

Pupil premium strategy statement

This statement details Intake Primary Academy's use of pupil premium (and recovery premium for the 2024 to 2025 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 Primary
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	98/260 = 37.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2023/2024 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	H Broad
Pupil premium lead	Mr I Simpson
Governor / Trustee lead	Mr G Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£145,040

Part A: Pupil premium strategy plan

Statement of intent

- *At Intake Primary Academy, we have high aspirations and ambitions for all our children and believe learners should be able to reach their full potential.*
- *All children, regardless of their background, academic ability or prior knowledge, should be able to access a rich and challenging curriculum.*
- *Spending of pupil premium supports pupils to overcome specific barriers faced by our disadvantaged pupils of all academic ability*
- *We aim to provide access to a variety of exciting opportunities and a rich and varied curriculum.*

Challenges

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

Challenge number	Detail of challenge
1	The readiness for pupils to learn in class (pupils ready physically, mentally and emotionally to learn). Baseline data is below age related with the prime areas: communication and language, physical development, personal, social and emotional development is significantly below for PP children. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Poor meta-cognitive skills (children's ability to think and reason about learning).
3	Many children do not have access to additional opportunities that are needed to provide a rounded education or develop characteristics that lead to successful employment.
4	Attendance and punctuality Our attendance data over the last couple of years indicates that attendance among disadvantaged pupils has been between 1.4 – 1.6 % lower than for non-disadvantaged pupils. Persistent absence is around 12% higher for disadvantages children.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This is through a lack of opportunities to access resources: books and a lack of life experiences.

6	Lack of regular routines with home learning and lack of correct equipment in school – PE kit.
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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
Improvement in attendance for PP.	Gap between PP and national figures will have significantly closed. Target 95% for 2024/25 (improvement on 23/24 of 0.6%) and 96% for 2025/26
PP fully participate in school curriculum visits and extra-curricular activities.	PP attend clubs after school (at least in proportion of PP in school) No PP is financially restricted from attending clubs or visits.
Children develop a love of books and reading – reading at an age appropriate level by the time they leave Primary school.	Children have read, or been read to, most of the Astrea recommended reads for each Key Stage. Children choose appropriate books and want to read.
Gaps in learning are identified and targeted through bespoke targeted interventions.	Assessment will show gaps are addressed and PP children will make expected progress. Test results for PP children will be at least at national by the end of KS2.
LONGER TERM OUTCOME: Pupils have access to high quality books and other resources to enhance their life experiences and provide opportunities for speaking and listening.	Progress in English and expected levels in reading will be positive and above national. In 2025, reading to be at least national.
LONGER TERM OUTCOME: Pupils will be given the opportunity to engage in a wide range of social and cultural experiences – sport, cooking, music	All pupils will attend visits and activities they would not normally have access to. By 2025 and 2026 evidence of increasing numbers of PP pupils taking part.

<p>LONGER TERM OUTCOME:</p> <p>Pupils' ability to learn will improve through their physical, emotional and cognitive readiness being met and enhanced.</p>	<p>Pupils are ready to learn without the need for extra interventions. Pupils' resilience and self-esteem will improve producing more independent learning traits. Reduction in termly behaviour incidents.</p>
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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: £ 88,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adult to pupil ratio to be increased to allow for additional direct teaching.</p> <p>Increased adults:pupil ratio in lessons allows pupils to receive more 1:1 / group teaching. Live marking and feedback during lessons allows for immediate relevant interventions.</p>	<p>Larger ratio of adults means disadvantaged will have more access to direct bespoke feedback and more of the teacher's time. (Evidence shows that class size needs to be below 20 pupils per class teacher to show benefits of reducing class size)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1</p> <p>2</p>
<p>High quality teaching from teachers and Teaching Assistants (TAs) and quick feedback allow interventions to be instantly targeted where needed. TAs are able to pre-teach subject knowledge to identified groups.</p>	<p>Small group tutoring with teachers / TAs:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p> <p>2</p>
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.</p>	<p>Ensure all relevant staff (including new staff) have received tailored RWI training to deliver phonic scheme effectively.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p> <p>DfE English Hubs Programme</p> <p>- Ensure all relevant staff receive training on QFT approaches to reading to improve their skill set and subject knowledge.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup</p> <p>Work with Maths Mastery to embed Teaching Mastery across all year groups.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective -</p>	<p>2</p> <p>3</p> <p>5</p>

