

Pupil premium strategy statement – Valley End CoE Infant School



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	162
Proportion (%) of pupil premium eligible pupils	4.9% (8 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	17/12/25
Date on which it will be reviewed	1/9/26
Statement authorised by	Kate Harper-Cole
Pupil premium lead	Kate Harper-Cole
Governor / Trustee lead	Peter Humphreys

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9879
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£9879

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	<i>Punctuality and attendance below 80% for some of our Pupil Premium Pupils.</i>
2	<i>Low mental health and emotional resilience due to some experiences of early childhood trauma.</i>
3	<i>Lower than average attainment levels in Reading, Writing and Maths for some pupils.</i>
4	<i>Lower Social and Emotional understanding leading to an increase in negative behavioural incidences.</i>
5	<i>Lower access to out of school enrichment opportunities.</i>

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
An increase in overall attendance percentage for our Pupil Premium Families	Improved attendance for those below 80% to above 90% Improved punctuality for those currently below national average
Increased mental health for those children who have experienced early childhood trauma.	Children will report feeling calmer and happier at school. Their incidences of fight/flight will decrease as a result of SEL (social and emotional teaching and interventions).

Improved attainment in Reading, Writing and Maths for our Pupil Premium children.	Accelerated progress in Reading, Writing and Maths from their starting points.
Improved behaviour as a result of explicit SEL interventions.	Increase in positive behavioural incidences and a reduction in negative behavioural incidences.
High attendance at a variety of enrichment clubs and experiences such as trips.	100% of children attend an enrichment club every week and attend all enriching experiences including visits and trips.

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.

Teaching

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA trained staff members to attend ELSA briefing meetings and supervision.</i>	Social emotional learning intervention has 'an identifiable and significant impact' on pupils' progress. EEF states that 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs'	2, 4
<i>Run the Drawing and Talking Therapy Intervention.</i>	(as above)	2, 4
<i>Whole school training on The Role of all Adults and scaffolding – provided by TASH</i>	EEF states that teaching assistants can be used to 'enable pupils to access high-quality teaching: to scaffold learning and develop pupil independence and to deliver evidence-based interventions'.	3

Targeted academic support

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Weekly ELSA intervention in groups or individually.</i>	Social emotional learning intervention has 'an identifiable and significant impact' on pupils' progress.	2, 4
<i>Daily Phonics Keep-Up sessions</i>	EEF evidence shows that one-to-one tuition typically adds around five months of progress, while small-group tutoring adds about four months, especially when linked to classroom teaching.	3
<i>Targeted Interventions based on pupil's individual needs</i>	EEF states that 'small group tuition is most likely to be effective if it is targeted at pupil's specific needs'. Including Wellcom Speech and Language, Lego Therapy, turn taking groups and attention autism.	3

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

Budgeted cost: £3879

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding breakfast club for those PP children with low punctuality</i>	EEF evidences 'Magic Breakfast' study as demonstrating that Breakfast Clubs and meal provision was found to deliver two months of additional progress for Year 2 children as well as improved pupil behaviour.	1
<i>Structured Conversations for all families</i>	EEF demonstrates that parental engagement interventions lead to four months of additional academic progress	1

Total budgeted cost: £ 9879

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Pupils in receipt of pupil premium who accessed ELSA sessions demonstrate an improved resilience and are able to articulate strategies they can access in order to help themselves.
- 100% of pupils attended the school visits, Forest School and other in school enrichment activities that were provided.
- All pupils were offered the opportunity to enrol in an enrichment (extracurricular) club of their choice each term. Those that took up the offer showed an increasing independence and enjoyment in the activities.
- All pupils in receipt of pupil premium were offered the opportunity to have daily milk.
- All pupils had a hot school lunch every day.
- LEGO Therapy ran for 2 terms and pupils who took part learnt turn taking, listening skills and social skills.
- 5 pupils were given targeted phonic intervention and all made progress.
- 3 pupils were given targeted intervention based on their needs in English and maths.
- All pupils in receipt of pupil premium have made progress in reading, writing and maths.

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