

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) funding for the 2025 to 2026 academic year 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	Alton Infant School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils (including Service pupils and Previously Looked After Pupils)	28.5% (46 children)
Academic year/years that our current pupil premium strategy plan covers.	One
Date this statement was published	November 2025
Date on which was/will be reviewed	April and July 2026
Statement authorised by	Richard Mead (Headteacher)
Pupil premium lead	Richard Mead
Governor lead	Will Farrer and Will Pointer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,010
Total budget for this academic year	£82,010

Part A: Pupil premium strategy plan – 2025-26.

Statement of intent

Our strong intention is for our disadvantaged pupils to learn, achieve, progress and have an equal level of opportunity to other pupils in the school. As well as ensuring academic progress, we also aim for our disadvantaged pupils to have high levels of confidence and self-esteem so that they can aspire to be the best they can be. As a school we also intend to do all that we can to break down barriers to learning for our disadvantaged pupils by identifying and addressing on-going academic, social, emotional and practical needs.

Our Vision.

Alton Infant School is a Rights Respecting School and all are welcome, accepted and included. Through high levels of care and compassion, we aim to provide a rounded education within which children flourish and thrive academically, emotionally and socially. Our vision is for teaching and learning to be an enjoyable, engaging and memorable experience so that children become happy, confident and creative learners. We believe that each child is unique and we aspire to unlock each child's individual gifts and talents.

Challenges

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

Challenge number	Detail of challenge
1	High quality reading, phonics and writing skills are crucial for children to access life skills, on-going learning and wider opportunities. Throughout the year we therefore identify and aim to reduce barriers to learning that can impact negatively on the progress of reading, writing and phonics skills and understanding.
2	Mathematical confidence allows pupils to access life-skills, on-going learning and wider opportunities. Throughout the year we will therefore identify and aim to reduce barriers to learning that can impact negatively on the progress of mathematical skills and understanding.
3	Reception initial and baseline assessments, have identified that speech and language skills are significantly lower amongst children. Good speech and language skills are crucial to the development of phonics, reading, spelling and writing. It is therefore important to improve and develop children's speech and language to enable them to acquire good reading and writing skills. Throughout the year we therefore identify and aim to reduce barriers to learning that can impact negatively on the progress of speech and language.

4	Reception initial and baseline assessments, have identified that fine motor skills are significantly lower amongst children. In turn, this can impact negatively on other skills such as writing, cutting, painting and drawing. Throughout the year we therefore identify and aim to reduce barriers to learning that can impact negatively on the progress of fine motor skills.
5	Lower social, emotional and self-regulation skills can impact negatively on children's learning. We therefore aim to ensure that pupils' social, emotional issues and self-regulation skills are addressed as fully as possible. Throughout the year we also identify and aim to reduce barriers to learning that include social, emotional and self-regulation issues.
6	Limited access to extra-curricular curricular activities and clubs can cause lower self-esteem and a growing sense of exclusion amongst pupils. We therefore ensure that all pupils have equal choice and access to extra-curricular activities and clubs. In turn, we therefore aim and plan for all pupils to have high self-esteem and a strong sense of being fully included.
7	<p>A lack of personal confidence, self-esteem and aspiration can impact negatively on children's learning. Throughout the year we therefore plan activities and identify and aim to reduce barriers in order to increase personal confidence, self-esteem and aspiration.</p> <p>Pastoral and practical needs of our vulnerable pupils and families not being met as fully as possible within day-to-day life can also result in a lower self-confidence, self-esteem and the ability to learn effectively.</p>

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
To improve pupils' ability to spell using appropriate spelling and phonic patterns for their year group.	<p>The majority of pupil premium pupils to make expected progress in Writing, Spelling and Phonics.</p> <p><u>Reception.</u> Word reading: - 87% of pupil premium children to achieve expected standard. Writing: 87% of pupil premium children to achieve expected standard.</p> <p><u>Year 1.</u> Phonics screening check: - 62% of pupil premium children to achieve the expected standard. Reading: - 62% of pupil premium children to achieve the expected standard. Writing: - 54% of pupil premium children to achieve the expected standard.</p>

