



## Pupil Premium Strategy Statement for Walter Infant School and Nursery 2022-2025



### School Overview

| Metric                                      | Data                                    |
|---|---|
| School name                                 | <b>Walter Infant School and Nursery</b> |
| Pupils in school                            | <b>294</b>                              |
| Proportion of disadvantaged pupils (PPG)    | <b>8.59%</b>                            |
| Pupil premium allocation this academic year | <b>£47,950</b>                          |
| Academic year or years covered by statement | <b>2022-2025</b>                        |
| Publish date                                | <b>September 2023</b>                   |
| Review date                                 | <b>March 31<sup>st</sup> 2024</b>       |
| Statement authorised by                     | <b>Judy Wheeler &amp; Anita Pugh</b>    |
| Pupil premium lead                          | <b>Judy Wheeler</b>                     |
| Governor lead                               | <b>Lara Panesar Beavis</b>              |

### Funding Overview

| Detail  | Amount  |
|---|---------|
| Pupil Premium Funding Allocation this academic year 2023/4        | £47,950 |
| Recovery Premium Funding Allocation for this academic year 2023/4 | £3770   |
| Pupil Premium Funding carried forward from previous year 2022/3   | £0      |

|   |
|---|
| <b>Total budget for this academic year 2023/4</b> |
|---|

|                |
|----------------|
| <b>£51,720</b> |
|----------------|

## **Part A: Pupil Premium Strategy Plan**

### **Statement of Intent**

At Walter Infant School and Nursery, we are committed to ensuring that all our children can do more, know more and remember more. If any of our children are disadvantaged in a way that prevents them from being able to make progress and attain at Age-Related Expectations (or above) we will 'tilt' our practice to enable all children to be successful.

All our children in receipt of Pupil Premium Funding have a personalised plan; we use these plans like a 'rucksack' as each one is completely different and some hold a lot more than others, depending on the needs of the child.

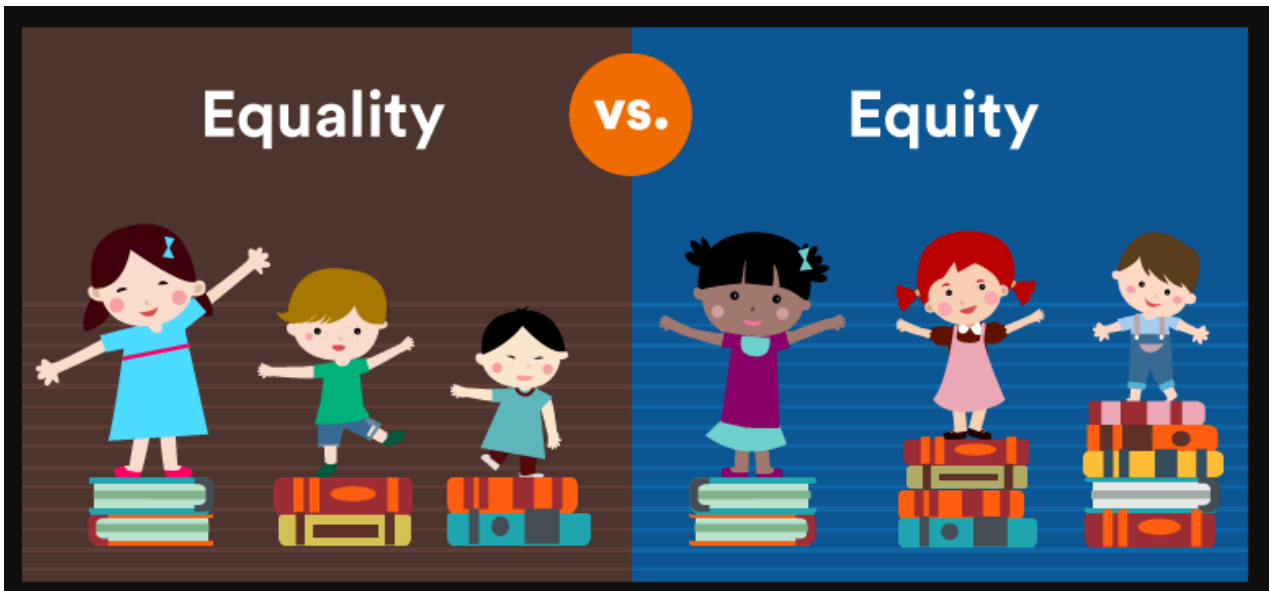
For example:



#### **Contents**

1:1 reading, football club and football kit, milk, school uniform, school trip fund, Canine Assisted Learning once a week, collect child and bring to school when required, free access to Rise and Shine.

