

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	178 + 47 in Nursery
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	K. Greenway
Pupil premium lead	K. Greenway
Governor lead	R. Sayles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26707
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	£28707

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 Reception 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 2024/25 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.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <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.	Sustained high attendance from 2024/25 demonstrated by: <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: £11320

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. We will purchase resources and fund	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF/NELI	1

ongoing teacher training and release time.		
Purchase of more phonically decodable reading books to secure stronger phonics support for early readers.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning	3
Whole school CPD – visiting Outstanding school that uses Continuous Provision across KS1	Research shows that using EY pedagogy and transferring to Yr 1 and Yr 2 and redesigning curriculum to meet all children’s needs so that they can lead their own learning, leads to improved outcomes for all pupils.	1
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	2 5

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

Budgeted cost: £16500

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

disadvantaged pupils who require further phonics and reading support.	disadvantaged backgrounds. Targeted phonics interventions have 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	
Full time 1-1 LSA support for 1 child/including ELSA support	Meeting needs of child to ensure able to develop necessary social and emotional skills to be able to access appropriately adapted curriculum	3
1-1 support and small group support for children in Yr 2	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	
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	

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: £28820

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 2020 to 2021 academic year.

Due to Covid-19, there was no external testing during 2020-2021.

Internal assessments of the performance of disadvantaged pupils shows that 75% of Year 2 disadvantaged pupils achieved end of year expectations based on non-negotiables for Reading, Writing and Maths but only 38% of Year 1 disadvantaged pupils achieved end of year expectations based on non-negotiables for Reading, Writing and Maths.

Our assessments of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all areas of learning – affecting two school years for our Year 1 children. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was supported by remote learning.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly noticeable for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required with ELSA support. We are building on that approach with the activities detailed in this plan.

Support staff were deployed to give targeted support to pupil premium children and data indicates a steady increase in progress throughout the year for reading, writing and maths.

Our ELSA supported children across the year through regular talk time and working with children on specific programmes. This was a strength through the pandemic and was able to continue remotely during the lockdown. The children benefitted from this regular support and was crucial for many on the return to school.

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

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. 1-1 support for parts of day for child in Year R for 1 term
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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.