



Pupil premium strategy statement

2025-2028

This statement details our school’s use of pupil premium funding 2025-2028 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	Intack Primary School
Number of pupils in school (October Census)	342 R-Y6 24 Nursery
Proportion (%) of pupil premium eligible pupils (147 on Census Day) December 2025 now 150	(25-26) 43 % (24-25) 40.95% (23-24) 34% (22-23) 45%
Academic year/years that our current pupil premium strategy plan covers 25-28	2025-2026 2026-2027 2027-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	TBC to be reviewed at Governors meeting
Pupil premium lead	Alex Miller
Governor / Trustee lead	Mike Leighton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,220 -£15,150 on 24-25
Recovery premium funding allocation this academic year	nil
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	£224,220

Part A: Pupil premium strategy plan

Statement of intent

At Intack Primary School, we continue to allocate our Pupil Premium funding to ensure the academic gap is narrowed for the most disadvantaged learners.

Whenever we make decisions about the use of our Pupil Premium funding, we consider the current context of the school and the challenges we have faced over the academic year and those we anticipate in the future. We have an excellent understanding of what works best for our learners and view the use of the funding as an opportunity to support all our learners across school with an emphasis on the most disadvantaged. We also look at the latest research to ensure the impact we achieve is the greatest we can, accomplishing the best outcomes, academically, socially and emotionally, for our children.

We use research such as that produced by the EEF on pupil premium allocation and have used several of their conclusions to best support decisions around the usefulness of different strategies balanced against their value for money. These conclusions assist us in shaping our strategic thinking.

Some of our learners face many barriers to their learning and the most common are; less support at home, low aspirations, weak language and communication skills, transience and mobility, a lack of confidence and self-esteem, behaviour difficulties, passiveness and attendance and punctuality issues. There may also be complex family situations or vulnerability that prevent our children from being ready to learn and make the progress they should. The challenges our school and our learners face are many and varied. In recognising these challenges we are identifying and acknowledging the barriers and context that so many of our families and children voice.

We strive to promote a sense of belonging, 'Proud to Belong' is our motto and through achieving this all our learners, treated as individuals and with respect, will have the springboard to feel safe, valued and ultimately achieve. We want our disadvantaged learners to be prepared for the next stage in their education journey, but also to enter the wider world equipped with basic life skills and cultural capital to ensure they are able to be a part of that wider world, successfully.

Ultimately our objectives are:

- To continue to narrow the attainment gap, between disadvantaged and non-disadvantaged learners.
- For all learners including disadvantaged learners to make at least nationally expected rates of progress.
- To support our children's health and well-being, enabling them to access learning at an appropriate level.

We aim to achieve this through:

- Ensuring that teaching and learning opportunities are ambitious and meet the needs of all the pupils including all those with SEND.
- Ensuring that teaching is at least good, adaptive and develops a mastery approach.
- Encouraging and supporting high quality training for our staff.
- Ensuring that pupil progress and attainment is carefully tracked through the use of Sonar Tracker, the pupil progress and assessment platform.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed.
- Recognising that not all learners receiving FSM will be socially disadvantaged and some learners that are, may not claim. We therefore will make decisions on the allocation of pupil premium funding to support any learners that we identify as being socially disadvantaged. (Analysis of deprivation based on Index of deprivation affecting Children (IDACI) and School Census January 2025 detailed 99% of our learners fall in the bottom 50% and 50% in the bottom 5%.)
- Allocating pupil premium use following analysis of needs for learners within classes, groups or as individuals, appropriate targeted support.
- Ensuring that EYFS and KS1 class sizes do not exceed the prescribed number and KS2 class sizes are always reviewed when allocating additional places.
- Supporting mental health and well-being programmes such as Forest school.
- Employing a full time Attendance and family manager.
- Providing additional support through our Nurture team.
- Additional learning support by TA's.
- Appropriate resourcing across school to aid progress.

