



Pupil Premium Strategy Statement for Walter Infant School and Nursery 2022-2023



School Overview

Metric	Data
School name	Walter Infant School and Nursery
Pupils in school	303
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£38,625.10
Academic year or years covered by statement	2022-2025
Publish date	27th April 2022
Review date	March 31st 2023
Statement authorised by	Judy Wheeler & Anita Pugh
Pupil premium lead	Judy Wheeler
Governor lead	Lara Panesar Beavis

Funding Overview

Detail	Amount
Pupil Premium Funding Allocation this academic year	£38,625.00
Recovery Premium Funding Allocation for this academic year	£1976.00
Tutoring Premium Funding Allocation for this academic year	£928.00

Pupil Premium Funding carried forward from previous year	£5,000
Total budget for this academic year	£46,529.00

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.

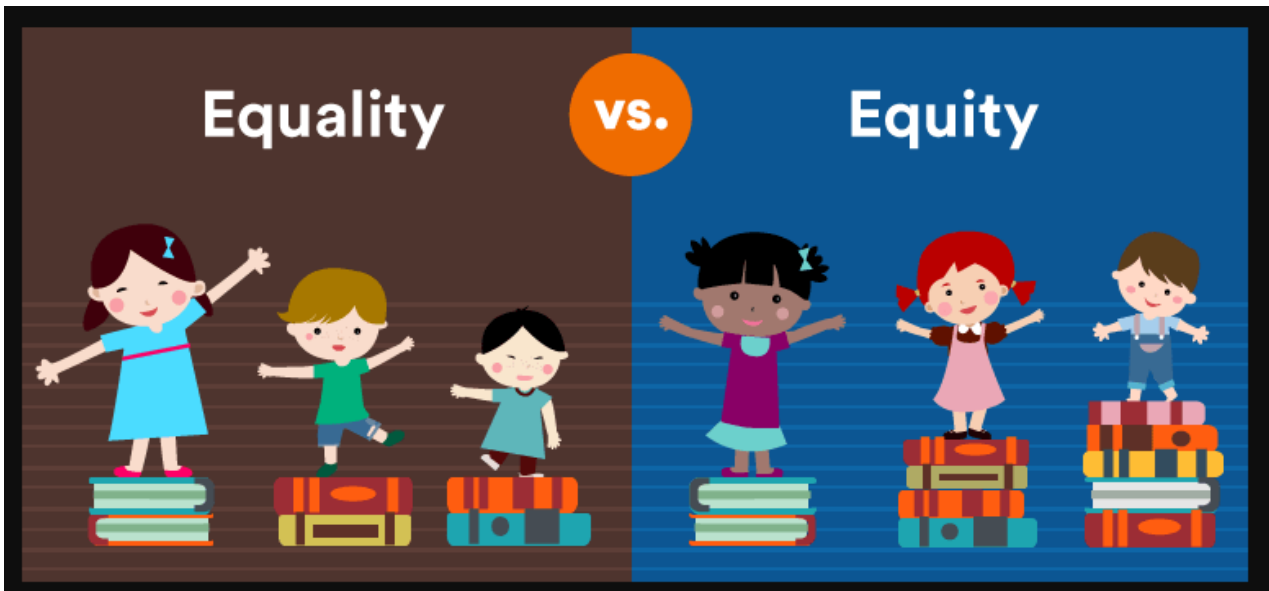
For example:



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 (2 adults).

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 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	<p>Our attendance data over the last year (2021 2022) has shown that 40% of children (who are eligible for PPG funding and 2 children who are eligible for Early Years PP funding) is below 95%.</p> <p>The data has also shown that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>24% of PPG children are PA (persistent absentees) with attendance below 90% compared to 7.8% of non PPG children.</p> <p>Our assessments and observations indicate that absenteeism is</p>

	negatively impacting disadvantaged children's progress
2	Some of our children are on the Child Protection (CP) register, in foster care or under special guardianship arrangements. Our assessments and observations indicate that this has contributed to emotional impacts affecting behaviours in class
3	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. 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
4	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'.
5	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
6	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.

