Junior Pupil Premium Strategy Statement 2025-28

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	54.93%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	FGB
Pupil Premium Lead	Lisa Willis
Governor Chair	Steve Corless

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 167,395 as a prediction (Sept 2025)
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£167,395

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 enthrall, 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, one third of pupils attending the Nursery in 2025, are assessed as being at the appropriate stage for their chronological age, with pupils with more complex speech and language needs needing support through KS2.
2	Children's lack of cultural capital that impacts pupils' breadth of experience and lower language starting points and subsequent acquisition.
3	High levels of absence and irregular attendance resulting in disjointed learning journeys and limited opportunities to consolidate this learning. (In September 2025 21.64% of Junior PP children were persistent absentees, national all was 13.5%)
4	Due to complex needs, 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 and their ability to self-regulate their own behaviours can present as a challenge
6	Reduce the data gap between PP and non-PP pupils to the national gap or better, for reading, writing and maths. PP Lead to track data through the year for PP children and support and challenge teachers to ensure access, entitlement and expectations remain high.

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, Kit Messenger Empowerment Approach)	Pupils receive the full range of opportunities and experiences on offer

1	Pupils have opportunities to acquire language through an irresistible and enriched curriculum	Pupils have modelled and 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 and experiences are provided to enrich the curriculum so pupils can draw on these in their learning	Pupils can articulate their learning, understand the relevance, draw on, articulate and talk about lived experiences
3	The gap between those pupils attending school between 89-93% of the time and national average of 94.8% is improved to give pupils access to the full curriculum	Pupils' attendance in this group is better than 93%+
4	PP pupils confidently display their own self-regulation, using the Empowerment Approach, in day-to-day life.	Lower incidents of poor self-regulation in the data
6	Narrow the gap between PP and national PP pupils, then national non-PP pupils or better	More pupils than 2024-25 achieve national standards in reading, writing and maths by the end of Year 6.

Activity in this academic year

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

High-quality Teaching

Budgeted cost: £79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Empowerment Approach: Training staff and pupils in the key fundamentals of the Empowerment Approach. *Extend to parents.* *Share and launch the new Behaviour Policy after consultation*	Evidence shows that the current Behaviour policy works for the majority of pupils. However, it is not supporting the needs of some of the harder to reach pupils, some of whom are PP. Research and SEND training has shown that the Empowerment Approach supported the needs of harder to reach pupils, enabling them to self-regulate more effectively and sustain these skills.	Key idea

	Parent Meeting 19.09.25	
Curriculum enrichment : Continue the policy of providing funds (£1,000 per year group for trips and mini-bus hire) *Encourage subject leaders and teachers to use the resources on their doorstep to bring the curriculum to life.*	2024-25, evidence and feedback has shown the value of this approach. Monitoring of foundation subjects has shown pupils draw on wider experiences in discussion and a higher quality of detailed work in books.	2
The training of Thrive practitioners to expand capacity across the school.	A clear cycle of assessment and targeted support with activities to develop the emotional curriculum for pupils is now in place. Practitioners meet with the Deputy SENCO to review and establish how pupils are moving on in their thinking.	4
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	6
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	3

	• restorative practices to empower families and provide ongoing support • build relationships with key parties across the school communities	

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

Budgeted cost: £25,000 cost of school SALT

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Acquisition: School SALT continues to identify the barriers to language and speech acquisition and development. Creates language programmes and delivers CPD to LSAs to address and close gaps particularly in KS2. **Juniors 2024/25 data** % speech and language targets fully achieved: 59% % speech and language targets partly achieved: 23% % speech and language targets not achieved: 18% Junior Language Link	Research provides evidence that good communication and language approaches supports children's processing and understanding of the world Education Endowment Fund: Communication and Language approaches LSAs trained by school SALT to implement plans and review outcomes in a timely manner to move pupils on. SALT monitors and analyses outcomes.	1
Parental support: Audit where access to resources and expectations/engagement fall below standards. E.g. medical support, outside agency involvement, educational home support TED 4 sections overview	Baseline of 2024-25 engagement and involvement levels of parents supporting their child/ren Monitor/compare outcomes and address	Key idea

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

Budgeted cost: £63,395

Activity	Evidence that supports this approach	Challenge number(s) addressed

Upskill Pupil Premium Lead and update on current thinking and research via Tor Flynn:(Hampshire County Expert)	Pupil Premium Lead can use current evidence and research to then apply and trial back in school.	Key idea
Attendance: work with the Attendance strategy group and liaise on reasons for absence and then work collaboratively with parents to raise attendance to 93%+	2024-25 share with pupils and parents/carers the impact of low absence and the effect on pupils disjointed learning journeys.	3
Empowerment Approach: see above		Key idea
Data: Review 2024-25 data to ascertain the gap between PP and non-PP and compare figures to national. Look at individual pupil level to check PP and non-SEND in B1 category pupils and how to address moving pupils to E2 age-related expected category	PIXL data and SATS data will identify the pupils working below the expected standards. Discuss with class teachers which Personal Learning Checklists are addressing gaps in learning and reshape if necessary. Support from LSAs and class teachers to address provision.	6
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
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, 2
WSe Service Families group to support with emotional support and deployment	Children and families feel supported when their parents are deployed. Children's social and emotional needs are recognised and met	2, 4
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	2, 4
WSg Enrichment: PP pupils are proportionately represented as a group in the wider curriculum • E.g. After School Clubs (Active Me 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.	2,4

	• HIAS music service gives PP children equal access to an enriched curriculum.	

