

Pupil Premium Strategy Statement for Walter Infant School and Nursery 2026 - 2027

School Overview: we have reviewed this strategy as the funding arrangements have changed and because we have a lower number of PPG children.

Metric	Data
School name	Walter Infant School and Nursery
Pupils in school	205
Proportion of disadvantaged pupils (PPG)	8.7% (18 children)
Pupil premium allocation this academic year	£31,000
Academic year or years covered by statement	2026 2027 1st April 2026 31st March 2027)
Publish date	October 2026
Review date	April 2027
Statement authorised by	Judy Hargreaves & Anita Pugh
Pupil premium lead	Judy Hargreaves
Governor lead	Lara Panesar Beavis

Funding Overview

Detail	Amount
Pupil Premium Funding Allocation this academic year 2026/2027	£31,000
Pupil Premium Funding carried forward from previous year 2025/2026	£0

Total budget for this academic year 2025/2026	**£31,000**

PPG Expenditure 2026 2027		
Learning Resources	PPG/LAC children	£1,000.00
Clubs for PPG/LAC children	Up to 2 clubs per child per term	£4,000.00
Caring Canines	5 sessions per week for 5+ children	£4,100.00
Assisted dog training	Affiliate programme	£1,250.00
Cool Milk	Free milk provided for PPG children	£650.00
Training for staff	Mental Well-being, Speech and Language resources	£500.00
Family Support	Sessions as and when requested	£200.00
Foundry Support Sessions	As required	£1,000.00
Gabriel's Education	Emotional Success Programme	£5,400
Uniform/clothing	PPG children only	£2,000
TTS	Fine Motor Control Programme	£50.00
TheatreKids	4 x Story Suitcase	£700.00
Food	PPG children only	£200.00
School Trips	PPG children only	£700.00
Breakfast and Lunch Club	PPG children only	£5,000
Additional Support as required (1:1 catch-up)	PPG and LAC children	£4,250
		£31,000

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, Caring Canines 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. 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. We will respond to all levels of bed poverty.

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 looked after (LAC) and some are in our identified vulnerable groups, synonymous to our school.

Currently in October 2026, we have 22 children who are entitled to a free school meal (FSM); 18 of which are targeted so retain their Ever 6 status or start Pupil Premium

Funding (in our case 1 new child in FS1). Currently 4 children are expanded so do not receive additional funding.