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
Improved attainment in reading, writing and mathematics among disadvantaged children	<ul style="list-style-type: none"> At least 85% of KS1 PPG children are at ARE or above in reading, writing and mathematics by June 2022 (and June 2023, 2024 and 2025) At least 85% of FS2 PPG children will achieve a Good Level of Development in June 2022 (and June 2023, 2024 and 2025)
To achieve and sustain improved	Sustained high attendance from

<p>attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>2024/2025 as demonstrated by:</p> <ul style="list-style-type: none"> • Overall absence rate for all pupils being no more than 5% • Attendance gap between PPG children and non-PPG children to be reduced to 1% • % of all children being PA reducing to absence levels below 5% and the figure for PPG children to reduce below 15%
<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"> • Qualitative data from student voice, student and parent surveys and teacher observations • 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. • 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.
<p>To ensure our disadvantaged pupils have access to extra-curricular activities inside and outside of school</p>	<ul style="list-style-type: none"> • Each PPG child to be provided access to one or more extra-curricular activity aligned to their interests • Each PPG child to attend school trips and excursions
<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"> • Full compliance of all pupils to school uniform policy • Uptake of breakfast club by PPG children where needed • Teacher assessment of readiness to learn particularly among PPG children • At least one programme of support will be in place for children who have poor mental health or emotional insecurity, either by

	<p>additional resources or through nurture in school</p> <ul style="list-style-type: none"> • 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
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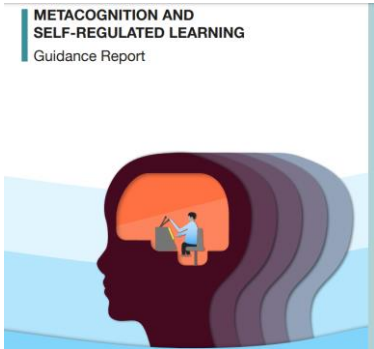
Activity in this academic year

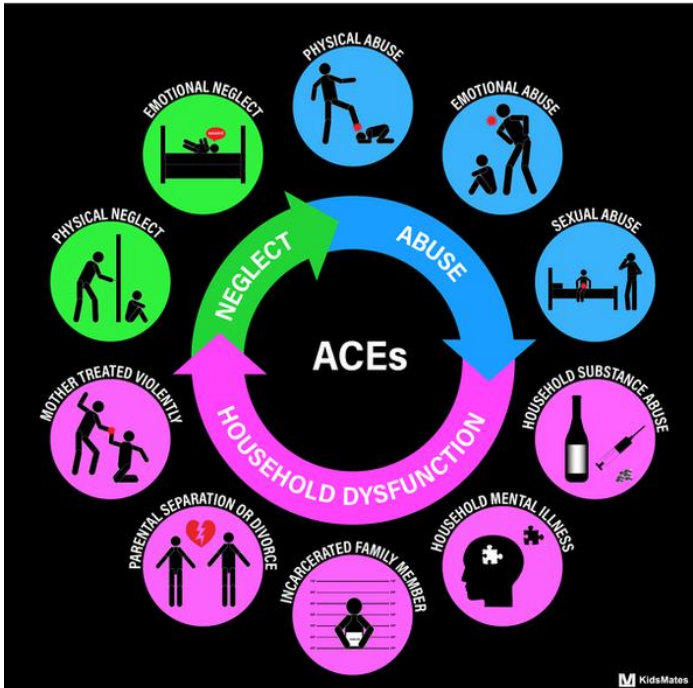
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£595:00 Metacognition Training for whole school**