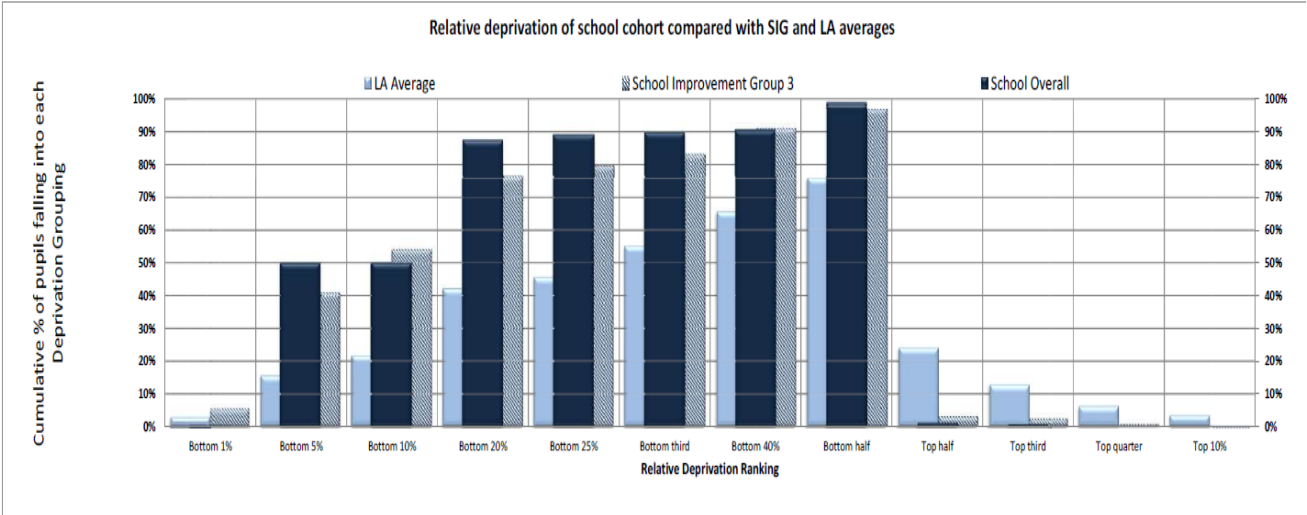
Challenges

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

Challenge number	Detail of challenge
1	Many of our learners require ongoing mental health and well-being support. Many of our learners and families have support and involvement from outside agencies and CSC. The pandemic added another layer of uncertainty to manage and stress upon families. The ability to cope has had long term impact upon mental health. The current challenges around the cost of living are now adding to families' uncertainty and need for support.
2	Attendance and particularly persistent absence are a focus for the school. Many of our learners have complex family needs that hinder daily attendance. We make every effort to improve our record in this area and have been recognised for these but despite this effort absence remains a concern.
3.	Many of our learners enter school with poor language acquisition, our baseline data continues to support this statement. Assessments, observations and discussion with learners indicate underdeveloped oral language skills and vocabulary gaps. These are evident from Nursery to KS2 and therefore this is a challenge. This has been compounded by early childhood experience and limited interaction because of the pandemic and lost learning. This, again, is a legacy gap faced by many.
4	Motivation of learners. Tailoring our curriculum to meet our learners' needs and ensuring quality first teaching. Our disadvantaged learners often have life experience and basic skills gaps. We ensure through our curriculum that academic and life skills are taught.
5	Aspiration of learners. Low aspiration is common due to lack of meaningful experiences, lack of encouragement socially, emotionally and academically. High deprivation impacts upon outcomes and aspiration for the future.
6	Access to all wider opportunities for all our learners. Opportunities for life experience and cultural capital limits personal development.
7.	Lack of support from care givers to reinforce and support learning. Parents with difficulties in English and maths. This then impacts upon learning from home when required, homework and phonics and reading progress and attainment.
8.	There is a growing and significant level of transience and mobility emerging amongst our school population with the inherent challenge of maximising the learning of these pupils. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/339990/managing-pupil-mobility-to-maximise-learning-summary.pdf

Analysis of deprivation based on IDACI (Index of Deprivation affecting Children) & School Census January 2025

DfE Number: **2006** **Intack Primary School**



Most Deprived → Most Affluent

	Bottom 1%	Bottom 5%	Bottom 10%	Bottom 20%	Bottom 25%	Bottom third	Bottom 40%	Bottom half	Top half	Top third	Top quarter	Top 10%
Reception	0%	59%	59%	93%	95%	95%	95%	100%	0%	0%	0%	0%
Year 1	0%	43%	43%	91%	93%	93%	93%	100%	0%	0%	0%	0%
Year 2	0%	49%	49%	82%	86%	88%	90%	100%	0%	0%	0%	0%
Year 3	0%	64%	64%	89%	89%	89%	89%	100%	0%	0%	0%	0%
Year 4	2%	47%	47%	91%	93%	93%	93%	98%	2%	0%	0%	0%
Year 5	0%	49%	49%	80%	80%	84%	87%	98%	2%	2%	0%	0%
Year 6	0%	40%	40%	87%	88%	88%	88%	97%	3%	2%	0%	0%
School Overall	0%	50%	50%	87%	89%	90%	91%	99%	1%	1%	0%	0%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our three-year current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Development and support of mental health and well-being.	<p>Student voice is positive.</p> <p>Student and parent surveys are positive. Teacher observations and feedback on mental health and well-being is positive for all learners.</p> <p>Provision impact shows positive impact upon disadvantaged learners.</p>
<p>Absence rate improves.</p> <p>Persistent absence improves.</p> <p>Punctuality improves</p>	<p>Overall rate of 94%. (In line with current national)</p> <p>Reduction in persistent absence rate and disadvantaged learners no higher than non-disadvantaged. Parents value education. Equal to LA and national stats.</p> <p>2024-2025 overall attendance throughout school was recorded at 92.63%</p> <p>PP pupil's attendance was recorded at 92.73%</p> <p>And non PP pupil's attendance was recorded at 92.56%</p> <p>Persistent absence overall was recorded at 25.98% which equates to 113 pupils</p> <p>39 pupils (34.51%) of above were PP pupils</p>
Improved oral language skills and vocabulary.	<p>Inclusion in and impact from the WellComm initiative.</p> <p>Assessments and observations indicate improvements in oral language use.</p> <p>Engagement and use of language within conversation and lessons.</p> <p>Subject and topic language use.</p> <p>Book scrutiny evidence and ongoing formative assessment.</p>
Improved Phonic attainment amongst disadvantaged learners.	Overall level with LA and or National.
Improved reading attainment at the end of KS1 and KS2.	KS1 and KS2 reading outcomes show at least expected progress and disadvantaged learners' equal non-disadvantaged learners in meeting the expected standard.
Progress in reading, writing and maths combined.	Achieve national average progress scores in R,W,M at KS1 and KS2.
Disadvantaged learners are prepared for the next stage in their learning journey. They are developing confidence to enable them to become active members of society.	Curriculum fosters and encourages broad and extended learning. Life skills acquired. Cultural capital developed. Values and aspirations can be voiced.