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ The EEF report, Improving Mathematics in KS2 and 3 report states that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum will use vocabulary as one of its main drivers.</p> <p>Staff CPD will ensure vocabulary is taught consistently across the curriculum.</p> <p>English lead, maths lead and T&L lead will have time out of class to drive vocabulary forward through school.</p> <p>Running of after school boosters for targeted children in key year groups.</p>	<p>EEF research also shows that oral language interventions, emphasising the importance of spoken language and verbal interaction in the classroom, consistently show positive benefits on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>
<p>Metacognition theory in teaching pedagogy will be developed in all adults.</p> <p>Staff understanding of cognitive load and its application to the delivery of lessons.</p>	<p>Staff attended CPD in the area of cognitive load theory and applied this understanding through the curriculum to impact on teaching and learning. This will be a school focus and staff CPD will ensure all staff understand the theory and latest research. The curriculum will be built around proven theory of how children learn – skills and knowledge in the long term memory.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2</p> <p>3</p>

<p>Teaching assistant deployment and interventions</p> <p>One to one and small group feedback and intervention.</p> <p>Increase outcomes in Reading, Writing and Maths at Ks1 and Ks2 improving attainment and progress.</p> <p>Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile) by:</p> <p>Staff providing live feedback and instant intervention. Conference marking with pupils in English and the curriculum.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs.</p> <p>In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Use of online learning platforms such as maths.co.uk, spag.com and edshed allow individualised, tailored learning to be completed by the individual with instant feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture group provision.</p> <p>Magic breakfast – updating of breakfast facilities are needed.</p> <p>Pastoral team to work closely with the families of Pupil Premium so they receive the support and encouragement to succeed from home as well as school. Parent support</p> <p>Attendance officer to work with children to ensure they have good attendance. Work with families of persistent low attendance so they reengage with education.</p>	<p>As a result of children's emotional needs being met, children make good progress academically across the year. They will be able to rationally assess situations and their emotions.</p> <p>All classes to have bagels through the week - will improve children's ability to concentrate in class.</p> <p>Attendance to be above 96%+ for PP children. Persistent Low Attendance to decrease. Families previously with poor attendance to engage in and support school.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>1</p> <p>3</p> <p>4</p> <p>6</p>

Access to the Trust counsellor to support children at their time of need. Work with children and families to enable children to be ready to learn – supporting their health and mental wellbeing.	Continue to keep exclusions below national. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/	
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Total budgeted cost: £ 146,500

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.

2023/2024 KS2 results

<i>Vulnerable Groups</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>RWM Combined</i>	<i>GPS</i>
PP (No)	86 %	68 %	93 %	68 %	86 %
PP (Yes)	73 %	67 %	80 %	60 %	73 %
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>RWM Combined</i>	<i>GPS</i>
National	74 %	72 %	73 %	61 %	72 %

The results for our PP children were largely in line with national results (writing was the furthest below national by 5% - 2 children). However when compared to the school's non-PP children there is a gap in reading and maths of 13%.

This will be addressed next year through CPD from the English Hub on reading fluency and reading environments. Maths will focus on mastery level, core skills and use of concrete materials.

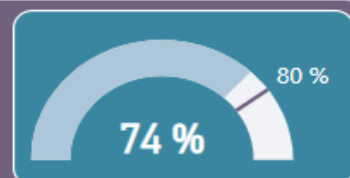
Phonics:

<i>Vulnerable Groups</i>	<i>Year 1 cohort</i>	<i>Year 1 % passed</i>	<i>Year 1 pupils passed</i>	<i>Year 1 pupils not passed</i>	<i>Year 1 pupils with no result</i>
PP (No)	28	75 %	21	7	1
PP (Yes)	10	70 %	7	3	

MAT/National level

National data for Phonics is for 2023/24, published on 10th of October 2024

Year 1
% passed



Last year 34.7% of children were Pupil Premium.

44.7% of clubs are attended by PP children.

44.4% were represented on the school and eco councils.

The library books were updated and whole class readers this was after the school council conducted a survey on the type of books children wanted to read and then purchased and promoted the new books. This is an ongoing spend.

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