

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, 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
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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 less 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.

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

- *Pupils at the end of FS are achieving within the communication and language strand. This is because of accelerated progress being made across the foundation stage due to the implementation of Chatter Speech. This is to continue and we will also introduce Verbo.*
- *At the end of KS2, 58.3% of FSM6 pupils achieved the expected standard or above in writing which is lower than the national average (59.6%) but higher than the local authority (57.5%) and the local area of Mansfield (54.7%). Pupils find it difficult to generate ideas for their writing and to use vocabulary effectively so we are going to be working on implementing oracy strategies across the curriculum.*
- *This objective is ongoing and through the use of oracy and we intend to close the raise attainment and progress further for our FSM6 pupils.*

Intended Outcome 2: For PP attendance to be in-line with non PP

- *30.26% of FSM6 pupils are persistent absentees which is less than the previous year (34.09%).*
- *There is still a significant gap (15.3%) between FSM6 and non-FSM6 pupils being persistent absentees. Last year, 14.96% of Non-FSM6 pupils are persistent absentees.*
- *Attendance for FSM6 pupils for the last academic year was 91.26% whilst attendance for Non-FSM6 pupils for the last academic year was 94.93%. This is a gap of 3.67% between FSM6 and Non-FSM6 pupils.*
- *The work of our attendance officer has had an impact as they have implemented a rigorous monitoring system for attendance. They also work alongside our parents to encourage attendance in school. This is to continue so we continue to reduce the number of FSM6 pupils that are persistent absentees.*

Intended Outcome 3: For more PP children to reach the GLD in the foundation stage

- *62.5% of FSM6 pupils achieved GLD at the end of EYFS which is higher than the national average (51.5%), the local authority (47%) and local area of Mansfield (41.2%). However, this is lower than the national average of all pupils. For those pupils who did not achieve GLD, Literacy was a common strand which prevented them from achieving GLD.*

Intended Outcome 4: To improve the percentage of pupils gaining combined in KS2 , expected standard in KS1 and GD in PP children.

- At the end of KS2, 58.3% of FSM6 pupils achieved the expected standard or above in reading which is lower than the national average (63.3%), the local authority (61.2%) but higher than the local area of Mansfield (56.1%).
- At the end of KS2, 58.3% of FSM6 pupils achieved the expected standard or above in writing which is lower than the national average (59.6%) but higher than the local authority (57.5%) and the local area of Mansfield (54.7%).
- At the end of KS2, 58.3% of FSM6 pupils achieved the expected standard or above in maths which is lower than the national average (60.7%), the local authority (60.2%) and mostly in line with the local area of Mansfield (58.4%).
- At the end of KS2, 58.3% of FSM6 pupils achieved the expected standard or above for reading, writing and maths combined which is higher than the national average (47.6%), the local authority (45.8%) and the local area of Mansfield (44.1%).
- At the end of KS2, 8% of FSM6 pupils achieve GDS in reading, writing and maths combined which is higher than the local authority average of 2.6%.
- This objective is ongoing. Our next step is to continue to develop quality first teaching (targeting pupils across the curriculum) and small group tuition in and out of class to close the gap to be in line with the national average of FSM6 pupils in reading, writing and maths as individual subjects and in line with the national average for all pupils for reading, writing and maths combined.

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

76% of FSM6 pupils attended residential visits. We will continue to subsidise the cost of these to increase engagement further.

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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