Intended activity in this academic year 25-26

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic (using conversation to advance learning) activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>3</p>
<p>Embed mastery teaching to extend across the curriculum, not just maths. We will fund ongoing teacher training and release time to support professional dialogue and sharing good practice.</p>	<p>There is strong evidence that CPD that considers the mechanisms to successful staff development impacts on outcomes for children. At Intack we will provide 'professional learning that changes what happens in classrooms by developing knowledge, skill and judgements.</p> <p>https://evidencebased.education/#great-teaching-toolkit</p> <p>Mechanisms of effective CPD</p> <p>Develop Skills - Select a teaching technique to integrate into classroom practice and get support for breaking it down and adapting it for your context.</p> <p>Embed habits with development cycles of deliberate practice, feedback and reflection.</p>	<p>4,5,7</p>

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

Budgeted cost £116,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant staffing within school deployed to deliver timely, impactful interventions.	EEF +4 additional months' progress. Teaching is focused and intensive tuition can be given to individuals and small groups. Disadvantaged learners, lower attaining learners are supported to make intensive progress with phonics, reading, mathematics and writing .	3,4,8
Speech and Language HLTA to deliver external and internal programmes.	EEF +5 additional months' progress. 1:1 tuition by this member of staff helps support pupil outcomes with speech and language development and supports the learner's ability to access learning. Disadvantaged learners, newly arrived, lower attaining learners are supported to make intensive progress, acquiring and applying vocab and language patterns. Examples of the current programmes to promote language acquisition and application include: WellComm, ELIP, Kick Start, Super talkers, Teds Talk, NHS Black Sheep, TALC	3,4,8

<p>SENCO and teaching assistants to work with learners to ensure provision for disadvantaged SEND learners.</p> <p>SENCO 0.5 Teaching role</p>	<p>EEF +4 additional months' progress. Teaching is focused and intensive tuition can be given to individuals and small groups.</p>	<p>1,3,4,6,8</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £101,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral, care, attendance and family manager in post. Works with IO, agencies and families.	We have seen an impact upon unauthorised attendance and this role is vital in ensuring learners absence is tracked and links to other outside agency involvement. Vital in our efforts to reduce persistent absence. Work recognised through LA review and Ofsted Inspection.	1,2,4,8
Forest school lead (0.6) and TA support to oversee provision for Forest school, promoting structured forest school and outdoor learning curriculum.	EEF +4 additional months' progress. Forest school provision promotes the positive school ethos, well-being of learners, improves behaviour and supports SMSC and CC. It gives a non-academic opportunity to disadvantaged learners to succeed. Extra sessions are provided as therapy for those requiring additional nurture. School grounds are developed. Collaborative learning experience. Learners can experience outdoor adventure whilst developing social skills, problem solving and resilience. Development of social skills to aid transition to next stage of learning. Also promotes physical activity and gives experience that disadvantaged learners may not otherwise have the opportunity to experience.	1,3,4,6,8
Nurture HLTA and 0.6 TA to provide structured and responsive well-being and mental health support for learners.	EEF +4 additional months' progress. Nurture support given to learners supports the positive school ethos, well-being and improves behaviour and social emotional regulation. Support to be provided to include: Rapid "in school" response, social skill development, lego therapy, mindfulness, emotional regulation, healthy relationships, bereavement support.	1,3,4,5,8
Breakfast provision in all classrooms and Wrap Around Care <i>The Cost of this for 25-26 will be met partly through Wrap Around Care and Food Grant funding</i>	Learners are more likely to be ready to learn if not hungry. Concentration levels increase, focus on tasks and also aids calm behaviour. https://www.intackprimaryschool.co.uk/wrap-around-care-1	1,4,8

Total budgeted cost 25-26 : £224,220

Part B:

Review of outcomes in the previous academic year 25-26 premium strategy outcomes Pupil

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.
(to be completed, reviewed and published by 31st December 2026)

The following breakdown is a list of the areas (together with those stated above) that we feel we can say had impact upon our pupil premium children's outcomes during the 2025-26 academic year.			
Desired outcome	Chosen action/approach	Actual impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach) 2025-2026

We hope you have found this report informative in detailing our approach to the use of Pupil premium. If you would like any further detail or clarification please do not hesitate to contact the school.