Infant Pupil Premium Strategy Statement 2025-28

Reviewed September 2025

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	Alver Valley Infant School
Number of pupils in school	Infant 191 inc 25 in Nursery
Proportion (%) of pupil premium eligible pupils	Infant 42% (70/166) YR-Y2
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	Sept 2025 – Sept 2028
Date this statement was published	September 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	FGB
Pupil premium lead	Lisa Willis
Governor / Trustee lead	Steve Corless

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23-24)	Infant £104,305 as a prediction
Recovery premium funding allocation this academic year (24-25)	Infant £5,872.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 24-25	Infant £ 92,042.50

Part A Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all children, irrespective of their backgrounds or the challenges they face, make excellent progress and achieve high attainment across all subjects.

Our intention is to ensure high quality provision for all pupils, including those who are disadvantaged. Our pupil premium strategy is based on strong educational evidence research and forms part of our broader strategic school improvement cycle which will improve provision for all pupils. We expect all children to receive high quality teaching and classroom learning support in order to maximise opportunities for success and provide additional support through targeted provision where necessary. Our approach is responsive to the diagnosis of challenges and individual needs. We pride ourselves on being an inclusive school.

We will identify and consider the challenges faced by more vulnerable pupils in order to ensure success; evidence suggests that this will also benefit all pupils, regardless of whether they are disadvantaged or not.

We have a tiered approach to effective pupil premium funding, in line with EEF evidence, and target spending across 3 areas (teaching, targeted support and wider strategies), with a particular focus on high quality teaching to ensure equity of access for children in areas of challenge:

- a rigorous focus on high quality teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make excellent progress and meet expected outcomes

- targeted academic support - additional support is provided through targeted provision

- wider strategies- including the development of cultural capital for all pupils

Our Alver Valley School vision holds true:

Alver Valley Vision
"We believe it is our responsibility to empower individuals to have high aspirations creating a school community that shines. Challenge, resilience, independence and confidence form the backbone of our drive to excellence.
At Alver Valley Schools, learning starts with children's own experience and interests, as this promotes ownership of, and motivation in, learning. We strongly believe that creativity in the curriculum is essential. It has the ability to enthral, can be the hook to fire imaginations, and drives motivation. It is what gives the curriculum excitement and makes learning irresistible.
At Alver Valley Schools, there are plenty of opportunities to realise these ambitions. It is critical to embrace the wider aspects of children's learning, their backgrounds, their home life, their families and the varied experiences they bring, to fully understand the individuals we are educating. Only then can we be supportive, ambitious and ultimately successful. Building strong links with the community is imperative to bring life and energy into our school. We need to be proud and strong and celebrate and promote what makes Alver Valley unique, exciting and challenging." (Vision statement Staff and Governors 2019)

In addition, our Six Strands learning behaviours; Respect, resilience, self-regulation, independence, focus and boundaries underpin our collective responsibility and approach to tackling disadvantage for all children.

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills - expressive and receptive language that hinders pupils' ability to write, reason and explain as evidenced by the schools' Speech and Language Therapist. As a result, this is impacting progress in reading, writing and maths development e.g. pupils who are unable to articulate phonics sounds clearly, and poor processing skills when reasoning in maths. e.g. Children presenting with delayed verbal comprehension on Year R entry 2023 (as identified by Language Link screen) = 30.3% + additional children known to school salt / NHS salt who have communication needs but did not flag up as having comprehension needs = 33.9%
2	Children's lack of cultural capital that impacts our pupils' breadth of experience, lower language starting points and subsequent acquisition
3	High levels of persistent absence and irregular attendance resulting in disjointed learning journeys and limited opportunities to consolidate this learning (In September 2025 29.31% of Infant PP children were persistent absentees, national all was 13.5%)
4	Higher than National % of pupils with PP and SEND, particularly social communication and SEMH needs, can result in pupils having poorer learning behaviours e.g. poor resilience, focus and stamina.

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.

Challenge Number	Intended outcome	Success criteria
Key idea	The school to work with key strategists in PP to explore ways of supporting PP pupils further (Tori Flynn HIAS, Marc Rowland national disadvantaged research lead)	Pupils receive the full range of opportunities and experiences on offer

1	Pupils on entry to the school have opportunities to close gaps in their speech Pupils have opportunities to acquire language through an irresistible and enriched curriculum	Pupils have modelled and given opportunities to use age appropriate expressive and receptive language as evidenced by teachers and the schools' speech and language therapist

2	A variety of opportunities are provided to enrich experiences, so pupils can draw on these in their learning	Pupils are able to articulate their learning and talk about more varied experiences
3	PP pupils attend school regularly with lower numbers of PA year on year DfE: Working together to improve school attendance	PP pupils have regular access to the full curriculum and opportunities to develop personal and social skills
4	Working with SEND and Thrive team, pupils develop more positive learning behaviours to support greater confidence and success in their learning	Pupils' positive behaviours are reflected and demonstrated through their 6 Strands achievements
	Additional intended outcomes	
2025-26	Sustained progress/attainment for PP children at key data points e.g. Phonic screening Y1 and Y2 retakes. KS1 optional assessments	Improved life chances as a result of achieving age appropriate attainment

