

Pupil premium strategy statement Alverstoke Infant School

This statement details our school's use of pupil premium (and recovery 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	158
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Vanessa Ridler
Pupil premium lead	Vanessa Ridler
Governor / Trustee lead	Jill Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,755 (£7,000 service premium – see separate statement) £25,755
Recovery premium funding allocation this academic year	/
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2023 to 2024 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 25,755

Part A: Pupil premium strategy plan (£25,755)

Statement of intent

We are highly ambitious for our disadvantaged pupils and believe that we can use an effective strategy to ensure that these children will eventually make progress in learning equivalent to, or ahead of, their peers. This may not be seen in immediate gains, but over time, throughout their time at our school. We strive to instil good learning habits so that children develop the skills required to achieve in all areas of the curriculum.

In addition, we strive to support those pupils who may be socially or emotionally disadvantaged as a result of financial deprivation or adverse childhood experiences (ACE's) in early childhood.

We remain aware that some of our disadvantaged pupils had their pre-school education negatively affected by Covid lockdowns, and the impact of this may be greater than that of their non-disadvantaged peers. Areas mostly effected are behaviour and language development. We intend to accurately identify where there are gaps in learning and adopt appropriate strategies to address these promptly.

Challenges

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

Challenge number	Detail of challenge
1.	6 out of 18 disadvantaged pupils need support to regulate their behaviour as this has an impact on their own well-being and ability to learn, as well as that of others'.
2.	8 out of 18 disadvantaged pupils are on the SEND register, 2 of which have an EHCP.
3.	8 out of 18 disadvantaged pupils require support for social, emotional, mental health or behavioural difficulties
4.	Lower attendance for 6 out of 18 disadvantaged pupils.
5..	Limited Cultural capital.
6.	Limited social skills and under developed learning skills as active listening, engaging in conversations and working as part of a team.
7.	Parental engagement is limited for some disadvantaged pupils.

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
Children will demonstrate improved “active listening” and oracy skills, including the ability to wait their turn in a conversation and to listen and respond	Children will actively listen and wait their turn in a conversation. They will increasingly respond appropriately to what they hear by asking a relevant questions or making a related comment. Disadvantaged children will be targeted for the pre-teaching of vocabulary related to learning topics, ensuring that they can access all lessons with good understanding. SALT targets achieved.
Improved academic achievement.	Data will show that targets achieved are in line with, or ahead of, non-disadvantaged pupils.
Additional enrichment experiences build on life skills and well-being.	Disadvantaged pupils can talk with enthusiasm of their experiences in school.
Improved attendance of target pupils to avoid missed learning time.	Attendance of disadvantaged pupils will be in line with their non-disadvantaged peers.
Children will demonstrate greater regulated behaviour leading to improved emotional well-being.	Support programmes (such as ELSA, or nurture provision) show targets achieved in social and emotional areas.
More regulated behaviour will lead to improved learning outcomes.	Support from SENCo and classroom staff, and adaptations to the behaviour policy (IBMP's) will result in fewer incidents where behaviour is conducive to learning.

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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leader time and training to ensure subject curriculum and delivery meets the needs of all learners. Subject leaders to monitor the	Curriculum is designed and delivered to meet the needs of all learners, taking account of learning styles, needs and providing required scaffolds. EEF: “Different methods of feedback delivery can be effective and feedback should not be limited exclusively	1,2,4,5

suitability and effectiveness of feedback and marking.	to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months)”	
SENCo and Child and Family Support worker time for diagnostic assessment	BPVS, ELSA assessments, Boxall profiling are all recognised diagnostic assessments.	2, 3, 4,

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSA to support small groups of learners in class (and/or oversee whole class so teacher can support small group) Pupils receive frequent verbal feedback to support their learning.	EEF: “Small group tuition has an average impact of four months additional progress over the course of a year”. EEF: “Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months)”	1,2,4
Discrete oracy activities to develop children’s active listening and conversational skills	EEF “High quality provision is likely to include multiple strategies across vocabulary, language, talk and social communication skills.”	3,4
LSA release time to deliver bespoke SALT programmes or additional language support for target pupils.	Programmes are either supplied by qualified SAL therapist, or are delivered by teaching staff. Language underpins all learning and is directly linked to academic success.	3,4
Attendance to be robustly monitored: meetings with parents when attendance is a concern. Half termly certificates for good attendance, weekly class attendance awards.	DFE “Working together to improve school attendance” (September 2022)	5, 8
ELSA support for targeted pupils through targeted ELSA sessions or nurture group.	Research consistently shows that socioemotional skills and well-being underpin later academic achievement	1, 7
Parental workshops to support parents to develop strategies and skills to better support their child	EEF “Working with parents to support children’s learning” (October 2021)	8

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

Budgeted cost: £ 5,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly book clubs for children in order to build their own personal library and develop their love of reading. (£350)	To develop a love of reading by enabling children to have a collection of their own books.	1,4,5
Access to uniform to ensure children feel a sense of belonging to our school community and daily milk. (£500)	Ensuring children have a sense of belonging to our school and are ready to learn.	1,5
Access to an extra curricular club every half term. (£4500)	Children develop physical skill and a sense of personal development. Their enthusiasm and engagement is transferred into school activities.	1,6
Access to wider curriculum opportunities such as Rock Steady (£300)	Children to access extra-curricular activities. EEF, "Arts participation" +3 months	1,5,6, 7
Access to extra-curricular opportunities such as local area visits, walks and onsite activities such as gardening in order to develop cultural capital and supporting language development.	EEF "Supporting school attendance" report	3,5,6,7

Total budgeted cost: £ 25,755

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There were 23 children eligible for pupil premium in 2024/2025. 43.4% of these pupils were in year 2, a further 34.7% were Year 1 and the remaining 21.7% were year R. Of the children eligible for pupil premium, 8 were also on our SEND register (%)

End of year data for Year 2 was as follows:

Subject area	Non-Disadvantaged (23-24 data)	Disadvantaged (23-24 data)
Reading	76.9% 84%	70% 66.6%
Writing	74.9% 68.6%	50% 33.3%
Maths	71.1% 74.5%	50% 55.5%
Combined (R,W,M)	67.3% 64.7%	62.5% 33.3%

Intervention to support Year 1 pupils with their phonic knowledge was highly effective. 75% of Year 1 pupil premium pupils passed the phonic screening (6/8). In 2023-2024, this was 86%. However, one of children who did not pass is on the SEND register and the other joined our school late in the Spring term, having previously missed a significant amount of school.

In Year 2, there were 11 children who needed to retake the Phonics screening check. Of these, 3 children were disadvantaged and 2 pupils passed the retake, scoring 37 and 39. The one disadvantaged child who did not pass scored 30, making significant progress.

In Reception, 3/5 disadvantaged pupils achieved GLD. Of the 2 disadvantaged pupils who did not achieve a good level of development, 1 is also on the SEN register.

Disadvantaged pupils had the opportunity to take part in a variety of off-site activities to broaden their experiences They have also all been offered and attended half termly after school clubs in a range of clubs such as dance, French and art.

Externally provided programmes

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

Programme	Provider