Challenges

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

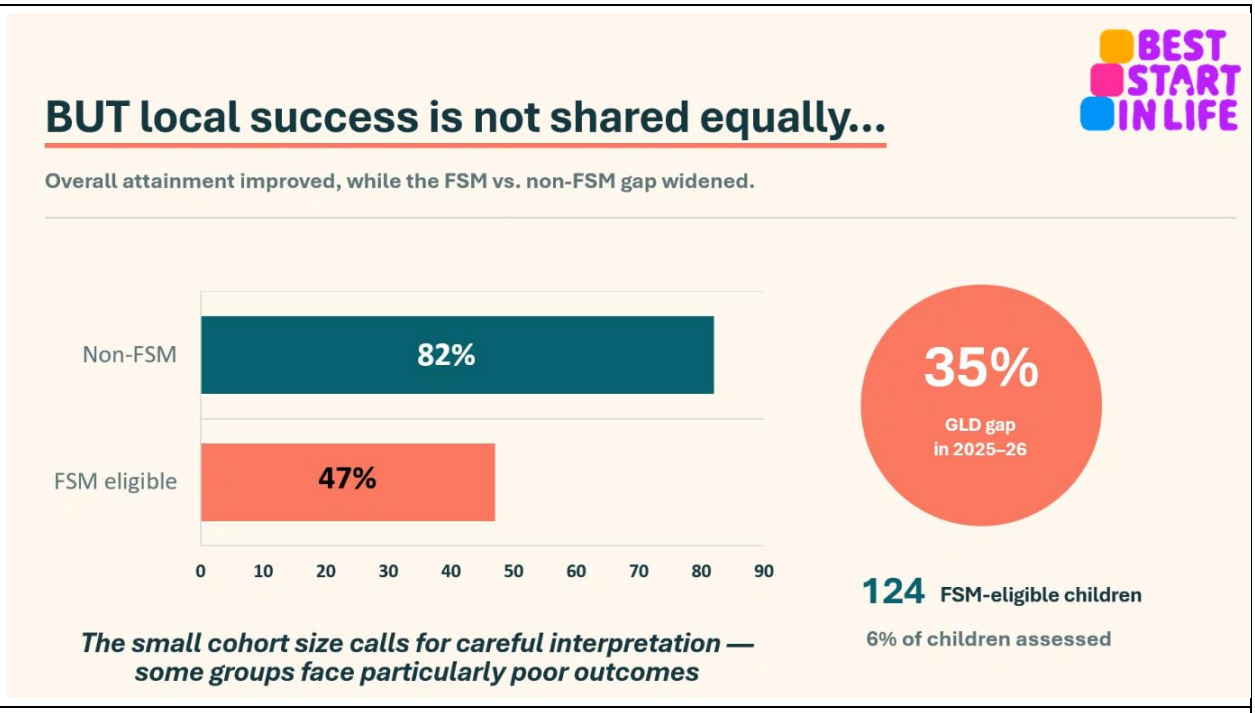
Challenge number	Detail of challenge
1	Many of our children in receipt of Pupil Premium/Ever 6 Funding have a double or triple deficit (see above), for example, PPG funding and SEND. In our cohort of PPG/Ever6 children (18) 12 have an identified SEND need at 66%.
2	17% of our PPG/Ever6 are GRT (siblings) all currently below ARE
3	Of our 18 Targeted (FSM and additional support) 12 are White British @ 66%. 51% of our school is White British overall. Our White British children can be at the Greater Depth Standard or Working Towards.
4	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
5	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'.
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.