Total budgeted cost: £ 167,395

Part B: Review of the previous academic year

Expected level at end of Y6 (2024-25)	Maths	Reading	Writing	GPS
FSM	81.5%	77.8%	48.1%	81.5%
Non FSM	84.2%	78.9%	60%	73.7%
PP Eligible	77.4%	71%	43.1%	77,4%
Non PP	93.3%	93.3%	60%	80%

Attendance figures September 2024-June 2025

2024-date	Attendance % rate	% of Authorised Absence	% of Unauthorised absence	Persistent Absence
Juniors	94.7%	4.42%	0.88%	9.68%
Disadvantaged	93.8%	5.01%	1.19%	11.49%

Outcome	Evidence that supports this approach	Impact
Key Idea	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	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.

	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.	
1	Pupils have opportunities to acquire language through an irresistible and enriched curriculum	The school has made significant strides in ensuring that disadvantaged pupils benefit from a language-rich curriculum that is both irresistible and enriched. Through carefully planned units, immersive experiences, and high-quality texts, pupils are consistently exposed to ambitious vocabulary and meaningful language structures. Targeted interventions, such as vocabulary pre-teaching, and reading fluency groups, have supported pupils in developing confidence and competence in language acquisition. Monitoring shows that pupil premium children are increasingly using subject-specific vocabulary in both spoken and written tasks. Their participation in enrichment activities—such as drama workshops, historical reenactments, and archaeological projects—has further deepened their language understanding and application.

2	A variety of opportunities and experiences for pupils are provided to enrich the curriculum so pupils can draw on these in their learning	The school has successfully embedded a wide range of enrichment opportunities into the curriculum to support disadvantaged pupils in making meaningful connections in their learning. These experiences - ranging from educational visits, workshops, to outdoor learning - have been carefully selected to broaden pupils' horizons and deepen their cultural capital. Pupil premium children are actively encouraged to participate in these activities, with barriers to access (such as cost or transport) thoughtfully addressed. Staff ensure that these experiences are explicitly linked to curriculum content, enabling pupils to draw upon them in discussions, writing, and problem-solving tasks. Evidence from pupil voice and work scrutiny shows that these opportunities have enhanced engagement, improved vocabulary acquisition, and supported pupils in developing a richer understanding of key concepts. Teachers report increased confidence and curiosity among pupil premium learners, particularly in subjects such as English, history, and science.
3	The gap between 89-93% and national average percentage is reduced to give pupils the opportunity to access the full curriculum. Nationally, the Pupil Premium Gap with non-PP pupils remains stubbornly high. Curriculum and Assessment Interim Report March 2025 'There remains a stubborn attainment gap between those that are socially-economically disadvantaged and their peers.'	The school has taken a proactive approach to improving attendance for pupil premium children, recognising that consistent access to the full curriculum is essential for closing attainment gaps. Focused strategies have been implemented to reduce the attendance gap between pupils with 89–93% attendance and the national average, ensuring that disadvantaged

	Data from County reports that Alver Valley Infant school is 6/450 primary schools for disadvantage. DfE: Working together to improve school attendance	pupils are not disproportionately affected by missed learning. Key actions include regular communication with families, and the continued work of our Attendance Strategy Group, who strive to build strong relationships and address barriers to attendance. As a result, there has been a noticeable improvement in the attendance rates of targeted pupil premium children, with more pupils consistently reaching above 93%. This has led to increased participation in lessons, improved continuity in learning, and greater engagement with the wider curriculum.
4	Working with SEND and Thrive team, pupils develop more positive learning behaviours to support greater success in their learning. 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.	The school has made strong progress in supporting pupil premium children to develop positive learning behaviours through collaborative work with the SEND and Thrive teams. This joined-up approach has ensured that pupils receive tailored emotional and behavioural support, enabling them to engage more effectively with their learning. Targeted interventions—including Thrive assessments, sensory breaks, and structured emotional regulation activities—have helped pupils build resilience, self-awareness, and confidence. Staff have been trained to identify and respond to behavioural needs early, using consistent strategies that promote calm, connected and focused learning environments. As a result, pupil premium children are demonstrating improved attitudes to learning, increased participation in lessons, and greater independence.

		Behaviour logs and pupil voice evidence show a reduction in low-level disruptions and an increase in positive interactions with peers and adults.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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:	**How our service pupil premium allocation was spent last academic year**
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 on deployment. It allows the children a chance to get together to discuss issues specific to their families' situation. Each child also gets a 'check in' when parent/parents are away.
The impact of that spending on service pupil premium eligible pupils	
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.