

Pupil premium strategy statement

This statement details Intake Primary Academy's use of pupil premium (and recovery premium for the 2023 to 2024 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	282
Proportion (%) of pupil premium eligible pupils	98/282 = 34.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 / 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£136,983
Recovery premium funding allocation this academic year	£13,194
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	£132740 (available)

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).
2	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.
3	Poor meta-cognitive skills (children's ability to think and reason about learning).
4	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.
5	Attendance and punctuality.
6	Opportunities to access resources: books and a lack of life experiences.
7	Lack of regular routines with home learning and lack of correct equipment in school – PE kit.

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 96% for 2023/24 and 97% for 2024/25
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, the most of the Astrea recommended reads for each Key Stage. Children choose appropriate books.
Gaps in learning are identified and targeted through bespoke targeted interventions	Assessment will show gaps are addressed and PP children will make expected progress.
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 2024, reading to be at 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 2024 and 2025 evidence of increasing numbers of PP pupils taking part.
Pupils' ability to learn will improve through their physical, emotional and cognitive readiness being met and enhanced.	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.

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: £ 72360

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>	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:</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>	2
<p>Assistant principal to run a whole school instructional coaching programme for teachers to enhance the teaching and learning within every curriculum subject.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p>	2 3

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

Budgeted cost: £ 7000

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&L lead will have time out of class to drive vocabulary forward through school.</p> <p>Running of Easter holiday school and 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>4</p> <p>6</p>
<p>Metacognition theory in teaching pedagogy will be developed in all adults.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>3</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 – updating of breakfast facilities are needed.</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>1</p> <p>4</p> <p>5</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 and additional EWO 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>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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>7</p>
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Total budgeted cost: £ 134330

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 2021 to 2022 academic year.

Early Years

Intake

	% of cohort	GLD 2022	All ELGs	Total points	LA (GLD)	England	GLD 2019	GLD 2018
All pupils (37)	100%	59%	30%	30.6	65%	65%	67%	61%
Female (17)	46%	65%	41%	31.8	71%	72%	79%	67%
Male (20)	54%	55%	20%	29.7	58%	59%	54%	57%
PP (13)	35%	62%	31%	32.2	51%	50%	67%	30%
Not PP (24)	65%	58%	29%	29.8	68%	68%	67%	71%
EHCP (1)	3%	0%	0%	17.0	2%	4%		
SEN support (1)	3%	0%	0%	19.0	16%	23%	0%	0%
No SEN (35)	95%	63%	31%	31.4	71%	71%	69%	64%
English (21)	57%	57%	33%	31.8	66%	67%	75%	65%
EAL (15)	41%	60%	20%	28.9	57%	60%	60%	59%

- EYFS: school GLD is 59% (below national at 65%). Non-PP scored 58% below national at 68%. Non-EAL scored 57% below national at 67%. However pupil premium Pupils scored 62% above national at 50%.

Phonics

Intake

Year 1

	% of cohort	Wa	Mark	LA	England	Wa 2019	Wa 2018
All pupils (21)	100%	81%	32.8	76%	76%	68%	64%
Female (10)	48%	90%	34.8	80%	79%	68%	69%
Male (11)	52%	73%	30.9	73%	72%	67%	59%
PP (6)	29%	100%	34.3	65%	63%	82%	67%
Not PP (15)	71%	73%	32.1	81%	79%	62%	63%
EHCP (0)	0%			23%	19%		
SEN support (3)	14%	33%	24.7	36%	44%	50%	50%
No SEN (17)	81%	94%	35.4	83%	82%	71%	65%
English (11)	52%	91%	33.2	77%	76%	83%	80%
EAL (10)	48%	70%	32.3	72%	76%	50%	50%

- Phonics: Y1 was above national at 81% (national 76%). Other groups in phonics were at or around national attainment.