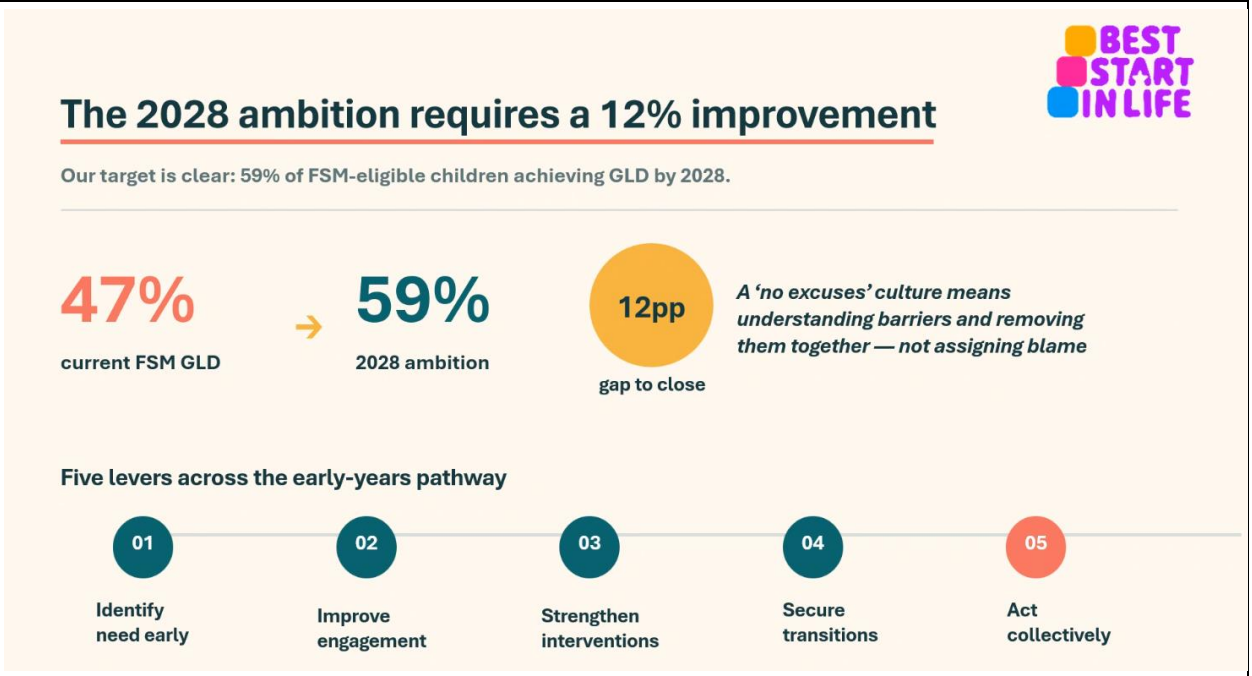
Intended outcomes

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 At the end of Year 2 2026 (compared with 2025	• At least 80% of KS1 PPG children are at ARE or above in reading, writing and mathematics by June 2027

Reading: No PPG 85% PPG 58% + **28%** Writing: No PPG 72% PPG 43% + **10%** Maths: No PPG 86% PPG 72% + **22%** R,W,M: No PPG 72% PPG 43% Gap 29% Science: No PPG 91% PPG 86% Gap 5% At the end of Year 1 2026 the Gap between PPG children and all children has reduced. PPG 87.5% All 93.3% (gap 6.7%) we intend to reduce the gap to less than 5%. At the end of Foundation Stage 2026 only 33% of PPG children achieved a good level of development compared with 83% of all children. This is a gap of 50% (WBC is 47% see below). This was cohort driven as there were only 6 PPG children in FS2, however, the children will need to be targeted immediately after their baseline has been completed. 4 PPG remain in Year 1. At the end of Foundation Stage 2025 57% of PPG children achieved a good level of development compared with 81% of all children; a gap of 24% (our gap in 2024 was 24% too) This gap needs to reduce to 25% or less to show that more children are attaining ARE in reading and writing.	• At least 60% of FS2 PPG children will achieve a Good Level of Development June 2027 **We must reduce the gaps between PPG children and all children** We have 5 children who have joined our Inclusion Base, as these children are working considerably below ARE (demonstrated by their Baselines), it is unlikely that they will attain a Good Level of Development. We must therefore expect that 60% of mainstream PPG children will attain a Good Level of Development.

