



Hyde Park Infant School
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Pupil Premium Statement

The Pupil Premium is funding allocated to schools which is additional to the main school funding. Pupil Premium is allocated according to the number of pupils on roll who are eligible or have been eligible for Free School Meals (FSM), children from service families (SC) and children who have been Looked After (LAC) or have been in care for 6 months or more.

Hyde Park Infant School staff and governors make judgements about how to spend the Pupil Premium money to ensure the best possible outcomes for all the children. Governors complete the Ofsted 'Analysis and challenge tools for school' audit to help them analyse where there are gaps in achievement between pupils who are eligible for the Pupil Premium and those who are not and plan the action needed.

Our Pupil Premium money is used to provide a range of additional support for our children and our monitoring processes prove that these bespoke interventions have a positive impact on children's attainment.

Personnel and resources are targeted specifically to reduce gaps in literacy and numeracy but where other 'barriers' exist such as low self-esteem or 'gaps' in experiences or nurturing, those are supported as a priority in order for the literacy and numeracy gaps to be addressed.

At Hyde Park Infant School we ensure that:

- interventions prioritise the narrowing of gaps in literacy and numeracy
- interventions are well taught and planned
- interventions identify the barriers to achieving which may be a need to boost confidence and social skills in order to narrow the gap in literacy and numeracy attainments.
- well trained teachers and teaching assistants target individuals and groups across the whole school who are most in need
- Pupil Premium money is flexibly targeted according to children's needs
- systems are in place for tracking the spending of Pupil Premium and to evaluate the effectiveness
- our monitoring systems show the positive impact that this money is having on eligible pupils
- Pupil Premium interventions can be 'stand-alone' or can be part of a wider package of support offered to a child who has additional needs
- all Pupil Premium children benefit from intervention programmes, not just those who are underperforming
- PP interventions are delivered to individuals or groups



- specific details of the support and its impact are held within school documents which include Provision Maps and School Pupil Tracker online and are confidential to the school and the child's parents.
- every Pupil Premium child is known, supported, tracked and monitored throughout their schooling at Hyde Park Infant School and this information is shared with the Junior School on transition
- a small proportion of Pupil Premium money is spent on specialist resources where such resources break down the barriers that impede success

An overview of Pupil Premium allocations is to be found below. As we have relatively few numbers of PP children in some cohorts, we give exemplars of how money is spent and not specifics so that children's privacy and confidentiality is respected.

Overview of Pupil Premium allocations:

	2012/13	2013/14	2014/15
Number of FSM pupils eligible for the Pupil Premium	@£488 = 30 children	@ £623 = 20 children	@£1300 = awaiting September entrants before figures are known
Number of looked after Pupils eligible for the Pupil Premium	@ £488 = 2	@£623 = 4	@£1900
Number of service children eligible for the Pupil Premium	@ £200 = 13	@£250 = 17	@ £300

The majority of Pupil Premium in Hyde Park Infant School is spent on personnel with a small proportion being spent on resources. In 2013/14 the Pupil Premium allocation amounted to £26,559 and only £281.74 was spent on specialist resources with the remaining £26,277 being targeted on personnel to lead the intervention programmes.

The nature of support

Example a.	Pupil 'A' is a LAC child who requires a daily social skills programme in order for them to be able to work cooperatively with their peer group in the classroom. Pupil 'A' also requires 1-1 booster phonics sessions on a daily basis and benefits from 3 group writing sessions per week.
Example b.	Pupil 'B' is a SC child who is provided with 'extended' learning opportunities due to their high ability throughout the year. When a parent is on deployment a bespoke social/emotional package is provided.
Example c.	Pupil 'C' is a FSM child who is underperforming in literacy. This child's specific programmes of support will be identified within a Provision Map and could include 'Blast' programmes, 'Time to Talk' programmes, Early Literacy Support and targeted addition Teaching Assistant support within lesson time.

Measuring of impact of Pupil Premium support

The school holds detailed records of the positive impact that Pupil Premium has on each child. Each child will be monitored and tracked individually and the effectiveness of the programme will

be monitored at least every 6 weeks and where appropriate, it will be weekly or daily. Due to small cohorts and numbers of children specifics of the effectiveness of intervention programmes will be shared in percentage terms only. Please be informed that in Pupil Premium groups and in the whole cohort there are children with additional special needs but in the Foundation Stage group the lower % scores are linked particularly to a high proportion of these Pupil Premium children having additional needs.

% of Pupil Premium children in the Foundation Stage achieving the 'expected' level or above for reading =50% (as compared to the cohort as a whole = 89%)
% of Pupil Premium children in the Foundation Stage achieving the 'expected' level or above for writing = 50% (as compared to the cohort as a whole =80%)
% of Pupil Premium children in the Foundation Stage achieving the 'expected' level or above for numeracy = 70% (as compared to the cohort as a whole = 89%)
... by the end of the 2013/14 academic year

% of Pupil Premium children in Y1 on track or above national average in reading =92% (as compared to the cohort as a whole = 90%)
% of Pupil Premium children in Y1 on track or above national average in maths = 100% (as compared to the cohort as a whole = 98%)
% of Pupil Premium children in Y1 on track or above national average in writing =77% (as compared to the cohort as a whole = 79%)
... by the end of the 2013/14 academic year

% of Pupil Premium children in Y2 on track or above national average in reading (SATs) = 83% which is equal 83% to the cohort as a whole
% of Pupil Premium children in Y2 on track or above national average in maths (SATs) = 67% (as compared to the cohort as a whole= 87.5%)
% of Pupil Premium children in Y2 on track or above national average in writing (SATs) = 83% (as compared to the cohort as a whole =79%)
... by the end of the 2013/14 academic year

If your child is classified as a Pupil Premium child, they will be additionally supported and your child's class teacher will be able to detail how this is achieved. Should you require any more information about your own child, their individual progress or their progress compared to children who are not classified as a Pupil Premium child, please make an appointment to discuss this with me.

At Hyde Park Infant School we have high aspirations for all our children and value our partnership with parents to achieve the best possible outcomes for ALL.

Additional information about Pupil Premium can be found in an online DfE document entitled 'Pupil Premium – what you need to know'. Many schools publish their Pupil Premium information and it is possible to make interesting comparisons with the information and data provided using local schools or other similar infant schools across the country.

Mrs E A Hill



Head Teacher