Budgeted cost for Designated Safeguarding lead: **£450:00**

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


absentees	those that are absent from school due to truanting and those that are absent from school due to the specific emotional distress that they experience around attending school (Thambirajah, Grandison & De-Hayes, 2008). Our Senior Well-being Leader will attend training on EBSA and signpost parents to consultation surgeries. CSEPA-EducationalPsychologyAdmin@wokingham.gov.uk	
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>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>https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/</p>  <p>The infographic illustrates ACEs (Adverse Childhood Experiences) categorized into three main groups: Neglect (green), Abuse (blue), and Household Dysfunction (pink). Each group contains several specific types of experiences represented by icons: Neglect includes Emotional Neglect, Physical Neglect, and Mother Treated Violently; Abuse includes Physical Abuse, Emotional Abuse, and Sexual Abuse; Household Dysfunction includes Household Substance Abuse, Household Mental Illness, Incarcerated Family Member, and Parental Separation or Divorce. The central text 'ACEs' is surrounded by these categories.</p>	2 and 3

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

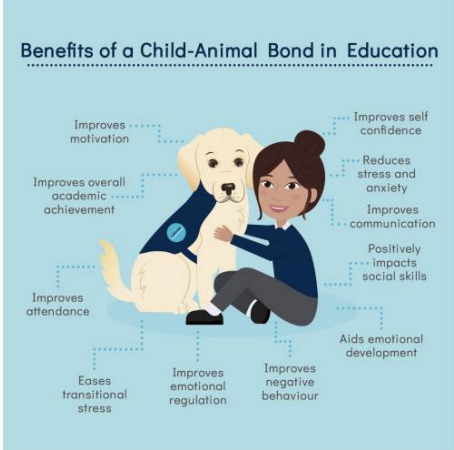
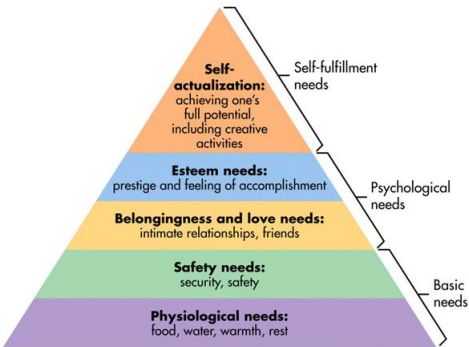
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every child who is performing below ARE or who has the innate potential to meet the greater depth standard will have SMART targets in place through personalised learning packages or through their Catch-Up plans, including 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 extending school time or a summer school – 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>LEANS 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, whether more or less demanding depending on their emotional regulation.”</p>	<p>2, 5 and 6</p>

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	£4,000
Cool Milk	For PPG children who choose to have milk	£675
School Trips	Financial support for PPG children for trips and visitors	£770
Family Support	Sessions for families in receipt of PPG	£100
Gabriel's Education and Wellbeing	Emotional Success Programme Up to 15 sessions (3 per child)	£1,500
Resources	Reading Books, Classroom Resources, toys for inside and outside play to fill the Cultural Capital Gaps	£5,000
Support to close gaps in physical development for FS children	Wiggle Waggle Sessions for all Foundation Children	£4500
Fine Motor Control Programme for FS and KS1	https://www.nhsggc.org.uk/media/4245/a-guide-to-using-fiz-programme.pdf Clever Hands https://www.tts-group.co.uk/motor-skills-united-occupational-therapy-programme/1002394.html	FOC £50.00
Uniform/Clothing	PPG children and disadvantaged children	£800
	Total Allocated Spend	£27,895



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>https://theconversation.com/dogs-in-the-classroom-coming-to-a-school-near-you-soon-114392</p> <p><i>“University of Buckingham, Sir Anthony Seldon, who made a speech at the university’s <u>“Ultimate Wellbeing” conference</u> promoting school dogs as “a powerfully cost-effective way ... to improve mental health in our schools”. Also in attendance at the conference was 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, clothing etc Maslow’s</p>	 <p>https://www.simplypsychology.org/maslow.h</p>	4

Hierarchy of Need	<p>tml#gsc.tab=0</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>	
To facilitate extra-curricular activities for every PPG child either in school or outside of school hours.	<p><i>“Cultural Capital 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>https://www.early-education.org.uk/cultural-capital#:~:text=Cultural%20capital%20is%20the%20essential,start%20to%20their%20early%20education.</p> <p>https://eyfs.info/articles.html/leadership-and-management/the-theories-behind-cultural-capital-r253/</p>	3 and 4

Total budgeted cost: £46,529.00

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.