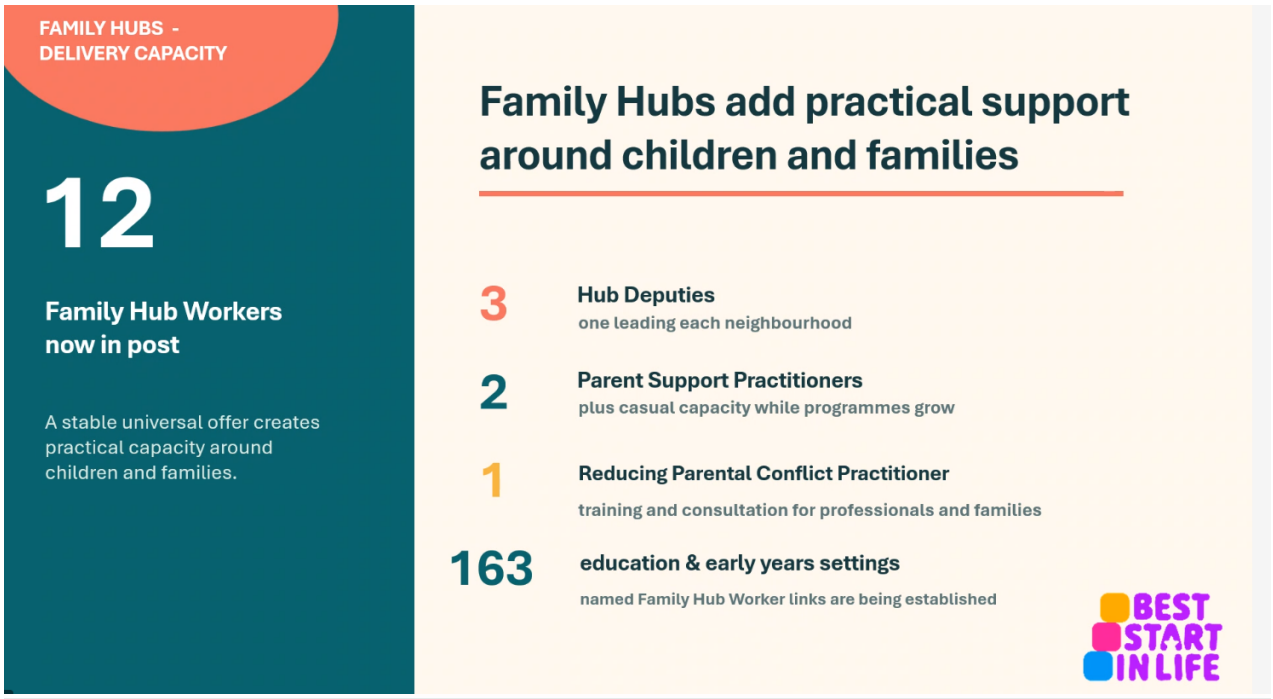


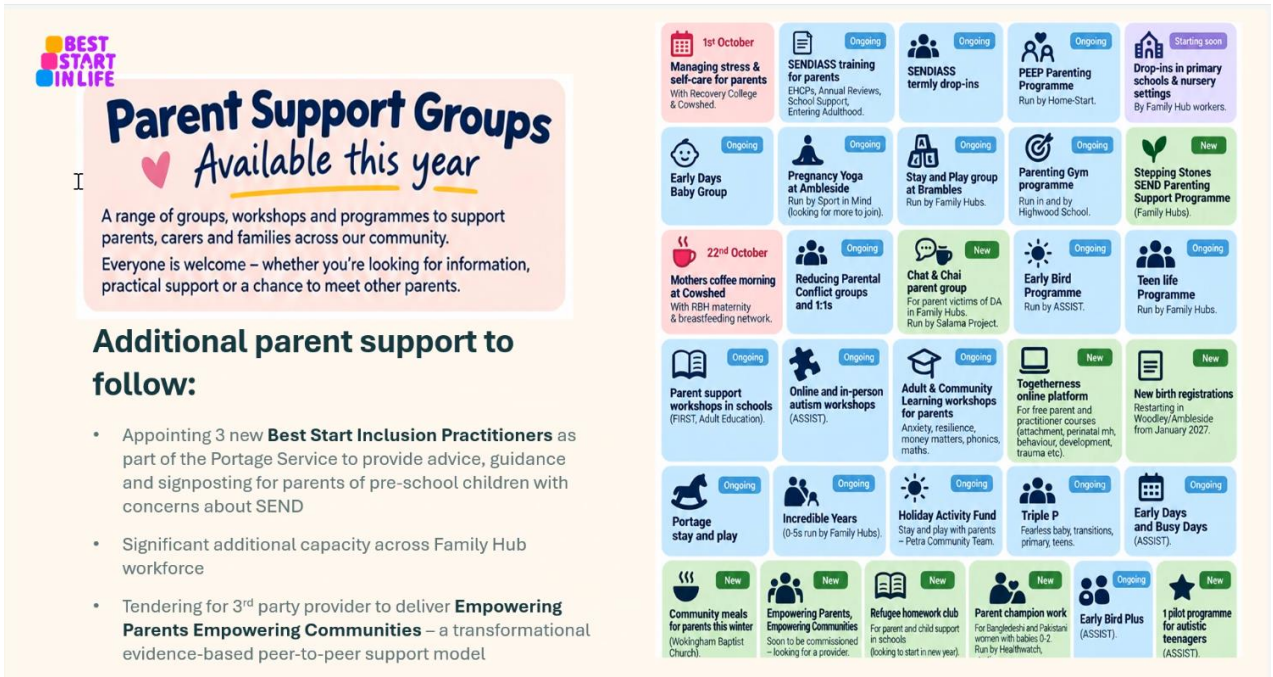


To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/2026 as demonstrated by: • Overall absence rate for all pupils being no more than 5% June 2026 attendance for all pupils was 94.81% (an increase of 0.91%) • Attendance gap between PPG children and non-PPG children to be reduced to 1%. In June 2026 attendance for PPG was 92.06% (a decrease of 2.75%) In October 2026, our attendance for all children was 96.87% and our attendance for PPG children 97.14%

	• % of all children being PA reducing to absence levels below 5% and the figure for PPG children to reduce below 15%
To achieve and sustain improved wellbeing for all pupils in school particularly our disadvantaged pupils.	Sustained high levels of wellbeing as demonstrated by: • 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.
To ensure our disadvantaged pupils have access to extra-curricular activities inside and outside of school	• 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