Walter Infant School and Nursery is an equitable, secure, safe and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, empathy, kindness, honesty and resilience. It is our role to ensure that our vulnerable children can share some of the same experiences as their peers. We provide at least one extra-curricular activity for each PPG and LAC child and in some cases more than one.



All PPG children with a Catch-Up plan will have carefully measured, easily achievable targets for reading, writing and mathematics, with a clear plan in place, tailored to their needs, to enable them to make good or better progress to age related or greater depth attainment.

If our PPG children do not have the opportunity to read to an adult at home, we will provide one to one reading in school. If our PPG children do not have craft equipment at home, we will provide it for them. If our children do not have enough to eat, we will supply food parcels and food vouchers. We work in partnership with Wokingham Foodbank so we can issue food and fuel vouchers to those families that need them, in addition, we have our own Walter's Pantry; supplying breakfast and ingredients for a hot meal every day if required. We will provide uniform, PE kits, sports kits and leisure wear as well as shoes, coats and pyjamas, so that none of our children look or feel different and they are all dressed suitably and have all the equipment they need.

Many of our PPG children are double or triple deficit (sometimes even more), so they may be on the Child Protection Register, or a Persistent Absentee, or speak English as an Additional Language, some of them are SEND, some are in temporary Foster Care, some are looked after (LAC) and some are in in our identified vulnerable groups, synonymous to our school.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Our attendance data for September 2023 shows that 28% of children (who are eligible for PPG funding or eligible for Early Years PP funding) is below 95% which is 12% less than 2021 2022 which is very positive but still needs to reduce further. However, all 7 children (28%) have attendance below 90% (so are persistent absentees PA) compared with 10% of all children. However, 3 of the 7 children are non-statutory. |

|   |  |
|---|--|
|   | <p>The data has also shown that attendance among disadvantaged pupils is 94.6% lower than for non-disadvantaged pupils which is 96.8%</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children's progress</p>  |
| 2 | <p>Two children who are entitled to Pupil Premium Grant Funding (PPG) are also subject to Child Protection Plans. Two children who are entitled to PPG funding are subject to a Child in Need plan, one child in receipt of PPG funding is working with Early Help and a further referral for a family with PPG and EYPPG funding has been referred for Early Help. All these children are working below age-related expectations</p>  |
| 3 | <p>Due to our diverse catchment area and socio-economic varieties amongst families, there are some PPG children who have significantly lower family incomes than others.</p> <p>Through observations and discussions with pupils and their families, we know that many of our children on lower incomes do not have the same opportunities to develop cultural capital through extra-curricular activities inside and outside school</p>   |
| 4 | <p>Through observations and discussions with pupils and their families we know that sometimes some children will arrive at school without having eaten breakfast. We have children who do not have suitable clean and appropriate clothes for school, including coats and shoes. We have children who do not have equipment at home to support their learning including books, paper and electronic devices that can access the internet. Many families have to choose between 'heating and eating'.</p> |
| 5 | <p>It was clear when the children returned to/started school in September 2021 post partial school closures, that lots of our children had very big gaps in the cognitive development, particularly self-care, communication and physical development. These gaps impact on the children's ability to know more, do more and remember more. This has resulted in significant gaps in knowledge and understanding leading to pupils falling behind age-related expectations</p>                           |
| 6 | <p>Our assessments and observations indicate that there can be a lack of academic support for some disadvantaged pupils at home to enable them to achieve well and to grow in confidence in their ability to learn and their resilience to keep on trying.</p>   |

## 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>Improved attainment in reading, writing and mathematics among disadvantaged children</p> <p>At the end of Year 2 2023:</p> | <ul style="list-style-type: none"> <li>At least 80% of KS1 PPG children are at ARE or above in reading, writing and mathematics by June 2023, 2024 and 2025</li> </ul> |