Key Stage 1

Intake

Reading, writing and maths

	% of cohort	TA		LA	England
		EXS+	GDS	EXS+	EXS+
All pupils (44)	100%	34%	0%	54%	54%
Female (19)	43%	58%	0%	59%	58%
Male (25)	57%	16%	0%	48%	49%
PP (18)	41%	22%	0%	41%	37%
Not PP (26)	59%	42%	0%	59%	58%
EHCP (0)	0%			3%	7%
SEN support (6)	14%	17%	0%	17%	17%
No SEN (38)	86%	37%	0%	62%	61%
English (27)	61%	41%	0%	55%	54%
EAL (17)	39%	24%	0%	47%	53%

KS1	School %	National %
Reading	50	67
Writing	39	58
Maths	61	68

KS1 combined was 34% (below national at 54%). Females were in-line with national combined at 58% however males combined attainment was 16% well below national at 49%.

Multiplication tables check

Intake

	% of cohort	Teacher assessment							LA	England
		No score	21-25	16-20	11-15	6-10	0-5	Score	EXS+	EXS+
All pupils (45)	100%	4%	62%	22%	7%	4%	0%	21.4	19.5	20.1
Female (20)	44%	5%	70%	15%	5%	5%	0%	22.0	19.4	20.0
Male (25)	56%	4%	56%	28%	8%	4%	0%	20.9	19.6	20.2
PP (12)	27%	8%	67%	25%	0%	0%	0%	22.4	18.0	18.5
Not PP (33)	73%	3%	61%	21%	9%	6%	0%	21.1	20.3	20.8
EHCP (0)	0%								13.4	14.7
SEN support (8)	18%	0%	50%	25%	0%	25%	0%	18.5	14.9	16.2
No SEN (37)	82%	5%	65%	22%	8%	0%	0%	22.1	20.5	21.0
English (24)	53%	8%	63%	25%	4%	0%	0%	22.4	19.5	19.7
EAL (21)	47%	0%	62%	19%	10%	10%	0%	20.4	19.6	21.7

- Multiplication tables check: score overall of 21.4 (above national 20.1). Females in the check scored 22 (national 20), males 20.9 (national 20.2). Non-EAL 22.4 (national 19.7). However EAL pupils scored 20.4 below national average of 21.7.

Reading, writing and maths

	% of cohort	Test		LA	England
		Exp+	High	Exp+	Exp+
All pupils (25)	100%	64%	0%	55%	59%
Female (14)	56%	79%	0%	61%	63%
Male (11)	44%	45%	0%	50%	55%
PP (11)	44%	73%	0%	41%	43%
Not PP (14)	56%	57%	0%	63%	65%
EHCP (0)	0%			2%	7%
SEN support (4)	16%	25%	0%	15%	21%
No SEN (21)	84%	71%	0%	66%	69%
English (7)	28%	57%	0%	56%	58%
EAL (18)	72%	67%	0%	52%	60%
BLW+ (1)	4%	100%	0%	3%	
PKF+ (5)	20%	20%	0%	8%	
WTS+ (4)	16%	50%	0%	21%	
EXS+ (10)	40%	90%	0%	73%	
GDS (1)	4%	100%	0%	94%	

KS2	School %	National %
Reading	68	75
Writing	72	70
Maths	76	71
SPAG	88	72

- Pupil attainment for the end of KS2 sits above national for writing, math and SPAG. However reading is just below national.
- Pupils achieving the expected standard in combined is above the national benchmark by 7.7%.
- Reading: progress in KS2 was -0.4 overall. Non-SEND progress was 0.0. Pupil premium progress was better than non-pp at +0.4 and girls progress in reading was +2.3. 72% of the cohort were EAL with a progress score of -0.5.
- Attainment in reading was 68% (national 75%). Females attainment was 86% above national at 80%.
- Writing: progress in KS2 was +2.5 overall. Pupil premium Pupils had a progress of +2.8 and non-pupil premium +2.1. EAL pupils progress was +3.2
- Attainment in writing was 72% (national 70%). Pupil premium – 82% (national 56%). EAL 78% (national 70%)
- Maths: progress in KS2 was +1.7. Boys progress exceeded girls by 0.5 at +2.0. EAL pupils progress was +3.4.
- Attainment in maths was 76% (national 71%). Pupil premium – 91% (national 57%). EAL – 83% (national 75%)
- Females attainment is higher than boys in reading by 41%; writing by 15%; maths by 6%.
- Non-EAL pupils attainment is below national in reading by 4%; writing by 13%; maths by 13%.

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