

# Pupil premium strategy statement

This statement details Intake Primary Academy's use of pupil premium (and recovery premium for the 2025 to 2026 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	264
Proportion (%) of pupil premium eligible pupils	90/264 = 34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 / 2025 / 2026 / 2027
Date this statement was published	September 2024 (reviewed Sept 2025)
Date on which it will be reviewed	September 2025 /26 /27
Statement authorised by	H Broad
Pupil premium lead	Mr I Simpson
Governor / Trustee lead	Mrs N Reed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,290
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£130,290

# 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.*
- *Children make excellent progress and achieve high attainment across the whole curriculum. High quality teaching is at the heart of our approach*
- *Spending of pupil premium supports pupils to overcome specific barriers faced by our disadvantaged pupils of all academic ability.*
- *We will consider the challenges faced by vulnerable children and address these challenges through our pupil premium approach and strategy.*
- *We aim to provide access to a variety of exciting opportunities and a rich and varied curriculum.*
- *We ensure that all children reach their full potential and have a wide range of opportunities and enrichment that will prepare them for a future full of learning and to play a full and active part in the world.*
- *We encourage children to flourish through the development of positive learning attitudes, attributes and the skills of co-operation, effective communication, confidence, self-discipline and self-motivation that support academic success and will be key factors in their future lives.*

## Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external assessments indicate maths attainment among disadvantaged is significantly below non-disadvantaged (in relation to the school's cohort).</p> <p>MTC results show a difference between PP an non-PP of -17%.</p> <p>KS2 assessment in Maths shows disadvantaged PP pupils (last year 2025) scored significantly below non-PP in combined SATS data (PP 62% to Non-PP 95%)</p>

2	<p>Assessment and discussions with pupils and staff indicate underdeveloped English - including oral language skills, vocabulary gaps and reading attainment below national. These gaps are more prevalent with disadvantaged from Reception to KS2: baseline data is below age related in the prime area of communication and language.</p> <p>Phonics data show Y1 PP 70% and non-PP 82%</p> <p>Reading data at KS2 show a difference between PP and non-PP of -21%</p> <p>Writing data at KS2 show a difference between PP and non-PP of -13%</p>
3	<p>Historical poor attendance and punctuality. Our data shows that attendance among disadvantaged pupils has been 1.5% lower than for non-disadvantaged.</p> <p>22% of disadvantaged pupils have been persistently absent compared to 13% of their peers during last year. Our assessments show that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Observations and discussions with families show the readiness for pupils to learn in class (pupils ready physically, mentally and emotionally to learn). Lack of regular routines with home learning and lack of correct equipment in school – PE kit. This links to poor meta-cognitive skills (children's ability to think and reason about learning).</p>
5	<p>Assessments/pupil voice show many children do not access additional opportunities. These are needed to provide an enriched, rounded individuals who have further opportunities beyond the curriculum to develop characteristics that lead to successful employment.</p> <p>Opportunities to access resources: books and a lack of life experiences.</p>

## 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 attainment in Maths among the disadvantaged pupils.	Assessments indicate attainment in Maths will have significantly improved with the gap between PP and non-PP will have closed to less than 10%. This will be evident in all year groups evidenced through internal assessment and ongoing formative assessments as well as end of key stage 2 testing.
Improve English attainment among disadvantaged pupils.	The gap in outcomes for PP and non-PP pupils will have significantly closed and those meeting the expected standard will be at least 70%.
To achieve and sustain improvements in attendance for PP.	Sustained high attendance demonstrated by the gap between PP, non-PP and national figures will have significantly closed. The