To ensure our disadvantaged pupils have the support and resources they need in order to arrive in school ready to learn	Sustained higher levels of wellbeing as evidenced by: • 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 additional resources 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 pleasured from the start of

	the programme so that we can understand the impact and make any necessary changes





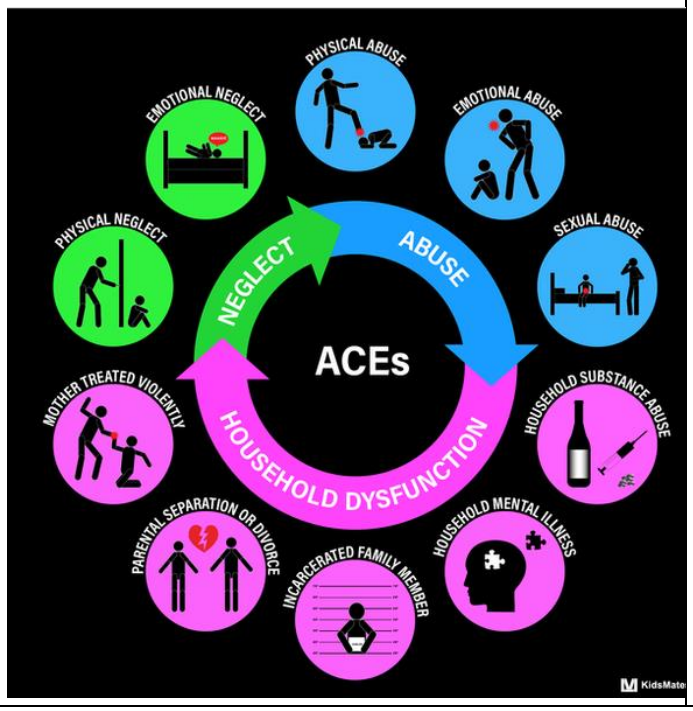
Activity in this academic year

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
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	The Designated Safeguarding Leads will monitor all children on the Child Protection Register to assess attainment, progress and behaviours for learning. 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. https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/ 	2 and 3

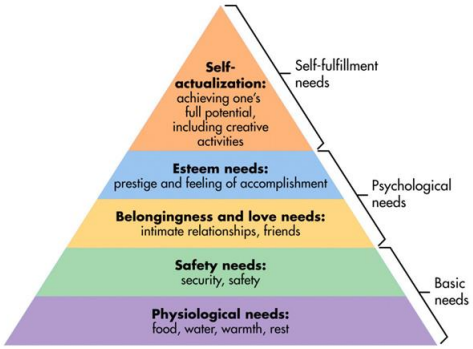
Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ten hours of one to one or small group teaching from a Catch-up Tutor with all PPG children in Year 2	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	6