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: Infant School £53,361

Link to back page	Activity	Evidence that supports this approach	Challenge number(s) addressed see above
Ta	Audit the curriculum and pick focus areas to develop cultural capital - History, Art, RE, Music, Science.	Providing children with experiences including hooks into subjects across core subjects. Explore the idea of additional and relevant trips which develop cultural capital.	1,2

Tb	Appointment of a speech and language specialist to identify the barriers to language and speech acquisition and development. Then, create programmes and deliver CPD to address and close gaps. Language Link Information Infants	Research provides evidence that good communication and language approaches support children's processing and understanding of the world Education Endowment Fund: Communication and Language approaches • target work with extensive speech and language needs particularly amongst PP children	1,4
	Early Years Project link on Alver Valley website	• use of language link programs to assess areas for development • CPD with Early Years staff around vocabulary development and use • CPD with LSAs (Sustained Shared Thinking project) to support with the processing of language • Creation of LSA Communication Champions to implement plans for language development	Key idea 1, 4
Tc	The use of PIXL therapies to address gaps in learning. Standards meetings pinpoint areas for development in targeted pupils (No child goes unseen) Primary PIXL	• Timely use of Standards Meetings to focus on children's progress across reading, writing and maths and next steps • Use of reading speed screening across school to indicate possible areas of concern. • Aid in the identification of gaps between PP and non-PP children • Use of Personal Learning Checklists (PIXL) to inform teachers of gaps in learning to address promptly	1

Td	Hands-on experiences show clear progression of skills and knowledge across the year groups i.e farm visiting at AVS in YR, to visiting a farm in yr 2, to experiencing a working farm in yr 4	All children have the right to a broad and balanced curriculum. The trips and clubs planned give PP children access to opportunities that may not be afforded to them without our intervention	1,2
Te	Development of Arts Council to support cultural capital projects Arts Council Homepage	Arts Council – includes pupil premium children. Children given the opportunity to visit art galleries/theatre. Other activities are planned to forge community links.	2
Tf	Development of a family and safeguarding officer (Multi-Agency Support Hub experienced)	To support the Designated Safeguarding Leads and provide pupil and parental support by: • referrals including School Nurse/Mental Health support etc. • communication with parents and parent courses specific to the needs of our community • member of the attendance strategy group to ensure a wide perspective • creating bespoke support programs for children on safeguarding plans • restorative practices to empower families and provide ongoing support • build relationships with key parties across the school communities	3

Targeted academic support (structured interventions)

Budgeted cost: Infant School £30,681.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
TSa Introduction to maths interventions- Pathways to Progress (Y2) targeting children who are B1s (Working Towards Standards)	Targeted pupils closing gaps to ARE (Age Related Expectations) HIAS developed intervention, Pathways to Progress ensures key staff are trained in delivering this intervention and shows gaps are narrowing, particularly in number and place value, addition and subtraction to secure E1 levels (ARE)	1

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: Infant School £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
WSa Forest Schools leaders working with targeted pupils	Forest schools' sessions for targeted PP children to develop learning behaviours with a focus on social and emotional development.	4, 1,2
WSb Thrive role embedded across the schools	Research-based Thrive programme outcomes for individuals. Primary Behaviour Support reports for those pupils accessing this service of impact when implemented at a whole school, small group and individual level. The Thrive Approach	1-4
WSc Young Carers lead working	Young Carers benefit from meeting together, talking and working together in different situations. These sessions will support pupils' social and emotional wellbeing.	4
WSd Attendance Strategy Group supports good/improved attendance for PP children	Attendance data for the school has historically been below National.. ▪ Development of the role of the At- tendance Strategy Group consisting of Attendance Officer, senior leaders and the Safeguarding Governor to reduce barriers to absence and pro- mote personal, social and academic success	3, 4
WSe Service Families group to support with emotional and deploy- ment	Children and families feel supported when their parents are deployed. Children's social and emotional needs	1-4

	are recognised and met	
WSf Behaviour and Pastoral support worker mentors and supports pupils with check-ins	Supporting the mental health and wellbeing of our PP children, through check ins, providing strategies, liaising with SENCo and providing resources that supports individual need	1-4
WSg Enrichment: PP pupils are proportionately represented as a group in the wider currriculum • E.g. After School Clubs (360 and school led) • HIAS music service	• All children have the right to a broad and balanced curriculum. The trips and clubs planned give PP children access to opportunities that may not be afforded to them without our intervention. • HIAS music service gives PP children equal access to an enriched curriculum.	1,2,4

