

Pupil premium strategy statement

Intake Farm Primary and Nursery

Pupil premium statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and Nursery
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julian Fieldwick
Pupil premium lead	Helen Cox & Andrea Mabbott
Governor / Trustee lead	Scott Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,975
Recovery premium funding allocation this academic year	£3,988
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£77,963

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

Statement of intent

Intake Farm Primary and Nursery

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 21/22 strategy includes allocated money for Covid Catch-Up Premium 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	Assessments and data show that generally PP children struggle more with phonics and this has a negative impact on their reading.
3	Assessments and data show that the gap between PP and non is wider in writing then other subjects.
4	Discussions and observations show that most PP children have less access to extra-curricular activities so help with their physical and mental wellbeing.
5	Evidence shows that parents of PP do not consistently engage with school activities.
6	Data and assessments show that there is a gap in ARE reading, writing and maths between PP and non.

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 more PP children to pass the phonics screening test	To improve reading attainment in KS1. Data to show more PP children pass the screening than last year.
For more EYFS children to reach the ELG for writing	To show a smaller gap between pp and non in writing, especially in FS2 where talk for writing will start to be embedded
To improve levels of ARE in PP children.	For assessments to show that interventions and extra inputs have increased levels of ARE in PP children throughout school.
	A separate budget (£1000) to be allocated to ensure all PP children can have financial support to be able to access the wider curriculum.
Parents of PP children will attend/access all parent/pupil progress meetings	Increased PP parental engagement with school.

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: £1,730.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose subscription and training for staff	Data and assessment shows that we have a significant gap in maths. EEF collaborative learning approaches +5	6
Talk for writing training for RQT	Data and assessment show that more children need to reach the ELG in writing EEF Mastery learning + 5	3
Read Write Inc.	Assessments and data show that generally PP children struggle more with phonics and this has a negative impact on their reading. EEF collaborative learning approaches +5	2

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

Budgeted cost: £42926.58`

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and small group tuition	EEF Individualised Instruction +4 EEF Phonics +5 EEF Small group tuition +4	2 3 6
NELI	EEF Oral Language Interventions+6 EEF/Nuffield +3 months impact	1
After school booster club	EEF Extending School Time +3 EEF Small group tuition +4	3
Phonics booster groups	EEF Phonics + 5	2
Teaching Assistant interventions	EEF Interventions +4	2
		3 6

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

Budgeted cost: £ 33,306.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Trained ELSA to work with identified children on self-esteem, challenging behaviours and well-being. Focussed upon each identified PP child's specific needs.	Social and emotional learning EEF +4	4
Extra-Curricular activities Participating in an afterschool club can enable the child to learn how to interact with others and develop interpersonal skills.	Physical activity EEF +1	4
Parental liaison officer Supports parents who attend the school and their families. This might include meeting with pupils at home or in school and giving them one-to-one support to improve their behaviour, attitude to learning, or general wellbeing.	Parental engagement EEF +4	5
Attendance officer Good school attendance gives your child enormous benefits and advantages: they can develop close friendships, make excellent progress in their learning, and not miss out on any educational or social	Parental engagement EEF +4	5
experiences. It develops good habits for life, and shows you respect and value their education.		

<p>Pupil enhancement experiences – £1000 budget</p> <p>Good activities will stimulate the senses, and promote an atmosphere of learning and exploration. Enrichment activities have many benefits that will extend into adulthood.</p>	<p>Collaborative learning approaches +5</p>	<p>1,2,3,4,5,6</p>
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Total budgeted cost: £ £77,963

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.

Pupil premium was used to ensure that the children had equipment and resources during the lockdown period and where supported during their periods of isolation. 100% of the PP children were contacted during lockdown by phone. Children who were not answering were visited – we conducted safe and well checks.

Teachers were given time to adapt their planning and message/call PP children giving them additional support. They were also given time to make individual resources for those children, including PP children, who were not engaging – impact 69% more PP children engaged in home learning after planning was changed and pupils were contacted. Evidenced in teachers' engagement sheets and homework.

Targeted interventions were put in place when the children returned to school and extra resources were purchased due to the high level of children needing the same equipment. 73% of children engaged in interventions were PP, gaps for learning were addressed and 87% of the children engaged showed good progress.

PP children were invited to come to school during the lockdown especially those that were struggling with accessing devices or online learning. 35% of PP children came into school and accessed learning.

Neli program was introduced in FS2 and this had a positive impact of the children's speech and language skills, getting them ready for year 1. This was a positive impact in FS2 and good progress was made in Language. 63 % of the children got the ELG for speech and language due to the intervention.

Our usual parental engagement courses were put on hold. No impact has come about because parents were unable to come into school courses. This will be addressed this academic year.

NCC data summited Y6 July 2021

Reading EXS 71%

PP gap to non PP in reading 33%

Writing EXS 64.3%

PP gap to non PP writing 12%

Maths EXS 64.3%

PP gap to non PP in maths 20%

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 Foundation

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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