(8 children). This will happen every day for 2 hours each afternoon.	school – or as a replacement for other lessons. + 5 months 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.	
Language Links: Katy Girling	All PPG children will be assessed using Language Links to enable us to develop a personalised Speech and Language Programme. 	6
To introduce the Boxhall Profile	We will begin our journey by choosing a grup of children to assess first; we have decided to asses our White British Disadvantaged children first. This group will include most of our Pupil Premium children. The Boxhall Profile will enable us to precisely target the next learning needs for our most vulnerable children. 	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PPG children with identified mental health issues are receiving the support they need to be well	https://theconversation.com/dogs-in-the-classroom-coming-to-a-school-near-you-soon-114392 *"University of Buckingham, Sir Anthony Seldon, who made a speech at the*	2

and to make progress School Therapy Dog in school each day	*university's "Ultimate Wellbeing" conference 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."*	
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 Hierarchy of Need	 https://www.simplypsychology.org/maslow.html#gsc.tab=0 *"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.* *Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up."*	4
To facilitate extra-curricular activities for every PPG child either in school or outside of school hours.	**"*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."* https://www.early-education.org.uk/cultural-capital#:~:text=Cultural%20capital%20is%20the%20essential,start%20to%20their%20early%20education. https://eyfs.info/articles.html/leadership-and-management/the-theories-behind-cultural-capital-r253/	3 and 4

Part B: Review of outcomes in the previous academic year
Pupil premium strategy outcomes
Year 2

Walter Infant School and Nursery end of Year 2 TA 2026

	Reading ARE + %	Writing ARE + %	Maths ARE + %	Reading, Writing & Maths ARE + %	Science ARE %
All (75)	85%	72%	86%	72%	91%
Boys (34)	86%	62%	82%	62%	91%
Girls (41)	86%	80%	90%	80%	90%
PPG (7)	58%	43%	72%	43%	86%
EAL (31)	87%	74%	90%	74%	90%
SEN (18)	67%	39%	55%	39%	78%

Pupil Premium children in Year 2 are achieving best in science at 86%, followed by mathematics at 72%. The weakest area of the curriculum is writing, which then impacts the percentage of the children who have met ARE in reading, writing and mathematics combined. Improving outcomes in writing is a whole school focus for school development and improvement for the end of Year 2 2027.

Year 1 Phonics

FSM	10	0	0	0	9	90.0	50.0	↗	225	1	26	0	142	63.1	60.5	↗
No FSM	66	0	0	0	59	89.4	82.7	↗	2036	2	81	1	1764	86.7	85.6	↗
FSM Gap						0.6	32.7	↘						23.6	25.1	↘
PP	10	0	0	0	9	90.0	44.4	↗	218	1	26	0	137	62.8	61.3	↗
No PP	66	0	0	0	59	89.4	82.9	↗	2043	2	81	1	1769	86.6	85.3	↗
il Premium Gap						0.6	38.5	↘						23.8	24.1	↘
Disadvantaged	10	0	0	0	9	90.0	44.4	↗	214	1	25	0	134	62.6	61.1	↗
-Disadvantaged	66	0	0	0	59	89.4	82.9	↗	2047	2	82	1	1772	86.6	85.3	↗
dvantaged Gap						0.6	38.5	↘						24.0	24.2	↘

In Year 1 phonics 2026 90% of the Pupil Premium children met the benchmark compared with 89.4% of all children. In Wokingham, 62.8% of Pupil Premium children met the benchmark compared with 86.6% of all children. We had a positive gap of **0.6%,** Wokingham had a negative gap of **23.8%**. Our gap has changed from **38.5%** to **0.6**% showing an improvement of **37.9%**

