions.• 100% of disadvantaged pupils could identify something in their learning that they were proud of on at least 10 occasions.• 100% of disadvantaged pupils engaged with learning that they found challenging rather than allowing the challenge to disengage them.
Pupils identified as struggling with learning from experiencing multiple ACEs will make progress from their individual starting points.	<ul style="list-style-type: none">• 100% of children experiencing multiple ACEs made progress from their individual starting points. This may have been progress towards individual SEND targets or EHCP targets and also progress against academic starting points.

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.	<ul style="list-style-type: none"> Individual case study demonstrates that intensive support was put in place to support a child experiencing EBSA and this led to a dramatic increase in school attendance. Due to high-levels of anxiety this individual case needed escalated support from external agencies and as a school we maintained our high levels of support through weekly home visits and wellbeing checks.
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.	<ul style="list-style-type: none"> 100% of the children who are in receipt of PP and identified as having SEND achieved their SEND targets based around regulating their emotions in order to allow them to partake in learning tasks. An in-house nurture provision was set up to support an individual in regulating emotions and increasing learning opportunities and this was successful in meeting this need.

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	
Wellcomm	
NELI	
ELSA	
Spelling Shed	
My Happy Minds	

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

	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.	

		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.	