Total budgeted cost: Infant School £92,042.50

Part B: review of outcomes in the previous academic year 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Phonics Trend of those pupils achieving the recommended standard

	2023	2024	2025
LA Hampshire	79.7%	81%	80.8%
AVS Infants	80.8%	81.7%	75.5%
LA Hampshire PP	63.4%	64.1%	63.2%
AVS Infants PP	77.8%	73.7%	67.9%

Attendance figures September 2024-June 2025

2024-date	Attendance % rate	% of Authorised Absence	% of Unauthorised absence	Persistent Absence
Infants	93.36	5.59	1.04	18.75
Disadvantaged	91.87	6.42	1.71	28.07

Outcome	Evidence that supports this approach	Impact

<table>
<tr><td>Key Idea</td><td>The Pupil Premium approach has benefited strongly from being more strategic. This has been achieved through the focus and direction of the HIAS Tackling Educational Disadvantage CPD and resources.

At a school level, The PP Lead worked with the EHT to plan out a strategy to develop PP across the school which incorporated the best practice model (4 sections overview) to frame our thinking and approach (whole school culture and engagement, access, equity and strong foundations, collaboration, dialogue and response, expectations pitch and response.</td><td>Clarity for the PP Lead of an evidence-informed approach.
Linking and drawing together different PP aspects working across the school (attendance, assessment, SEND, subject leaders) to ensure the PP profile remains high and accountable.</td></tr>
<tr><td>1</td><td>Data on entry shows that two thirds of Nursery pupils arrive with below age-appropriate speech and language levels.
Our in-house SALT (speech and language therapist) has identified gaps and worked with key adults to provide NHS and school-specific programmes to address this need. Regular assessments enable the SALT to refine, reshape and move forward in a timely manner with individuals' provision.This evidence supports the work on EHCPs.

<table><tr><th colspan="3">National Standards of expected speech and language</th></tr><tr><td>On entry to YN</td><td>At start of Year R</td><td>Start of Year 1</td></tr><tr><td>33%</td><td>73%</td><td>80%</td></tr></table></td><td>Pupils' expressive and receptive language as evidenced by SALT and class teacher has shown significant improvement.</td></tr>
<tr><td>2</td><td>On entry, pupils start their school career with fewer lived experiences to draw upon. This impacts their subject knowledge as they need first-hand experiences and repeated experiences to make sense of their world. Allocated budgets for year groups (£1,000) to spend on trips and visitors has had a positive impact on experiential development, and is inclusive for our families.</td><td>Pupils clearly articulate the learning journeys and are able to make links between subjects over time and within subjects to build their subject knowledge and skills.
'The school has created a highly ambitious curriculum, which it has planned for pupils to find 'irresistibly interesting'. The content of the curriculum inspires pupils.' Infant School Ofsted Report January 2025</td></tr>
<tr><td>3</td><td>Nationally, the Pupil Premium Gap with non-PP pupils remains stubbornly high. Curriculum and Assessment Interim Report March 2025</td><td>More PP pupils have regular access to the</td></tr>
</table>

	'There remains a stubborn attainment gap between those that are socially-economically disadvantaged and their peers.' Data from County reports that Alver Valley Infant school is 6/450 primary schools for disadvantage. DfE: Working together to improve school attendance	curriculum and opportunities to develop personal and social skills than at the start of the year. Infant Ofsted Jan 2025 'This school has high expectations for what all pupils can achieve. Disadvantaged pupils, including pupils with special educational needs and/or disabilities (SEND), learn consistently well.'
4	Nationally, it has been reported that pupils with high levels of SEND in SEMH and social communication have poorer learning behaviours. These SEND categories are the most significant at Alver Valley. PP pupils represent 57% of the whole school. Data analysis shows they represent 31% of the negative behaviour points, 30% of detentions and 0% of any suspensions.	Behaviour points show a significant reduction in incidents from 2023-2024 to 2024-2025 by more than 50% for PP and SEND pupils Reports from class teachers state that PP pupils are engaged in their learning which supports positive outcomes.

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
Phonic Tracker	Phonic Tracker Ltd
PiXL	The PiXL club Ltd

Service pupil premium funding (optional)*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year? £9,600	Children have a weekly club called Troopers where they can go to be active and creative. It provides children with the opportunity to grow plants, sew and paint. It also allows children to write or email parents who are away. It also allows the children a chance to get together to discuss

	issues. Each child also gets a ‘check in’ when parent/parents are away.
What was the impact of that spending on service pupil premium eligible pupils?	Children have a designated adult/s that they can go to if they need support. It provides emotional support in school time. Our Deputy SENCo leads and acts as a key link between families, children and teachers, updating teachers on any developments to support pupils in class. She is herself, a Naval wife.

Further information (optional)

The school clubs offer has been reviewed and extended. Where possible clubs are offered at little or no cost to ensure access for all. PP children are considered in the allocation of clubs.