

Pupil premium strategy statement

This statement details our school'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	Parsonage Farm Nursery and Infant School
Number of pupils in school	2022 – 23 166 + 44 in Nursery 2023 – 24 170 + 45 in Nursery
Proportion (%) of pupil premium eligible pupils	8.3% 9.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2025-2026
Date this statement was published/updated	December 2022/Dec 2023
Date on which it will be reviewed	December 2024
Statement authorised by	K. Greenway
Pupil premium lead	K. Greenway
Governor lead	S. Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26880 £26920
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If academic year	£28920

Part A: Pupil premium strategy plan

Statement of intent

At Parsonage Farm Nursery and Infant School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to make good progress and achieve high attainment across all areas of learning. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

High quality teaching is at the heart of everything we do, with a focus on the areas in which disadvantaged children need the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit all pupils. Often the greatest area of need for our young children is personal, social and emotional development and being ready to learn.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils within the school
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts

In order to achieve our objectives and overcome identified barriers to learning our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve well. To ensure they are effective we will:

- act early to intervene at the point need is identified
- ensure disadvantaged pupils are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers and have a lower starting point. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils and families have identified social and emotional issues for many children which have been impacted by school closures. These challenges particularly affect disadvantaged pupils, including their attainment. These findings are supported by national studies
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress
5	Assessments and observations of levels of parental support for some disadvantaged pupils and their capacity to support their children has an impact on their learning and development.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved social and emotional development for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
To increase parental engagement and support for disadvantaged pupils	Assessments and observations indicate significantly improved levels of engagement of parents of disadvantaged pupils

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: £17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, can be implemented with high impacts on reading:	1

We will purchase resources and fund ongoing teacher training and release time.	Oral language interventions Toolkit Strand Education Endowment Foundation EEF/NELI	
<p>Purchase of more phonically decodable reading books to secure stronger phonics support for early readers.</p> <p>Purchase of new phonics scheme to ensure consistent high quality phonics teaching across the school</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>EEF Social and Emotional Learning</p>	3
Provide extra support for parents – parent workshops and drop ins	Focus on supporting their child to read as evidence shows that if children struggle to read, they will struggle to access all areas of the curriculum	3 5
Dedicated teacher time with small groups – extra LSA cover to support rest of class	High quality teaching with key focus on reading and phonics	2 5

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

Budgeted cost: £11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading sessions targeted at disadvantaged pupils who require further	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have	2

phonics and reading support.	been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Part time 1-1 LSA support for 1 child	Meeting needs of child to ensure able to develop necessary social and emotional skills to be able to access appropriately adapted curriculum	1,2,3,5
1-1 support and small group support for children in Yr R – extra LSAs in Yr R to provide for emotional and learning needs	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Training and supervision costs for 3 ELSAs provides support for children dealing with low self-esteem, anxiety, stress.	Regular supervision with an Educational Psychologist means training is maintained to a high level	3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working with parents to make sure children in school – attendance above 95%	4

Release time for Parent Lead	Being able to run courses for parents as well as providing workshops and offering 1:1 support. Evidence shows that raising parental engagement is challenging but can have a positive impact when parents' own skills and knowledge are enhanced	5
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Total budgeted cost: £29000

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 2022 to 2023 academic year.

This was the second year of data since COVID.

COVID has continued to have a significant impact on the social, emotional, health and material wellbeing of many of our disadvantaged pupils. We continue to support these families in a variety of ways –including ensuring they have extra food during school time and families access food vouchers during holiday times.

Teachers and LSAs worked 1-1 and in small groups with pupil premium children to ensure targeted support/interventions for identified areas – especially phonics and reading. Evidence showed progress from starting points.

1-1 LSA support for specific pupil premium children ensured that they could access an adapted curriculum both socially and emotionally as well as academically, making progress in all areas of learning from starting points.

Continued supervision for all 3 ELSAs which has allowed more emotional support for more children – regular talk time and support to develop strategies for emotional regulation/anxiety as well as other social. Support from MHST for both children and parents.

Attendance for disadvantaged children in 2022/2023 increased – in line with national data.

Outcomes for Disadvantaged children 2022/2023. This shows an increase from 2021/2022.

End of KS1 data (TA)	Pupils Eligible for PP (4/53)
% achieving expected standard in Reading	3/4 = 75%
% achieving expected standard in Writing	2/4 = 50%
% achieving expected standard in Maths	1/4 = 25%

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
Purple Mash	2 Simple
SCARF	Coram Life

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	LSA small group support for service children and ELSA support for identified children – to support wellbeing and academic achievement.
What was the impact of that spending on service pupil premium eligible pupils?	All service children meeting ELG for PSED in Yr R All Service children in KS1 accessing curriculum and PSE needs met through group support or ELSA