

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and Nursery
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2022
Date this statement was published	1 <sup>st</sup> October 2021
Date on which it will be reviewed	1 <sup>st</sup> October 2022
Statement authorised by	Jamie Hallums and Nicky Mann
Pupil premium lead	Roisin Hearn
Governor / Trustee lead	Lawrence Matthews

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,485
Recovery premium funding allocation this academic year	£1,885
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,370

## 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 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 life long love of learning. We recognise that quality first 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 pupil premium children in their class in receipt of the Pupil Premium funding and takes responsibility for accelerating their progress. Pupil premium provision maps are used in the monitoring process to evaluate the cost effectiveness of interventions given to disadvantaged pupils.
- Support for each child is personalised with carefully planned personalised learning as part of wave 1 quality first teaching and personalised planning for interventions in order to accelerate progress.

### Challenges

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

Challenge number	Detail of challenge
1	School Closures due to COVID-19 - A significant proportion of children have fallen behind their peers in Reading, Writing and Maths and therefore a gap is highlighted.
2	Children have a lack of confidence and self-belief in their own abilities.
3	Having special educational/social and emotional needs.
4	Attendance below 90%.

### 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
To ensure children achieve national expectations at end of the Early Years Foundation Stage (EYFS) and Key Stage One (Years 1 and 2), through rigorous and effective staff training.	<ul style="list-style-type: none"><li>• All Pupil Premium children will meet age related expectations in Reading, Writing and Maths.</li><li>• All Pupil Premium children will pass the Phonics check in Year 1.</li></ul>

	<ul style="list-style-type: none"> <li>• Half termly and end of year data will show good progress for Pupil Premium children.</li> <li>• Staff will feel supported and confident in implementing Mastery for writing, Maths mastery and a new phonics scheme.</li> <li>• Learning walks and Team teaching sessions will demonstrate high quality effective teaching in all classes.</li> </ul>
To develop our early intervention provision across Early Years Foundation Stage (EYFS) and Key Stage One (Years 1 and 2) to provide tailored support for children through the use of 'Early Birds' and evidence-based interventions.	<ul style="list-style-type: none"> <li>• All staff will be using evidence based resources to plan high quality interventions.</li> <li>• Monitoring will show that children are making rapid progress.</li> <li>• Monitoring will show that children are consistently receiving their intervention.</li> <li>• All interventions will be targeted, specific and measureable.</li> <li>• Engagement with parents and monitoring will show that children are regularly attending before and after school provision e.g. Early Birds/ National Tutoring programme.</li> </ul>
To ensure all Pupil Premium children have an attendance of 97% or above.	<ul style="list-style-type: none"> <li>• All Pupil Premium children will have an attendance of 97% or above.</li> <li>• Pupil Premium parents will be actively involved in their child's education through termly meetings, coffee mornings, ELSA support.</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: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop staff knowledge in Maths Mastery (Power Maths), Mastery in Writing and New Phonics scheme 'Letters and Sounds Revised' through Professional	Research from the NFER shows that a whole school ethos of high attainment for all pupils, high quality first teaching and meeting individual needs are the most effective ways to ensure disadvantaged pupil's achieve highly.	1, 2, 3

Development, Team teaching and incremental coaching so that Reading, Writing and Maths lessons are delivered effectively.		
To ensure any gaps in knowledge identified in Reading/Phonics, Writing and Maths as a result of missed learning due to the COVID-19 school closures and Summer term assessments are identified through ongoing rigorous assessment and acted upon rapidly.	It is estimated that the socio economic attainment gap will grow by 11% and 75% as result of school closures. Median estimate is that the gap will widen by 36%. This will more than reverse the progress on narrowing the gap seen over the last decade. It is projected that the gap will widen most in maths and for younger children and the gap in language is likely to widen. The EEF reported that It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place.	1, 2, 3

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 measurable outcomes.	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.	1, 2, 3
To ensure maximum impact on pupil progress by establishing small teaching groups (including tutoring) and evidence based interventions for Pupil Premium children falling behind age-related expectations.	We recognise that Quality First 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. Many of the interventions implemented are personalised or research based to have the best possible impact on attainment and pupil progress.	1, 2, 3

