

## Pupil premium strategy statement

# Intake Farm Primary School and Nursery 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	220
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£76,815
Recovery premium funding allocation this academic year	£3,988
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£80,803.00</b>

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.

The 22/23 strategy includes allocated money for School-led tuition as school recognises the profound impact lockdown and Covid has had on disrupting the education of our most vulnerable children.

## 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 inline with non PP	To improve attendance of the PP pupils an 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: £ 27,662.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>White Rose maths subscription CPD and training for staff</i>	EEF collaborative learning approaches +5	3
<i>Animaphonics and times table rockstars subscription and CPD training for all staff</i>	EEF phonics +5 and homework	3 and 4
<i>Makaton and let's interact</i>	EEF collaborative learning approaches +5	3
<i>Quality first teaching using feedback and next steps</i>	EEF feedback +6	3

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

Budgeted cost: £ 27,737.03

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>Before and after school covid catch up activities</i>	EEF Extending School Time +3 EEF Small group tuition +4	1, 3 and 4

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

Budgeted cost: £ 25,403.37

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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>Extra-Curricular activities</i>	EEF Extending school time +3 EEF Arts Participation +3 EEF Physical Activity +1	2 and 3 and 5

**Total budgeted cost:** £80 80300

## 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 2020 to 2021 academic year.

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

- The Neli program has been piloted in FS1 and continues to be embedded in FS2. 6 children were generated by the program to complete is 4 out of 6 then showed good progress and didn't need any more intervention. This is an ongoing program which is now going to be started in FS1.
- The data shows that PP children in the communication strand have improved

#### **2. For more PP children to pass the phonics screening test**

- Over all the school had 76% pass N/A 75% compared to 64% last year
- Out of the PP children 58% passed compared to 44% last year
- A new scheme has been bought and CPD has been delivered, the scheme started (Animaphonics) on the 1<sup>st</sup> September and the impact of this will be reported next year.

#### **3. For more EYFS children to reach the ELG for writing**

- Overall the school last year (2021) 36% gained the ELG for writing
- 2022 56% of the children gained the EYFS writing ELG
- PP children 2021 = 33%
- PP children 2022 = 45%

#### **4. To improve levels of ARE in PP children.**

- 2022 data shows that PP children still have the biggest gap in their writing compared to non PP a gap of 14%. This has diminished by 20% since 2021
- Reading gap = 8%
- Writing gap = 14%
- Maths = 9%
- 2021 data =
- Reading gap = +21%
- Writing gap = 34%
- Maths gap = 24%

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

- All PP children are given the same opportunity to engage in the curriculum activities. If there is a cost to the activities the PP children get a discounted rate and are contacted individually to help with a payment plan. This year 1 PP pupil

did not go on residential, the parents wanted the child to go but the pupil refused due to him having anxiety about being away from home.

**6. Parents of PP children will attend/access all parent/pupil progress meetings**

- This area is ongoing and an area we will work on in 2022-23 as the school due to Covid restrictions only had one parent meeting last year.

## 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
How did you spend your service pupil premium allocation last academic year?	The Children who received this funding were invited to PP club and received daily interventions such as daily reads with their Teaching assistants
What was the impact of that spending on service pupil premium eligible pupils?	The few who receive this funding children all gained confidence in their abilities and are all expected standards in attainment.

**Further information (optional)**

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