End of Year Data for 2020-2021

Foundation Stage 1: 1 child

100% of children (1 child) was at ARE in all areas of development apart from numbers

Foundation Stage 2: 10 children

30% were at GLD, 70% were not at GLD

Year 1 (4 PPG children)	WT		WA		GD	
	PPG	All	PPG	All	PPG	All
Reading	50%	28%	25%	43%	25%	29%
Writing	75%	29%	0%	51%	25%	20%
Mathematics	50%	15%	25%	61%	25%	23%

There were 90 children altogether and only 4 PPG children

Year 2 (15 PPG children)

Year 2 Reading Summer 2021				
U	E	WT	WA	GD
0	3 children	14 children	57 children	16 children
17 children 19% 5 Girls 10% 12 Boys 31%			73 Children 80% (18% @ GD) 47 Girls 89% 23% @ GD 26 Boys 68% (4 10% @ GD)	
0	PPG 3 20%	PPG 6 40%	PPG 6 40%	PPG 0
0	SEN 2 25%	SEN 1 12.5%	SEN 5 62.5%	SEN 0
0	0	EAL 0	EAL 14 63%	EAL 6 27%

Year 2 Writing Summer 2021				
U	E	WT	WA	GD
0	3 children	14 children	57 children	16 children
17 children 19% 5 Girls 10% 12 Boys 31%			73 Children 80% (18% @ GD) 47 Girls 89% 23% @ GD 26 Boys 68% (4 10% @ GD)	
0	PPG 3 20%	PPG 6 40%	PPG 6 40%	PPG 0
0	SEN 2 25%	SEN 1 12.5%	SEN 5 62.5%	SEN 0
0	0	EAL 0	EAL 14 63%	EAL 6 27%

+

Year 2 Mathematics Summer 2021				
U	E	WT	WA	GD
0	0	5 children	59 children	26 children
5 children 5.5% 2 Girls 4% 3 Boys 8%			85 Children 94% (29% @ GD) Girls 35 96% (15 28.5% Girls @ GD) 35 Boys 91% (11 28.6% Boys @ GD)	
0	0	PPG 3 20%	PPG 12 79%	PPG 0
0	0	SEN 3 37.5%	SEN 3 37.5%	SEN 2 25%
0	0	EAL 0	EAL 72%	EAL 27%

The children were more successful in mathematics; our discussions with parents told us

that they found the home learning in mathematics easier as they were not experienced in using phonics or teaching reading and writing.

In reading the gap between PPG children and all children was:

Emerging: all children 0% PPG 20% gap = 20%

Working Towards: all children 19% PPG 40% gap = 21%

Working At: all children 80% PPG 40% gap = 40%

Greater Depth: all children 18% PPG 0% gap = 18%

In writing the gap between PPG children and all children was:

Emerging: all children 0% PPG 20% gap = 20%

Working Towards: all children 19% PPG 40% gap = 21%

Working At: all children 80% PPG 40% gap = 40%

Greater Depth: all children 18% PPG 0% gap = 18%

In mathematics the gap between PPG children and all children was:

Emerging: all children 0% PPG 0% gap = 0%

Working Towards: all children 5.5% PPG 20% gap = 14.5%

Working At: all children 94% PPG 79% gap = 15%

Greater Depth: all children 29% PPG 0% gap = 0%

We can see that the gaps have increased since 2019 due to the impact of Covid 19.

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
Wiggle Waggle to develop gross motor skills	Joanna Wright
Canine Assisted Learning: Therapy Dog	CAL
Emotional Success Programme (Gabriel's Education and Well-being)	Lisa Bedlow