|  |  |
|--|--|
| <p>Reading: No PPG 84% PPG 30%<br/> Writing: No PPG 85% PPG 33%<br/> Maths: No PPG 89% PPG 50%</p> <p>At the end of Foundation Stage 2023 only 35% of PPG children achieved a good level of development compared with 75% of all children.</p> | <ul style="list-style-type: none"> <li>• At least 80% of FS2 PPG children will achieve a Good Level of Development June 2023, 2024 and 2025</li> </ul> <p>We must reduce the gaps between PPG children and No PPG children</p>   |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>   | <p>Sustained high attendance from 2024/2025 as demonstrated by:</p> <ul style="list-style-type: none"> <li>• Overall absence rate for all pupils being no more than 5%</li> <li>• Attendance gap between PPG children and non-PPG children to be reduced to 1%</li> <li>• % of all children being PA reducing to absence levels below 5% and the figure for PPG children to reduce below 15%</li> </ul>  |
| <p>To achieve and sustain improved wellbeing for all pupils in school for all pupils in school particularly our disadvantaged pupils.</p>  | <p>Sustained high levels of wellbeing as demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• At least one programme of support will be in place for children who have poor mental health or emotional insecurity, either by an additional resource or through nurture in school.</li> <li>• Support will be in place for parents who are struggling to meet the physical, academic and emotional needs of their children and progress will be measured from the start of a programme so that we can understand the impact and make any necessary changes.</li> </ul> |
| <p>To ensure our disadvantaged pupils have access to extra-curricular activities inside and outside of school</p>  | <ul style="list-style-type: none"> <li>• Each PPG child to be provided access to one or more extra-curricular activity aligned to their interests</li> <li>• Each PPG child to attend school trips and excursions</li> </ul>   |
| <p>To ensure our disadvantaged pupils have the support and resources they need in order to arrive in school ready to learn</p>   | <p>Sustained higher levels of wellbeing as evidenced by:</p>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Full compliance of all pupils to school uniform policy</li> <li>• Uptake of breakfast club by PPG children where needed</li> <li>• Teacher assessment of readiness to learn particularly among PPG children</li> <li>• At least one programme of support will be in place for children who have poor mental health or emotional insecurity, either by additional resources or through nurture in school</li> <li>• Support will be in place for parents who are struggling to meet the physical, academic and emotional needs of their children and progress will be pleased from the start of the programme so that we can understand the impact and make any necessary changes</li> </ul> |
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### Activity in this academic year

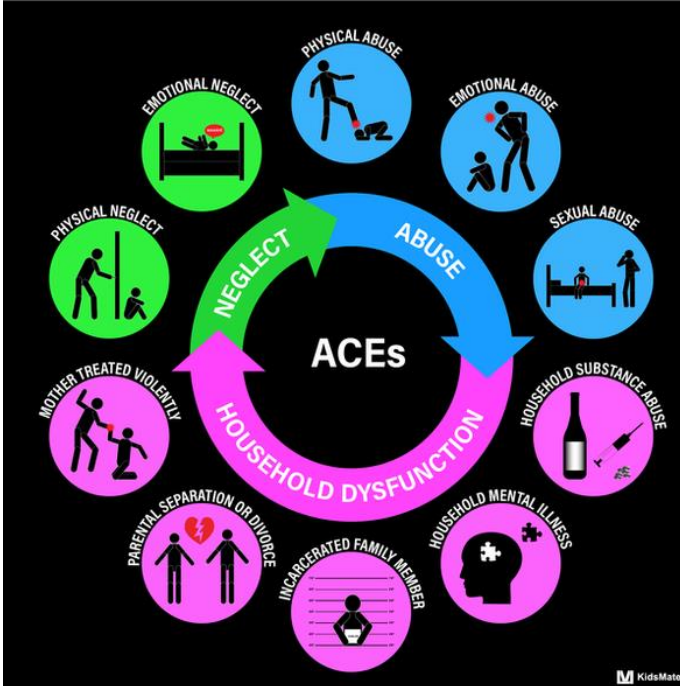
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **National College Membership £1000**

Budgeted cost for Designated Safeguarding leads: **£450:00 Wokingham Learning Hub**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Training for teaching staff and support staff on how children learn:<br><b>Metacognition</b> | Metacognition: our focus will continue to be ensuring the children know how to learn: EEF Metacognition and Self-Regulated Learning.<br><i>“Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their learning” EEF</i><br><a href="https://www.nationalcollege.com/metacognition-self-regulated-approach-to-teaching">Metacognition: Self-Regulated Approach to Teaching (nationalcollege.com)</a> | 5                             |
| Attendance monitoring and  | Emotionally Based School Avoidance is a broad umbrella term used to describe a group   | 1                             |