	<p><u>Year 2.</u> Reading: - 63% of pupil premium children to achieve the expected standard. Writing: - 68% of pupil premium children to achieve the expected standard.</p>
<p>To improve pupils' ability to decode and understand more complex vocabulary and meaning of texts.</p>	<p>The majority of pupil premium pupils to make expected progress in Writing, Spelling and Phonics.</p> <p><u>Reception.</u> Word reading: - 87% of pupil premium children to achieve expected standard. Writing: 87% of pupil premium children to achieve expected standard.</p> <p><u>Year 1.</u> Phonics screening check: - 62% of pupil premium children to achieve the expected standard. Reading: - 62% of pupil premium children to achieve the expected standard. Writing: - 54% of pupil premium children to achieve the expected standard.</p> <p><u>Year 2.</u> Reading: - 63% of pupil premium children to achieve the expected standard. Writing: - 68% of pupil premium children to achieve the expected standard.</p>
<p>To improve pupils' ability to decode and understand different phonemes appropriate to their year group.</p>	<p>The majority of pupil premium pupils to make expected progress in Writing, Spelling and Phonics.</p> <p><u>Reception.</u> Word reading: - 87% of pupil premium children to achieve expected standard. Writing: 87% of pupil premium children to achieve expected standard.</p> <p><u>Year 1.</u> Phonics screening check: - 62% of pupil premium children to achieve the expected standard. Reading: - 62% of pupil premium children to achieve the expected standard. Writing: - 54% of pupil premium children to achieve the expected standard.</p>

	<p><u>Year 2.</u> Reading: - 63% of pupil premium children to achieve the expected standard. Writing: - 68% of pupil premium children to achieve the expected standard.</p>
<p>To improve pupils' ability to decode and understand different common exception words appropriate to their year group.</p>	<p>The majority of pupil premium pupils to make expected progress in Reading, Spelling and Phonics.</p> <p><u>Reception.</u> Word reading: - 87% of pupil premium children to achieve expected standard. Writing: 87% of pupil premium children to achieve expected standard.</p> <p><u>Year 1.</u> Phonics screening check: - 62% of pupil premium children to achieve the expected standard. Reading: - 62% of pupil premium children to achieve the expected standard.</p> <p><u>Year 2.</u> Reading: - 63% of pupil premium children to achieve expected standard</p>
<p>To improve pupils' ability to construct simple and more complex sentences within different writing genres with the appropriate vocabulary and punctuation.</p>	<p>The majority of pupil premium pupils to make expected progress in Writing.</p> <p><u>Reception.</u> Word reading: - Majority of pupil premium children to achieve expected standard. Writing: - 87% of pupil premium children to achieve expected standard.</p> <p><u>Year 1.</u> Writing: - 54% of pupil premium children to achieve the expected standard</p> <p><u>Year 2.</u> Writing: - 76% of pupil premium children to achieve expected standard</p>
<p>To improve pupils' fine motor skills.</p>	<p>The majority of pupil premium pupils to make expected progress in Writing.</p> <p><u>Reception.</u> Writing: - 87% of pupil premium children to achieve expected standard.</p>

	<p><u>Year 1.</u> Writing: - 54% of pupil premium children to achieve the expected standard.</p> <p><u>Year 2.</u> Writing: - 76% of pupil premium children to achieve expected standard</p>
To improve pupils' handwriting.	<p>The majority of pupil premium pupils to make expected progress in Writing.</p> <p><u>Reception.</u> Writing: - 87% of pupil premium children to achieve expected standard.</p> <p><u>Year 1.</u> Writing: - 54% of pupil premium children to achieve the expected standard</p> <p><u>Year 2.</u> Writing: - 68% of pupil premium children to achieve expected standard</p>
To improve pupils' speech and language skills.	<p>The majority of pupil premium pupils to make expected progress in Speech and Language.</p>
To improve pupils' mathematical understanding of the value of numbers and number bonds.	<p>The majority of pupil premium pupils to make expected progress in Maths.</p> <p><u>Reception.</u> Number sense: - 87% of pupil premium children to achieve expected standard.</p> <p><u>Year 1.</u> Maths: - 69% of pupil premium children to achieve the expected standard</p> <p><u>Year 2.</u> Maths: - 68% of pupil premium children to achieve expected standard</p>
To improve pupils' mathematical understanding of number, place value, number bonds, addition and subtraction.	<p>The majority of pupil premium pupils to make expected progress in Maths.</p> <p><u>Reception.</u> Number sense: - 87% of pupil premium children to achieve expected standard.</p>

	<p><u>Year 1.</u> Maths: - 69% of pupil premium children to achieve the expected standard</p> <p><u>Year 2.</u> Maths: - 68% of pupil premium children to achieve expected standard</p>
To improve pupils' confidence and self-esteem.	Pupils grow in confidence and take part more happily in whole class and year group activities.
To enhance pupils' emotional well-being and to reduce any worry or anxiety.	Pupils grown in confidence and take part more happily in whole class and year group activities.
To enhance pupil's resilience, interest and aspirations.	Pupils grown in confidence and take part more happily in whole class and year group activities.
To reduce any pastoral, practical and emotional barriers to pupils' learning.	Barriers to pupil learning, including wider practical and pastoral needs are identified, addressed and evaluated.