	<p>overall attendance for PP is a target of 96% for 2025/26 and 96.5% for 2026/27/28</p> <p>Percentage of pupils who are persistently absent will be less than 10% and among disadvantaged no more than 5% above their peers.</p>
To achieve and sustain improved well-being for all pupils and ensure any barriers to their readiness to learn and be part of the school community are addressed for disadvantaged pupils.	<p>Sustain high levels of pupil well-being evidenced through pupil voice and parent surveys.</p> <p>Reduction in behaviour incidents.</p> <p>High engagement in school uniform / PE kit.</p>
PP fully participate in school curriculum visits and extra-curricular activities.	<p>Sustained high engagement from disadvantaged pupils in additional opportunities.</p> <p>Evidenced through attendance at: PP attend clubs after school (at least in proportion of PP in school).</p> <p>No PP is financially restricted from attending clubs or visits.</p> <p>Will see an increase in participation in enrichment activities among disadvantaged.</p>
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.	<p>Progress in English and expected levels in reading will be positive and above national. From 2026 onwards, reading to be at least national for disadvantaged.</p>
LONGER TERM OUTCOME: Pupils will be given the opportunity to engage in a wide range of social and cultural experiences – sport, cooking, music.	<p>All pupils will attend visits and activities they would not normally have access to. Over 2025 2026 and 2027 evidence of increasing numbers of PP pupils taking part.</p>
LONG TERM OUTCOME: Pupils' ability to learn will improve through their physical, emotional and cognitive readiness being met and enhanced.	<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>

## 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: £ 69300

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><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	1 2
<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. Harts for learning reading fluency for KS2 has strong evidence of improving reading comprehension and fluency beyond Phonics.</p> <p><a href="https://www.hfleducation.org/school-improvement/primary/english">https://www.hfleducation.org/school-improvement/primary/english</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1 2
<p>Assistant principal to run a whole school live coaching and 1:1 with staff instructional coaching programme for teachers to enhance the teaching and learning within every curriculum subject.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1 2

Training and support for Tas and teachers to be released for Phonics training and coaching. Extra interventions in Phonics for those identified through schools assessment and AFL.	Phonics approaches have a strong evidence base that improves the accuracy of word reading.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10000

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 and T&amp;L lead will have time out of class to drive vocabulary forward through school.</p> <p>Running 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2</p> <p>5</p>
<p>Metacognition theory in teaching pedagogy will be developed in all adults.</p> <p>Through Teach Like a Champion. Rosenshine and use of Steplab.</p>	<p>Staff that attended CPD in the area of metacognition through the curriculum to provide CPD and curriculum input. 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1 2</p>

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

Budgeted cost: £ 54970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture group provision.</p> <p>Magic breakfast</p> <p>Pastoral team to work closely with the families of disadvantaged so they receive the support and encouragement to succeed from home as well as school. Parent support</p> <p>Attendance officer and family support to work with children to ensure they have good attendance. Work with families of persistent low attendance so they reengage with education.</p> <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.</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>Continue to keep exclusions below national.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>1 2</p> <p>3</p> <p>4</p>

**Total budgeted cost: £ 134270**

# Part B: Review of outcomes in the previous academic year

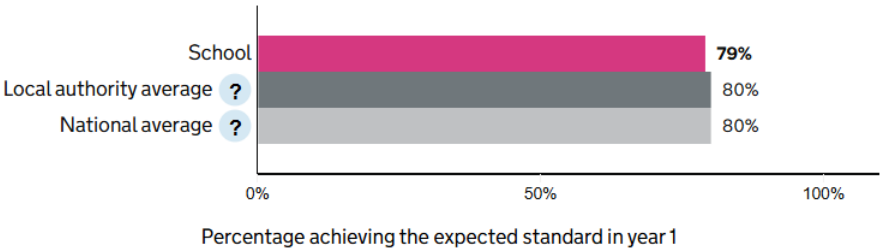
## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

### ATTAINMENT: KS1

#### Percentage achieving the expected standard in phonics

Number of pupils = 38



- Phonics: Y1 was about national at 79% (national 80%). Other groups in phonics were at or around national attainment although PP and EAL groups scored on average 3 marks below whole school attainment resulting in a drop of around 10% for these two groups.

