

# 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 Infant School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	17% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers	Review 2024/25 2025/2026 Planned Strategy
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Richard Wigham/Emily Lewis
Governor / Trustee lead	Jayne Lee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,880 – 2025/26
Recovery premium funding allocation this academic year	£0
(National Tutoring Programme - NTP)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,880

# Part A: Pupil premium strategy plan

## Statement of intent

In defining our intention, we have considered our context and the specific barriers/challenges of our school community. We have focused on identifying a small number of priorities each year, likely to make the biggest difference to the most pupils. Our key focus is for barriers to be reduced or removed, so that all children can access their learning, progress and achieve to the very best of their ability.

We prioritise training and supporting staff to enhance the intervention provision. The focus is on specific, structured interventions to address misconceptions and gaps early, rather than long term interventions.

We invest in training to continue to improve our teaching for all pupils alongside developing further skills to address the wide range of individual needs through quality first teaching.

Time is spent on all staff development which is revisited and sustained. The impact of this is assessed and provision adapted as needed in response to these observations/assessments.

We support all aspects that may impact on our children's ability to concentrate, focus, learn and develop and invest in a wide range of strategies to improve attendance, language skills, behaviour, lack of confidence, punctuality and self-care.

### **Objectives**

- ✓ To raise attainment for 'all' children ensuring that we diminish the difference between groups
- ✓ To support social, emotional mental health appropriate to ensure children are ready to learn
- ✓ To raise standards in phonics and reading
- ✓ To support teachers to offer the best provision they can by identified high quality CPD that is directly related to individual targets or elements of SDP
- ✓ To support all support staff to enable them to feel confident, be appropriately trained and confident to support and adapt to meet individual needs
- ✓ To improve attendance and time keeping across the school

### **Key Principle**

- ✓ To support all aspects of development for our children, recognising the importance of healthy mental health and supporting our families to improve the progress, attainment and outcomes for each child

### **Supportive documents**

Putting Evidence to Work - A School's Guide to Implementation | EEF (educationendowmentfoundation.org.uk)

EEF blog: Maximising the Impact of Teaching Assistants in the... | EEF (educationendowmentfoundation.org.uk)

Using pupil premium | EEF (educationendowmentfoundation.org.uk)

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. All children who qualify for PP/FSM(Ever 6) were surveyed in September to find out what challenges they face. We used this to allocate our PP spend.

Challenge number	Detail of challenge
1	Speech, language and communication is below national expectations
2	Social, Emotional mental health
3	Behaviour incidents and subsequent deployment of staff
4	Support outcomes inline with national expectations for reading, writing, phonics and maths
5	Attendance and time keeping

## 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
Progress in Reading	The profile of reading for pleasure to continue to be developed. End of year 1 phonics screening results to met or exceed national average. For the percentage of children achieving 'expected' and 'greater depth' to be in line with national. For attainment of all groups to be more in line with 'all' children, diminishing the difference.
Progress in Writing	
Progress in Mathematics	
Phonics	
SEMH	Show an improving picture for supporting SEMH affecting academic learning – using PIVATS. Children are ready to learn and the appropriate resources in place to support them.

	Developing alternative strategies to support positive behaviour for learning for individual pupils.
Attendance	To reduce the number of lates. To raise attendance percentage more in line with national expectation of 96%. To develop strategies to support families with persistent absence and lateness.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £19,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving focus on raising attainment for all children by improved monitoring and intervention	<p>Coaching and supporting staff (teachers and support) with teaching and learning strategies to continue to raise attainment. Interventions to support accelerated progress.</p> <p>SLT carrying out PP monitoring and overseeing intervention timetables</p>	1, 4
Read, Write Inc training/updates/support for all teachers and teaching assistants to ensure phonics is taught consistently and to a high standard across the school.	English hub to support for the school to provide continued professional development for all staff when delivering high quality phonics sessions.	1, 4
Staff CPD	High quality CPD for all staff is essential to follow EEF principles. This is revisited in staff meeting and inset sessions.	1, 2, 3, 4,

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

Budgeted cost: £12,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics RWI 1:1 Tutoring time	<p>EEF findings show that one to one tuition is very effective at improving outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>EEF findings show that most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics   EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

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

Budgeted cost: £16,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH Support for pupils	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and</p>	2,3,4,5

	<p>emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
Individual student support for behaviour management	<p>Some individual pupils find it challenging to work within our school behaviour policy and so will have a bespoke behaviour plan that requires additional adult support to manage their needs.</p> <p>Bespoke timetables and support packages help to manage these individuals needs and enable them to join in with whole class work when appropriate.</p>	

**Total budgeted cost: £48,880**