Pupil premium strategy statement

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	St Ives Primary and Nursery School
Number of pupils in school	218 School 47 Nursery
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	24/25 to 27/28
Date this statement was published	September 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Laura Crossley Headteacher
Pupil premium lead	Louise Kirk Senior Leader
LGC Chair	Mario Massimino

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28908.33
Recovery premium funding allocation this academic year	
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	£28908.33

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Less time spent at an Early Years pre-school provision and lack of school readiness Low communication, language and literacy development
2	Poor parent Literacy and Numeracy skills Less opportunities to read and write at home
3	Inability to access home learning Reduced access to resources at home to support learning Less time to practise skills at home Possible lower school attendance
4	Less opportunity for enrichment activities
5	Low personal, social, emotional development Low self-esteem and vulnerability to mental health issues Poor attendance

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
Pupils to make at least expected progress in Reading and maths Attainment is within national expectations	Statutory assessments show disadvantaged children achieve in line with their peers and continue to make progress in line with their peers. KS2 reading and maths outcomes show that disadvantaged pupils achieve in line with their peers.
High quality teaching and learning ensures embedded high expectations for all learners	Disadvantaged children achieve in line with their peers
Pupils have the correct resources needed to further their learning Pupils are well prepared for the next stage of their school education	Home learning is accessible and accessed at home Pupils attend activities such as residentials and clubs and transition successfully
Pupils are mentally healthy and are able to focus on their learning	Sustained high levels of wellbeing. Disadvantaged children have access to mentor scheme, wellbeing support, mental health programme and counselling to support them in accessing their learning and the wider opportunities within the school.
All pupils will have the opportunity to develop their cultural capital in order to experience future success.	Extended day, school trips, musical tuition opportunities will prioritise access to disadvantaged pupils.
Attendance at school is supported and is within national expectations	Attendance is in line with peers

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: £ 5,469.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specific learning opportunities and equipment to support disadvantaged children	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teacher instruction.	1,2
Provide small group tutoring to support missed learning	Tuition targeted at specific needs and knowledge gaps can be an effective method to support those children at risk of not making at least expected progress	1,2
Ensure all staff are trained in the delivery of the school Systematic Synthetic Phonics Programme, RWInc	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	1,2,3
Implement White Rose CPD to develop staff confidence and knowledge in teaching mathematics.	Develop practitioners' understanding of how children learn mathematics. EEF improving mathematics recommendation	2

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

Budgeted cost: £ 6,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support language and vocabulary gaps and catch up	Language interventions can have a positive impact on pupils' language skills. Approaches that focus speaking and listening and a combination of the two show positive impacts on attainment. Assessment identifies key learning gaps.	1,2
Provide support to children at risk of not making at least expected progress or meeting age related expectations	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1,2

	Evidence consistently shows the positive impact that targeted academic support can have on those who are not making good progress or are at risk of falling behind.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.	1,2,3
Additional support in reading and maths 'catch up'	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those at risk of falling behind, both one to one and in small groups.	1,2,3

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

Budgeted cost: £ 18816.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional learning	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn.Support targeted through counselling, wellbeing support and recognised social interventions.	1,3,4,5
Ensuring good behaviour and attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,3,4,5
Provide support for attendance to extended day provision, musical instrument tuition and support with uniform.	Improved well-being and self-esteem and engagement in learning	5,6

Total budgeted cost: £ 28908.33

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Attainment 2026			
	Pupil Premium Attainment	Non Pupil Premium attainment	All pupils
(GLD)Early Years Foundation Stage	100%	87%	87%
Year 1 Phonics	100%	93%	93%
KS2			
Reading	100%	100%	100%
Writing	96%	96%	93%
Maths	100%	100%	100%

Outcomes for pupil premium pupils were strong in 2025-26 at KS2 therefore the impact of the pupil premium strategy was strong. Attendance for all pupils was 96.8% and pupil premium was 95%. Strategies to close the gap and support pupil premium pupils achieve in line with their peers was hugely successful.

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
NELI	Nuffield
Inspire Maths	OUP

White Rose Maths	White Rose Education
Read Write Inc	OUP
TT Rockstars	Maths Circle
Oxford Owl	OUP
Literacy Shed	Ed Shed

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?	Identified gaps in service children's education and supported progress in these areas.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support was provided.