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

Budgeted cost: £2,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide an enhanced package of well-being support for parents including our workshop programme, coffee mornings and targeted support from the school Emotional Literacy Support Assistant (ELSA).	Research by the EEF shows that parental engagement is consistently associated with pupils' success at school.	1, 2, 3, 4
To regularly explore (half termly) any differences in attendance between key groups of children and work with parents to implement a rapid action plan to close any gaps.	NFER research has highlighted that more successful schools talked to parents about the importance of learning and aspirations sharing with parents the curriculum pupils were covering and how to support their child.	4

**Total budgeted cost: £21,370**

## 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 2020 to 2021 academic year.

Aim	Outcome
<p><b>To increase the number of pupil premium children achieving age related expectations at end of EYFS and KS1</b></p> <p>Staff use their secure understanding of wave one quality first teaching to ensure all learners make better than good/outstanding progress.</p>	<ul style="list-style-type: none"> <li>- Staff demonstrate a secure understanding of quality first intervention this is evident in learning walks, book monitoring and gap analysis meetings. The impact of this is evident in books and progress data.</li> <li>- Due to the COVID-19 extended closures in the Spring Term it is not possible to fully evaluate the impact.</li> </ul>
<p><b>To increase the number of pupil premium children achieving age related expectations at end of EYFS and KS1</b></p> <p>Ensuring any gaps in knowledge identified in Reading, Writing and Maths as a result of missed learning due to the COVID-19 school closures are acted upon with rapid targeted intervention.</p>	<ul style="list-style-type: none"> <li>- All pupil premium children attended specific, focused interventions where they received additional feedback. A 'book look' for children identified as Pupil Premium highlighted the good progress that had been made by the children since the start of the academic year.</li> <li>- Progress data showed that the vast majority of Pupil Premium children made good progress in Reading, Writing and Maths.</li> <li>- Pupil premium children had additional daily reads to ensure they received additional practice and feedback from the teacher/Assistant Teacher.</li> <li>- All pupil premium children in KS1 and EYFS were invited to the Early Bird provision. Early Birds uses a variety of strategies including pre-teaching and group work to develop children's confidence in their learning that is also mirrored in class. All of the children invited regularly attended.</li> <li>- This provision proved successful as it contributed to the good progress made by each child.</li> </ul>
<p><b>To develop our relationships with Pupil Premium parents, so they continue to be actively involved in their child's education; providing information to support teachers targets for their Pupil Premium children.</b></p> <p>Develop a greater home-school relationship, where parents feel heard and supported and teachers gain a</p>	<ul style="list-style-type: none"> <li>- Additional meetings took place in the Autumn and Summer terms and were well attended by parents. Due to the COVID-19 school closures the Spring term meeting could not take place.</li> <li>- Termly provision maps were shared with parents and support given for supporting children's learning at home.</li> <li>- The school ELSA made regular contact with identified families remotely.</li> </ul>

greater understanding of their Pupil Premium children and their needs.	Summer term parent meetings took place following the end of year report and ideas shared for how to support their children throughout the Summer holidays with any areas highlighted in the end of year report.
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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

## 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 a senior teacher 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.	Early Birds Intervention lead, HLTAs and Class teachers overseen by SLT.
<b>Pupil premium focus teaching provided by Ts/HLTAs</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.	HLTAs. Pupil Premium lead to plan time and needs of children across the school.
<b>Termly meeting with parents</b>	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.		
<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>Miss Charlie, the well-being dog.</b>	To provide opportunities for children to build their self-esteem and mental health and well-being as well as communication skills.	A proportion of our pupil premium children require emotional support.	Weekly visits from Miss Charlie the well-being dog. Specific children to be targeted to make visits.	Class teachers
<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	Office team to send out an email to Pupil Premium families offering support and collection of	Office team.

		Ewell Foodbank provides emergency food during crisis situations such as redundancy, benefit delays or receiving an unexpected bill or during the longer summer holiday break.	vouchers via the office.	
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