|  |  |                |
|--|--|----------------|
| <p>parental partnerships to improve attendance of persistent absentees</p>   | <p>of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school. A clear distinction is made between those that are absent from school due to truancing and those that are absent from school due to the specific emotional distress that they experience around attending school (Thambirajah, Grandison &amp; De-Hayes, 2008). Our Senior Well-being Leader will attend training on EBSA and signpost parents to consultation surgeries. <a href="mailto:CSEPA-EducationalPsychologyAdmin@wokingham.gov.uk">CSEPA-EducationalPsychologyAdmin@wokingham.gov.uk</a></p>   |                |
| <p>To ensure that children who are subject to Child Protection Plans, Children in Care and Children in Need or Early Help will have all the support they require to enable them to learn and make progress</p> | <p>The Designated Safeguarding Leads will monitor all children on the Child Protection Register to assess attainment, progress and behaviours for learning.</p> <p>All children who have Adverse Childhood Experiences (ACE) impact on their lives will receive the support and care they need to access the curriculum and to engage with learning.</p> <p><a href="https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/">https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/</a></p>  <p>The infographic illustrates ACEs (Adverse Childhood Experiences) centered around three main categories: Neglect (green), Abuse (blue), and Household Dysfunction (pink). Each category is represented by a large arrow pointing towards the center 'ACEs' text. Surrounding these are 12 specific icons: Emotional Neglect, Physical Abuse, Emotional Abuse, Sexual Abuse, Household Substance Abuse, Household Mental Illness, Incarcerated Family Member, Parental Separation or Divorce, Mother Treated Violently, Physical Neglect, Physical Abuse, and Emotional Abuse.</p> | <p>2 and 3</p> |

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

Budgeted cost: **£5,404.00** tutoring (5 afternoons in Year 2) as well as **£8037.00** 50% of a newly hired LSA to support behaviour and engagement of the most vulnerable children in school including PPG and SEND (double deficit); total: **£13,441.00**

**Pupil Premium Champion: £5,193.00** (3 days support in Year 1)

Total Spend: **£18,634.00**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Every child who is performing below ARE or who has the innate potential to meet the greater depth standard will have SMART targets in place through personalised learning packages or through their Catch-Up plans, including individual and personalised tutoring programmes.</p> | <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of <a href="#">extending school time</a> or a <a href="#">summer school</a> – or as a replacement for other lessons. + 5 months</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. + 4 months</p> | <p>5 and 6</p>                |
| <p>One to one support for double and triple deficit PPG children to constantly observe so that they can predict and divert/prevent dangerous or unwanted behaviours and to support learning</p>   | <p><b>LEANS</b><br/>Learning About Neurodiversity at School</p>  <p>Children who are diagnosed with ASD or are on the pathway need one to one support in order to learn: we have worked with Jude Ragan: “This model is highly intensive, and expects staff to work extremely hard in preparation and delivery of the curriculum, and to constantly observe the child to gauge their levels of interest and arousal, being always ready and prepared with the next task,</p>   | <p>2, 5 and 6</p>             |




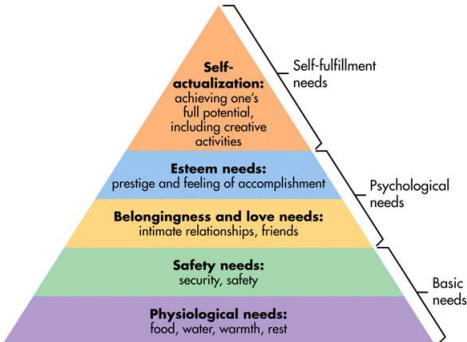
|  |  |  |
|--|--|--|
|  | whether more or less demanding depending on their emotional regulation.” |  |
|--|--|--|