### Other Reading data from KS2

#### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	40	68%	62%	Close to average (non-sig)	80%	-12	Not applicable
2025	13	77%	63%	Above (non-sig)	81%	-4	Narrowing
2024	15	73%	62%	Close to average (non-sig)	80%	-6	Narrowing
2023	12	50%	60%	Close to average (non-sig)	78%	-28	Not available

Reading data from KS2 shows an improving attainment over a 3 year period. This shows the positive impact of targeting fluency in UKS2, staff CPD through Herts for Learning reading focus and the use of whole class books across school. This needs to continue and along with Phonics intervention and RWI intervention lower down school we should see the improvement continue to rise for disadvantaged pupils.

### Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	40	73%	59%	Above (non-sig)	78%	-5	Not applicable
2025	13	77%	59%	Above (non-sig)	78%	-1	Narrowing
2024	15	67%	58%	Close to average (non-sig)	78%	-11	Widening
2023	12	75%	58%	Above (non-sig)	77%	-2	Not available

Writing shows a less clear trend across 3 years and is largely unmoved in terms of impact at the end of KS2. Although still above nation figures. We have addressed this through the introduction of Literacy Tree across school and selected books to interest especially the boys in school. These books have been purchased for all year groups.

### Maths

- Multiplication tables check: score overall of 70% (above national 34%). PP scored 55% (30.6% above national results for PP children).

### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	40	78%	60%	Above (sig+)	80%	-2	Not applicable
2025	13	69%	61%	Close to average (non-sig)	81%	-11	Widening
2024	15	80%	59%	Above (non-sig)	79%	1	Positive gap
2023	12	83%	59%	Above (non-sig)	79%	4	Positive gap

Shows a slight widening in the last year between the schools disadvantaged and non-disadvantaged although is still above national data. The school is using ARK maths and receives CPD from them throughout the year. The school has focussed on use of concrete resources to secure those foundational mathematical concepts.

### Results for 2025 data KS2

KS2	School %	National %	Pupil Premium	Non-Pupil Premium
Reading	84	74	69.2	89.5
Writing	84	72	76.9	89.5
Maths	84	74	61.5	94.7

- Pupil attainment for the end of KS2 sits above national for reading, writing, math and SPAG. .
- Pupils achieving the expected standard in combined is above the national benchmark by 19%.

- There is still a significant gap between disadvantaged and non-disadvantaged despite being overall above the national picture.

#### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	40	60%	46%	Above (non-sig)	68%	-8	Not applicable	Not applicable
2025	13	69%	47%	Above (non-sig)	69%	0	No gap	-
2024	15	60%	46%	Above (non-sig)	67%	-7	Narrowing	Low - Stability
2023	12	50%	44%	Close to average (non-sig)	66%	-16	Not available	-

#### Attendance:

##### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25 (2 term)	88	93.5%	92.4%	Close to average	Relative decline
2023/24 (3 term)	91	93.2%	92.0%	Close to average	Relative decline
2022/23 (3 term)	92	93.2%	91.6%	Above	Relative improvement

##### FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend
2024/25 (2 term)	88	22.7%	24.5%	Close to average (non-sig)	No sig change
2023/24 (3 term)	91	27.5%	27.1%	Close to average (non-sig)	No sig change
2022/23 (3 term)	92	25.0%	29.3%	Close to average (non-sig)	Sig increase

Last year attendance for disadvantaged was 1.5% lower for the year than non-disadvantaged. This is the same gap as the year before and is an unchanged gap over a two year period. There is still significantly more disadvantaged who are persistently absent than non-disadvantaged – last year a difference of 9% although this gap is reducing (in 2023 to 2024 it was 13.5% difference).

The attendance officer and safeguarding lead have worked closely with leadership in the trust, school leaders, parents and pupils to raise attendance and bring down persistent absent children (this requires focused work with a families).

## 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
RWI	Ruth Miskin Literacy

## Service pupil premium funding (optional)

*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**

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and leadership of school has visited schools with high-performing disadvantaged pupils to learn from their approach.

We have looked at a number of reports, studies and research papers, especially the use of Steplab, about effective teaching and learning and the impact on all pupils especially pupil premium and the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.