

Pupil premium strategy statement – *Intake Farm Primary and Nursery School*

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	35.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Helen Cox
Pupil premium lead	Sarah Brough
Governor / Trustee lead	Laura Cronin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,744
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,744

Part A: Pupil premium strategy plan

Statement of intent

At Intake Farm Primary and Nursery School our key principle to guide our pupil premium strategy plan is that we intend that all pupils, regardless of their backgrounds or the challenges they are or may face, make good progress and achieve high levels of attainment across all subject areas.

As part of our pupil premium strategy plan we have identified five key objectives:

- **Ensure equity of access:** provide every pupil with quality-first teaching and tailored support so that barriers to learning are reduced or removed.
- **Promote high expectations:** foster a culture where all pupils, regardless of background or challenge, are encouraged and supported to aim for ambitious goals.
- **Close attainment gaps:** identify and address disparities in progress or achievement through targeted interventions and inclusion practice to accelerate progress.
- **Celebrate and build on strengths:** recognise the unique talents and achievements of each pupil to develop confidence, resilience and a positive attitude to learning.
- **Ensure high levels of attendance and punctuality:** support every pupil to attend school regularly and punctually so that they can access the full curriculum and achieve their best.

Each strategy within this statement has outlined to meet the needs of all pupils, irrespective of their background or circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Pupils are entering the Foundation Stage at an early point in their language development. This is evidenced through data and assessments.
2	Persistent absences are more evident from FSM6 pupils which limits their time in school. This is evidenced through attendance reports.
3	Analysis of data shows wide attainment gaps between FSM6 pupils and their more advantaged peers.
4	Registers indicate parents of FSM6 pupils engage and attend to a lesser degree than of parents of non-FSM6 pupils. This impacts on their confidence to support home learning.
5	Teacher and pupil voice indicate that FSM6 pupils have less lived experiences than their more advantaged peers which impacts on their vocabulary, comprehension and extended writing.

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
Increase the attendance of FSM6 pupils so it is in line with non-FSM6 pupils.	The attendance of FSM6 pupils will improve so they are spending more time in school. We will have less FSM6 pupils who are persistent absentees.
Develop the teaching and learning of speech and language skills so FSM6 pupils can communicate their needs and ideas effectively.	FSM6 pupils will continue to make good progress with communication and language so they close the gap to be in line with the national figures for all pupils. FSM6 pupils will be able to communicate their needs and ideas more accurately which provide them with the skills-set to be effective writers.
Increase the number of FSM6 to achieve within the Literacy strand so they can achieve GLD at the end of the Foundation Stage.	The number of FSM6 pupils achieving GLD will increase so pupils are in line nationally with all pupils.
Improve progress within writing for FSM6 pupils so it is in line with non-FSM6 pupils.	The progress of our FSM6 pupils and non-FSM6 pupils will be in line with each other. More FSM6 pupils will achieve combined in reading, writing and maths (see SIP).
Improve the opportunities for lived-experiences for our FSM6 pupils to support with vocabulary, comprehension and writing.	The number of FSM6 pupils accessing enrichment activities will increase. More FSM6 pupils will be able to draw on these lived experiences to develop their vocabulary, comprehension and writing skills.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,576.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>White Rose subscription and resources</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	1 and 3
<i>Parental engagement workshops and engagement with school</i>	EEF – parental engagement +4	4

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

Budgeted cost: £57,617.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chatter speech intervention Verbo intervention Story dough support Drawing club support	Oral language interventions +6	1
Small group tuition in and out of class	Small group tuition +4	3
White Rose maths subscription – pre-teach and post-teach materials.	EEF homework +5 EEF collaborative learning approaches +5	3 and 4
After school activities	Small group tuition +4 EEF Extending school time +3	1, 3 and 4

	EEF Arts Participation +3 EEF Physical Activity +1	
Reading comprehension groups	EEF reading comprehension strategies +6	1 and 3

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

Budgeted cost: £27,550.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support role	EEF Parental Engagement +4	2 and 3 and 4
Family support worker	EEF Parental Engagement +4	2 and 3 and 4
ELSA	EEF social and emotional learning +4	2 and 3
Wider enrichment	EEF collaborative learning approaches +5	2 and 3 and 5
Mini Medics Mental Health	EEF collaborative learning approaches +5 EEF metacognition and self-regulation +8	3 and 5

Total budgeted cost: £ 113,744

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<ul style="list-style-type: none">
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.