

Pupil premium strategy statement

Intake Farm Primary School and Nursery 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	226
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£94,125
Recovery premium funding allocation this academic year	£4,966
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£99,091

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

- At intake Farm Primary School and Nursery our intention is that all pupils, no matter of their 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
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 and have less persistent absences by PP children
For more PP children to reach the GLD	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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 36,027.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>White Rose maths subscription CPD</i>	EEF collaborative learning approaches +5	3
<i>Animaphonics and times table rockstars subscription and CPD</i>	EEF phonics +5 and homework +1	3 and 4
<i>Quality first teaching using feedback and next steps</i>	EEF feedback +6	3
<i>Parental engagement – class dojo launch</i>	EEF – parental engagement +4	4

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

Budgeted cost: £ 32,194.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Neli</i>	Oral language interventions +6	1
<i>Small group tuition in and out of class</i>	Small group tuition +4	3
<i>Homework in maths reading spelling and the wider curriculum</i>	EEF homework +5	3 and 4
<i>After school activities</i>	EEF Extending School Time +3 EEF 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: £ 30,868.95

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 liaison officer</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: £99,091

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 2023 to 2024 academic year.

1. Improved speech and language skills, to give children skills to communicate in the wider community.

- The FSM6 children show in the communication and language strand is 71.4% which is higher than the district 68% broadly in line with the LA at 71.8% and National at 72%. The data does show that listening and attention is slightly lower than the understanding and we are now moving over from Neli to Chatter speech which concentrates more on listening and attention skills.

2. Data shows that FSM children have more persistent absences than non FSM

- The gap between non FSM6 the persistent absences and FSM6 persistent absences is 34.09% this is 2.39% lower than last year
- Persistent absence is still a priority as it was 42.68% at the end of 2024 however this 4.75% lower than last year.
- Severe absence is 2.44% which is lower than county at 4.2% and broadly in line with National at 72%

3. For more EYFS children to reach the GLD

- **Limited progress has been made to meet this desired outcome**
 - Overall the school last year (2023) 53% gained GLD
 - 2024 50% of the children gained the GLD this is one less child than last year and the cohort was 3 SEN and 10 Children with EAL = 1/3 of the class
 - FSM6 children 2023 the gap was 36% to non FSM6
 - FSM6 children 2024 the gap was 33.3% showing a slight closing of the gap.

4. To improve levels of ARE in FSM6 children.

- **Limited progress has been made to meet this desired outcome**
 - Phonics the school has been consistent over the last three years with a small increase of 1% this year at 71.4%, we are still below national at 80%. To catch up with national we are going to implement a different strategy to help raise standards in phonics.
 - FSM6 pass rate is 70% which is higher than district at 66.4% and National at 68.4%

- The new scheme was started in September 2023 this scheme is continuing to be embedded to raise results to be more in line with National
- KS2 results
 - 2024 data shows that FSM have closed the gap in all subjects at the end of KS2 This showing that the interventions and strategies are having a positive impact, and we will continue this in 2024/25
 - Reading gap = + 15.7%
 - Writing gap = + 17.6 %
 - Maths = + 3.7%
 - GP&S = + 30.1%
 - Combined RWM +18.1%

5. PP children to access a broad and balanced curriculum including enrichment activities such as residential and educational visits

- All FSM children are given the same opportunity to engage in the curriculum activities. If there is a cost to the activities the FSM children get a discounted rate and are contacted individually to help with a payment plan. All FSM children accessed the residential that were offered. All FSM children went on visits

73 % of FSM children’s parents attended parents evening

All FSM parents were offered curriculum evenings and workshops, but no FSM parents attended. We will continue to encourage FSM parents to the workshops and work on strategies to bring them in.

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

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Further information (optional)

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