

Pupil premium strategy statement: 2023 - 2024

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 Primary School
Number of pupils in school	567 (amount at time of writing report)
Proportion (%) of pupil premium eligible pupils	122/567 = 21.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (review) will continue until 2024 (full review after 3-years)
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Headteacher (Russell Abrahall)
Pupil premium lead	Assistant Headteacher (Martine Hurst)
Governor / Trustee lead	Sarah Smart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,145
Recovery premium funding allocation this academic year	£16,965

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	£3,048,682

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Breadth and depth of language (including vocabulary) can limit comprehension, expression and independence. It can also impact mental wellbeing.
2	Understanding social skills and rules, in order to follow rules and engage appropriately, within a school environment and access the fundamentals for learning
3	Being able to understand, identify and regulate their emotions (self-regulation and co-regulation)– to have a positive mental wellbeing and to not impact cognition skills for progression
4	Being able to understand what constitutes to being healthy (including diet, exercise and mental health) and opportunities to develop this in order to enhance performance
5	Regularly attending school (to support consistency and routine and gaining skills and knowledge)
6	Parental empowerment and knowledge to be increased, in order for them to be able engage and support with all aspects of their child's progress
7	Academic knowledge and skills need to be learnt/secured/applied across the curriculum
8	Sense of responsibility of the children to feel empowered, boost self-esteem and understand accountability

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
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For children's comprehension and vocabulary to increase – in order to make progress and become more independent	Children will have a wider vocabulary to be able to understand and express themselves – this will be evident in their learning and when communicating
To be able to understand and follow social skills and rules, in order to engage appropriately, within a school environment (and beyond when older) and access the fundamentals for learning	Less disruption, as more children adhering to these rules
To be able to understand, identify and regulate their emotions (self-regulation and co-regulation) – to have a positive mental wellbeing and to not impact cognition skills for progression	Children will be able to cope more with demands and expectations, within school, which in turn will cause less disruptions.
To be able to understand what constitutes to being healthy (including diet, exercise and mental health) and opportunities to develop this in order to enhance performance	Children are more active and alert and able to pay attention to the learning and less sickness to decrease absences and less distractions caused by deficient diet. Children to be making positive decisions to support their mental health.
For children to attend school regularly	Increased attendance
For there to be positive relationships with parents and for them to engage with all aspects of progress	Parents will feel empowered and supported and able to communicate positively, with the school
For academic knowledge and skills to increase, in order for children to gain confidence, independence and make progress	Children will be working more independently; more children are achieving the 'end of year' expectations; all PP children are making progress
For children to understand accountability and responsibility	Children will understand their actions have consequences, feel empowered and have self-esteem to be boosted and have a sense of

PLEASE NOTE – despite the success criteria in each identifying the change in the children – each one will include continued staff training and development to ensure the children are able to meet the intended outcomes

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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training – lead by specific staff member	DfE approved phonics scheme	1, 7
SEMH training	Advice from Local Authority	3
LSAs	Education Endowment Fund	1, 2, 3, 7
Mental Wellbeing days	Anna Freud	3
TAs	Education Endowment Fund	1, 2, 3, 7
HSIS subscription	Advice from Local Authority	1, 2, 3, 7
SEND and Literacy staff training – CPD to support growing needs in school		1, 2, 3, 6, 7

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive Interaction	Advice from Local Authority	1, 2
Precision Teaching	Advice from Local Authority	7
Language & Speech Link	Advice from Local Authority	1
Numicon	Recognised maths support	7
Plus 1	Recognised maths support	7
Power of 2	Recognised maths support	7
RWI (groups)	DfE approved phonics scheme	1, 7
SALT (in school) (including Black Sheep, Blanks, Renfrew resources, PECs, Colourful Semantics)	Advice from Local Authority	1, 2, 7
Active Learn	Liaising with other schools	7
Oxford Owl	Liaising with other schools	7
Social Groups – lead by specific staff member	Advice from Local Authority	1, 2, 3
Lego Based Therapy – lead by specific staff member	Advice from Local Authority	1, 2, 3, 7
NELI – lead by specific staff member	Advice from Local Authority	1, 2, 7
Additional teachers to support catch up	DfE – quality first teaching	1, 7
White Rose (EYFS maths – free resources)	Liaising with other schools	7
Rising Stars	Liaising with other schools	7
Literacy interventions	Advice from Local Authority	7
EP support	Advice from Local Authority	1-8

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Advice from Local Authority	1, 2, 3
CBA books	Advice from Local Authority	1, 2, 3
Emotion Coaching	Advice from Local Authority	1, 2, 3
Boxall Profile	DfE recommendation	2, 3
CPOMS	Liaising with other schools	5, 6
Breakfast club		5, 6
Afterschool club		4
Arts mark		7
Behaviour Specialist		1, 3, 7
Inclusion Officer (including attendance)		1, 2, 3, 4, 5, 6
Uniform for PP		6
Additional sports staff		4, 7
Additional sports equipment		4, 7
PE subscriptions: Get Set 4 P.E. And 5 a Day (from Havering Sports Collective)		4, 7
Parent workshops		6, 7
Charranga (Music Subscription)	Advice from Local Authority	1, 4, 7
Nurture Room (TBC)	Liaising with other schools	1, 2, 3, 4
Forest school (TBC)	Liaising with other schools	1, 2, 7
Peace of Mind support	Advice from Local Authority	1, 3, 4, 6
EP services	Advice from Local Authority	1, 2, 3, 4, 6, 7
SIMS	Liaising with other schools	5
LGFL	Liaising with other schools	6
Fiddle toys	Advice from Local Authority	3
EAL support staff (TBC)		1, 7
Mental wellbeing lessons – PPA		1, 2, 3, 4, 7

Emotional Freedom Technique (EFT)	From therapist	3
Cooking room – lead by specific staff members		4, 7
Gym equipment		4
School Council and Arts Council		8
Digital Leaders		8
SALT	Advice from Local Authority	1
Inclusion Officer		2, 4, 5, 6, 8

Total budgeted cost: £190,000

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.

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
Boxall Profile	Nurture UK
CPOMS	CPOMS
PE subscriptions: Get Set P.E. And 5 a Day (from Havering Sports Collective)	
Charanga (Music Subscription)	Charanga
Jolly Music (EYFS music subscription)	Jolly Learning
Noise Solution (Music intervention – grant)	Havering
Peace of Mind support (IYFAP)	Havering
EP services	Havering
SIMS	
LGFL	USO/LGFL
Speech and Language Link	Speech and Language Link
Discovery (Espresso)	Discovery Education
Active Learn	Active Learn - Pearson
Oxford Owl (including RWI)	Oxford University Press
NELI	Havering
Rising Stars	Hodder Education
SALT	Havering
Squid	
Marvellous Me	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.

We have noticed an increase of children who require additional support for their SEMH. Therefore, we are focusing on training and developing the knowledge of staff regarding how these needs impact a child and how they can impact learning. As a result, we are implementing and continuously researching strategies to support and we also share these strategies with parents.

Please note: our 'challenges list' is not in a priority order