2137	Walter Infant School								All Wokingham Schools							
Key Notes: 1. BME - includes all groups except WBRI, REFU and NOBT, No BME - excludes REFU and NOBT 2. **RED** figures in Gaps - negative gap 3. **BLACK** figures in Gaps - positive gap 4. **It is good for a gap to be low.** 5. Gap figures have been rounded to zero decimal places.	Total pupils	A	D	L	No. achieved WA 2026	%WA 2026	%WA 2025	Trend	Total Pupils	A	D	L	No. achieved WA 2026	%WA 2026	%WA 2025	Trend
All	76	0	0	0	68	89.5	79.1	↗	2266	3	107	1	1909	84.3	82.8	↗
Boys	37	0	0	0	34	91.9	72.5	↗	1180	2	77	1	940	79.7	80.0	↘
Girls	39	0	0	0	34	87.2	84.3	↗	1086	1	30	0	969	89.2	86.2	↗
Gender Gap						**4.7**	**11.8**	↘						**9.5**	**6.2**	↗
FSM	10	0	0	0	9	90.0	50.0	↗	225	1	26	0	142	63.1	60.5	↗
No FSM	66	0	0	0	59	89.4	82.7	↗	2036	2	81	1	1764	86.7	85.6	↗
FSM Gap						**0.6**	**32.7**	↘						**23.6**	**25.1**	↘
PP	10	0	0	0	9	90.0	44.4	↗	218	1	26	0	137	62.8	61.3	↗
No PP	66	0	0	0	59	89.4	82.9	↗	2043	2	81	1	1769	86.6	85.3	↗
Pupil Premium Gap						**0.6**	**38.5**	↘						**23.8**	**24.1**	↘
Disadvantaged	10	0	0	0	9	90.0	44.4	↗	214	1	25	0	134	62.6	61.1	↗
Non-Disadvantaged	66	0	0	0	59	89.4	82.9	↗	2047	2	82	1	1772	86.6	85.3	↗
Disadvantaged Gap						**0.6**	**38.5**	↘						**24.0**	**24.2**	↘
EAL	23	0	0	0	20	87.0	79.3	↗	560	0	20	0	481	85.9	83.0	↗
Non-EAL	53	0	0	0	48	90.6	78.7	↗	1695	3	86	1	1421	83.9	82.9	↗
EAL Gap						**3.6**	**0.6**	↗						**2.0**	**0.1**	↗
Statement [E]	4	0	0	0	3	75.0	50.0	↗	177	0	96	0	39	22.0	22.5	↘
SEN Support [K]	10	0	0	0	8	80.0	50.0	↗	241	1	7	0	147	61.0	60.5	↗
E+K	14	0	0	0	11	78.6	50.0	↗	418	1	103	0	186	44.5	45.6	↘
No SEN [N]	62	0	0	0	57	91.9	87.3	↗	1843	2	4	1	1720	93.4	91.7	↗
SEN Gap						**13.4**	**37.3**	↘						**48.9**	**46.1**	↗

Foundation Stage 2: A Good Level of Development

At the end of Foundation Stage 2026 only 33% of PPG children achieved a good level of development compared with 83% of all children. This is a gap of 50% (WBC is 47% see below). This was cohort driven as there were only 6 PPG children in FS2, however, the children will need to be targeted immediately after their baseline has been completed. 4 PPG remain in Year 1. At the end of Foundation Stage 2025 57% of PPG children achieved a good level of development compared with 81% of all children; a gap of 24% (our gap in 2024 was 24% too).

Intended Outcome (see above): This gap needs to reduce to 25% or less to show that more children are attaining ARE in reading and writing.

Externally provided programmes

Programme	Provider
Caring Canines: Therapy Dog	Helen
Emotional Success Programme	Gabriel's Education and Well-being This ended in July 2026
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:

Mrs Judy Hargreaves: Headteacher