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

### Budgeted cost:

| PPG Expenditure                             |   |               |
|---|---|---------------|
| Canine Assisted Learning                    | 6 sessions (for 5 children) per half term   | £4,500        |
| Assistance Dog Training                     | Autumn, Spring and summer terms, including Public Liability Insurance   | £1,500        |
| Training                                    | As requested/required   | £4,500        |
| Clubs for PPG Children                      | All extra-curricular clubs (up to 2 clubs per child per term) and Robin Lunch Club for EYPPG  | £6,000        |
| Cool Milk                                   | For PPG children who choose to have milk  | £1000         |
| School Trips                                | Financial support for PPG children for trips and visitors   | £800          |
| Food  | Fresh and frozen food for families who are struggling with the cost of living crisis  | £60           |
| Family Support                              | Sessions for families in receipt of PPG   | £200          |
| Gabriel's Education and Wellbeing           | <b>Emotional Success Programme</b> Up to 15 sessions (3 per child)  | £2000         |
| Resources                                   | Reading Books, Classroom Resources, toys for inside and outside play to fill the Cultural Capital Gaps  | £3,500        |
| Indian Dance Day                            | Cultural Capital Experience from Education Group  | £1500         |
| Bilingua Sing EYFS N1                       | Spanish in Robin  | £1200         |
| Maypole Dancing                             | Cultural Capital Experience from Education Group  | £1500         |
| Staff Training                              | Training to close the disadvantaged gap   | £4500         |
| Fine Motor Control Programme for FS and KS1 | <a href="https://www.nhsggc.org.uk/media/4245/a-guide-to-using-fiz-programme.pdf">https://www.nhsggc.org.uk/media/4245/a-guide-to-using-fiz-programme.pdf</a> Clever Hands<br><a href="https://www.tts-group.co.uk/motor-skills-united-occupational-therapy-programme/1002394.html">https://www.tts-group.co.uk/motor-skills-united-occupational-therapy-programme/1002394.html</a> | FOC<br>£50.00 |
| Breakfast Club and Lunch Club               | Some children may attend free of charge if it helps them to settle in the mornings  | £700          |

|                  |   |                |
|------------------|---|----------------|
| Uniform/Clothing | PPG children and disadvantaged children   | £800           |
|                  | <b>Total Allocated Spend</b>  | <b>£31,480</b> |
|                  | <b>Staffing Costs (Tutor, one to one and additional support for catch up in Year 1 Phonics (KG)</b> | <b>£20,240</b> |
|                  |   | <b>£51,720</b> |
|                  |   |                |
|                  |   |                |

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>All children with identified mental health issues are receiving the support they need to be well and to make progress</p> <p>School Therapy Dog in school each day</p>                                       |  <p><a href="https://theconversation.com/dogs-in-the-classroom-coming-to-a-school-near-you-soon-114392">https://theconversation.com/dogs-in-the-classroom-coming-to-a-school-near-you-soon-114392</a></p> <p><i>“University of Buckingham, Sir Anthony Seldon, who made a speech at the university’s <u>“Ultimate Wellbeing” conference promoting school dogs as “a powerfully cost-effective way ... to improve mental health in our schools”.</u></i> Also in attendance at the conference was <i>Damian Hinds, UK education secretary, who spoke in support of bringing dogs into schools to enhance well-being and claimed every school should adopt one.”</i></p> | 2                             |
| <p>The children arrive at school calm and ready to learn OR we ensure that after arriving at school we can make provisions so that they are calm and more ready to learn e.g. breakfast, homework, reading,</p> |    | 4                             |

|   |   |                |
|---|---|----------------|
| <p>clothing etc Maslow's Hierarchy of Need</p>  | <p><a href="https://www.simplypsychology.org/maslow.html#gsc.tab=0">https://www.simplypsychology.org/maslow.html#gsc.tab=0</a></p> <p><i>“Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization.</i></p> <p><i>Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up.”</i></p>  |                |
| <p>To facilitate extra-curricular activities for every PPG child either in school or outside of school hours.</p> | <p><i>“<b>Cultural Capital</b> is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.”</i></p> <p><a href="https://www.early-education.org.uk/cultural-capital#:~:text=Cultural%20capital%20is%20the%20essential,start%20to%20their%20early%20education.">https://www.early-education.org.uk/cultural-capital#:~:text=Cultural%20capital%20is%20the%20essential,start%20to%20their%20early%20education.</a></p> <p><a href="https://eyfs.info/articles.html/leadership-and-management/the-theories-behind-cultural-capital-r253/">https://eyfs.info/articles.html/leadership-and-management/the-theories-behind-cultural-capital-r253/</a></p> | <p>3 and 4</p> |

## 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.

| <b>End of Year Data for 2022-2023</b>                          |     |     |     |      |       |      |              |
|--|-----|-----|-----|------|-------|------|--------------|
| <b>Year 2 (11 PPG children)</b>                                |     |     |     |      |       |      |              |
| <b>Year Two end of year results 2023 for ARE + Teacher Ass</b> |     |     |     |      |       |      |              |
|  | PPG | SEN | EAL | Boys | Girls | BAME | All children |
| Writing  | 17% | 30% | 74% | 75%  | 76%   | 82%  | 76%          |
| Reading  | 33% | 30% | 77% | 77%  | 78%   | 87%  | 78%          |
| Maths  | 58% | 40% | 84% | 84%  | 83%   | 89%  | 90%          |
| Science  | 83% | 80% | 87% | 91%  | 89%   | 91%  | 90%          |

| <b>Percentage of children at Greater Depth 2023</b> |     |     |     |      |       |      |              |
|---|-----|-----|-----|------|-------|------|--------------|
|   | PPG | SEN | EAL | Boys | Girls | BAME | All Children |
| Writing   | 0%  | 30% | 10% | 9%   | 15%   | 7%   | 20%          |
| Reading   | 0%  | 20% | 74% | 27%  | 30%   | 29%  | 29%          |
| Mathematics   | 0%  | 40% | 13% | 23%  | 11%   | 13%  | 28%          |
| Science   |     |     |     |      |       |      |              |