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.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality phonics, spelling and reading teaching sessions led by qualified teachers. High quality phonics and reading intervention sessions led by teaching assistants and special needs assistants.	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate/high cost.	1
Small group number formation, phonic, spelling and handwriting sessions.	According to the Education Endowment Foundation these sessions have high impact with low cost.	1

Led by teaching assistants.		
Subscription to <i>Unlocking Letters and Sounds</i> Systematic Synthetic Phonics teaching programme.	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate/high cost.	1
Continuing professional development of teachers and teaching assistants in phonics, spelling and reading – engagement and dissemination of any <i>Unlocking Letters and Sounds</i> training and advice.	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate/high cost.	1
Speech and language intervention sessions with a trained teaching assistant.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	3
Reception speech and Language (Nuffield Early Language Intervention – NELI) sessions.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	3
Early dyslexia identification and support with a trained teaching assistant.	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate cost.	1
High quality Maths teaching from qualified teachers using National Centre for Excellence in Teaching Mathematics (NCETM) provision and planning.	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate/high cost.	2
Continuing professional development of teachers and teaching assistants in Mathematics – engagement and dissemination of NCETM training.	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate/high cost.	2
Year 2 Maths key skills and weekly objectives review and recap.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	2

Weekly Year 1 Numicon catch up sessions –with a teaching assistant and a qualified teacher.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	2
Weekly Reception Numicon (number knowledge) catch up sessions –with a teaching assistant and qualified teacher.	According to the Education Endowment Foundation these sessions have high impact with low cost.	2
Dough gym fine motor development sessions for Reception children.	According to the Education Endowment Foundation these sessions have moderate impact with moderate cost.	4
Occupational Therapy activities with a trained Teaching Assistant.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil time with two Emotional Literacy Support Assistants). On-going and ELSA training, supervision and support.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	5, 6 and 7
Purchase of Trick Box resources for pupil well-being and personal development	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	5 and 7
Before and after school club membership and provision – including breakfast club and after school care.	According to the Education Endowment Foundation these sessions have moderate impact with moderate cost.	6 and 7
Provision of milk for pupils.	According to the Education Endowment Foundation these sessions have moderate impact with moderate cost.	7
Provision of activities that address the interests and passions of our pupil premium children.	According to the Education Endowment Foundation these sessions have high impact with moderate cost.	6 and 7

Provision of 1:1 social and emotional support with teaching assistants and/or special needs assistants.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	5 and 7
Staffing and resourcing of SEND provision ('The Nest') to provide social and emotional support for pupils	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	5 and 7
Teacher dissemination of Team Teach, SEMH and SEND training in children's behaviour and social and emotional issues.	According to the Education Endowment Foundation these sessions have high impact with moderate/high cost.	5 and 7

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 2024 to 2025 academic year.

Early Years Foundation Stage Profile.

Listening and Attention: - 81.3% of Pupil Premium (including those with SEND) were 'on track'.

Speaking: - 75% of Pupil Premium (including those with SEND) were 'on track'.

Comprehension: - 70% of Pupil Premium (including those with SEND) were 'on track'.

Word Reading: - 55% of Pupil Premium (including those with SEND) were 'on track'.

Writing: - 50% of Pupil Premium (including those with SEND) were 'on track'.

Maths: - 70% of Pupil Premium (including those with SEND) were 'on track'.

Year 1

Reading: - 62% of Pupil Premium Pupils (including those with SEND) attained Expected+.

Phonics: - 61% of Pupil Premium Pupils (including those with SEND) met the Phonics Screening threshold.

Writing: - 57% of Pupil Premium Pupils (including those with SEND) attained Expected+.

Maths: - 76% of Pupil Premium Pupils (including those with SEND) attained Expected+.

Year 2

Reading: - 69% of Pupil Premium Pupils (including those with SEND) attained Expected+.

Writing: - 61% of Pupil Premium Pupils (including those with SEND) attained Expected+.

Maths: - 63% of Pupil Premium Pupils (including those with SEND) attained Expected+.