

Pupil premium strategy statement

Intake Farm Primary School and Nursery 2024-27

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	Intake Farm Primary School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Julian Fieldwick
Pupil premium lead	Helen Cox
Governor / Trustee lead	Laura Cronin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,679
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	£104,679

Part A: Pupil premium strategy plan

Statement of intent

- At Intake Farm Primary School and Nursery our intention is that all pupils, regardless 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 and have high expectations of what they can achieve.
The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.
High-quality teaching is our first 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.
At Intake Farm it is the intention that the gap between non-disadvantaged pupils' attainment is close to those of disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and data show children are entering Foundation stage with limited speech and language
2	Data shows that PP children have more persistent absences than non-PP
3	Assessments show that there is a significant gap between PP children gaining Combined in KS2 SATs
4	Evidence shows that parents of PP do not consistently engage with school activities.
5	Discussions and observations show that most PP children have less access to extra-curricular activities which impact their physical and mental wellbeing.

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
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Improved speech and language skills, to give children skills to communicate in the wider community.	Assessments to show that foundation stage PP children make at least good progress in their speech and language development (the communication strand of the EYFS).
For PP attendance to be in-line with non PP	To improve attendance of the PP pupils. To have fewer persistent absences by PP children
For more PP children to reach the GLD in the foundation stage	To diminish the gap between pp and non in GLD.
To improve the percentage of pupils gaining combined in KS2, expected standard in KS1 and GD in PP children.	For assessments to show that interventions and extra inputs have increased the percentage of children gaining expected and GD standards PP children throughout school.
PP children to access to a broad and balanced curriculum including enrichment activities such as residential and educational visits	A part of the budget to be allocated to ensure all PP children can have financial support to be able to access the wider curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium in 2024-25 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 28,476.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pathways to write CPD and subscription Drawing club and story dough CPD</i>	EEF collaborative learning approaches +5	3
<i>Animaphonics subscription and CPD</i>	EEF phonics +5	3
<i>Quality first teaching using feedback and next steps</i>	EEF feedback +6	3
<i>Parental engagement –</i>	EEF – parental engagement +4	4

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

Budgeted cost: £ 54,139.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Chatter speech</i> <i>Story dough</i> <i>Drawing club</i>	Oral language interventions +6	1
<i>Small group tuition in and out of class</i>	Small group tuition +4	3
<i>White Rose maths subscription</i> <i>times table rockstars subscription and CPD</i>	EEF homework +5 EEF collaborative learning approaches +5	3 and 4
<i>After school activities</i>	Small group tuition +4 EEF Extending school time +3 EEF Arts Participation +3 EEF Physical Activity +1	1, 3 and 4
<i>Reading comprehension groups</i>	EEF reading comprehension strategies +6	1 and 3

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

Budgeted cost: £ 22,062.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance support role</i>	EEF Parental Engagement +4	2 and 3 and 4
<i>Family support worker</i>	EEF Parental Engagement +4	2 and 3 and 4
<i>ELSA</i>	EEF social and emotional learning +4	2 and 3
<i>Wider enrichment</i>	EEF collaborative learning approaches +5	2 and 3 and 5

Total budgeted cost: £104,679

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 2024 to 2025 academic year.

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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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

Further information (optional)

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