#### Year 1 Phonics 2021 2023

Percentage of Y1 children meeting expected standard in Phonic Screening June 2022 – June 2024

| Year One<br>(number in each group) | PPG<br>(12) | SEN<br>(6) | EAL<br>(30) | Boys<br>(44) | Girls<br>(46) | Beech<br>(30) | Larch<br>(30) | Oak<br>(30) | All Children<br>(90) |
|------------------------------------|-------------|------------|-------------|--------------|---------------|---------------|---------------|-------------|----------------------|
| 2022                               | 42%         | 17%        | 73%         | 73%          | 83%           | 77%           | 77%           | 80%         | 78%                  |

| Year One<br>(number in each group) | PPG<br>(6) | SEN<br>(12) | EAL<br>(23) | Boys<br>(48) | Girls<br>(43) | Beech<br>(30) | Larch<br>(30) | Oak<br>(30) | All Children<br>(91) |
|------------------------------------|------------|-------------|-------------|--------------|---------------|---------------|---------------|-------------|----------------------|
| 2023                               | 75%        | 75%         | 91%         | 88%          | 95%           | 97%           | 90%           | 97%         | 90%                  |

| <b>EYFS Gaps for FSM/PPG</b> |            |            |            |            |             |              |                     |
|------------------------------|------------|------------|------------|------------|-------------|--------------|---------------------|
| <b>GLD 2023</b>              | <b>LAC</b> | <b>PPG</b> | <b>SEN</b> | <b>EAL</b> | <b>Boys</b> | <b>Girls</b> | <b>All children</b> |
|                              | <b>0</b>   | <b>11</b>  | <b>8</b>   | <b>27</b>  | <b>42</b>   | <b>47</b>    | <b>89</b>           |
|                              | <b>0</b>   | <b>45%</b> | <b>50%</b> | <b>74%</b> | <b>69%</b>  | <b>81%</b>   | <b>75%</b>          |

We were not able to narrow the gap for Year 2 PPG children; this group of children were impacted most by the pandemic and 40% of them were persistent absentees. We have introduced our charter to ensure that the disadvantaged children are all making good or better progress as well as our end of year expectations with regard to Cultural Capital. This will be part of Performance Management for all teachers and a focus for Pupil Progress meetings.

Learning Support Assistants will complete training from Majid Ali (National College) to support independent learning and self-scaffolding.

as well as our end of year expectations with regard to Cultural Capital.

A qualified teacher is employed in the role of tutor and working with the PPG children to attempt to close the gaps in their learning; we are allocating our Recovery Premium Funding Allocation of £3770 to pay for some of these hours. We have been able to narrow the gap for the current year 2 children; in June 2022 the gap between all children and PPG children in the phonics screening was: 36% by June 2023 it had reduced to 15%.

We now need to do the same for Year 2 attainment and EYFS attainment. The gap between PPG children and all children is 30%.

We can demonstrate progress for all our disadvantaged children by tracking their personal progress since joining Walter Infant School.

## 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*

| <b>Programme</b>                      | <b>Provider</b>                    |
|---------------------------------------|------------------------------------|
| Canine Assisted Learning: Therapy Dog | CAL                                |
| Emotional Success Programme           | Gabriel's Education and Well-being |
| Behaviour Support                     | Foundry College                    |
| Thera-play                            | Foundry College                    |

# Pupil Premium Charter

## For Walter Infant School and Nursery

- My learning will always be adapted first
- My initials will be on all planning so I know you have thought about my learning needs
- My books will always be marked first
- I will have all the support I need to make good progress
- I will have all the resources and equipment I need to allow me to be successful
- I will have my own PPG plan identifying everything I deserve to ensure I am the best that I can be!



Signed:

A stylized, handwritten signature in black ink, appearing to read 'Mrs Judy Hargreaves'.

Mrs Judy Hargreaves: Headteacher



