

## Hyde Park Infant School

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### Pupil Premium Statement 2015/16

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. We complete the Ofsted 'Analysis and challenge tools for school leaders' audit to help us 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.

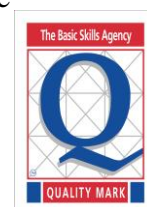
Hyde Park Infant School draws on evidence from Ofsted and NFER (Supporting the attainment of Disadvantaged Pupils: Articulating success and good practice – November 2015) to ensure that all strategies found in successful schools are found in the practices and policies that we have at ours.

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 progress and attainment and that the DfE's agenda to 'Close the Gap' is achieved.

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

#### **At Hyde Park Infant School we ensure that:**

- there is a whole school ethos of attainment for all
- interventions prioritise the narrowing of gaps in literacy and numeracy
- interventions are bespoke, 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 are made a priority, including the most able and benefit from bespoke intervention programmes
- 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. Governors monitor these documents to track children’s progress and to ensure that every eligible child is receiving and benefitting from the allocated support
- there are systems in place to support behaviour and attendance
- every Pupil Premium child is identified, supported, tracked and monitored throughout their schooling at Hyde Park Infant School and this information is shared with the Junior School on transition and through the sharing of accumulated data on School Pupil Tracker Online (the schools’ assessment system)
- a small proportion of Pupil Premium money is spent on specialist resources where such resources break down the barriers that impede success
- that the leadership is strong, clear and responsive to every child and their individual needs

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:**

	2013/14	2014/15	2015/16
Number of FSM pupils eligible for the Pupil Premium	@ £623 = 20 children	@£1300 = 15	@ £1320 = 15
Number of looked after Pupils eligible for the Pupil Premium	@£623 = 4	@£1900 = 3	@ £1900 = 7
Number of service children eligible for the Pupil Premium	@£250 = 17	@ £300 = 15	@ £300 = 15

The majority of Pupil Premium in Hyde Park Infant School is spent on personnel with a small proportion being spent on resources. In 2014/15 the Pupil Premium allocation amounted to £44,429 and £127.77 was spent on specialist resources with the remaining £44,301 being targeted on personnel to lead the intervention programmes. To support the Pupil Premium children, the school additionally pays for specialist training for staff to deliver the PP programme effectively and efficiently and also pays for bespoke MAST support for our most vulnerable and disadvantaged children.

**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. A precision teaching programme can be offered when progress is slow.

### 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.

<p>% of Pupil Premium children in the <b>Foundation Stage</b> 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 2015/16 academic year</p>
<p>% of Pupil Premium children in <b>Y1</b> 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 2015/16 academic year</p>
<p>% of Pupil Premium children in <b>Y2</b> 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 2015/16 academic year</p>

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.

The Ofsted Inspection Dashboard (to be located on the school's website) provides you with information about whole school performance as well as the Pupil Premium children who are identified as 'disadvantaged' by Ofsted. The Ofsted Inspection Dashboard shows a number of strengths for the school relating to disadvantaged pupils performing well and only one weakness. The weakness relates to one FSM child whose attendance was low (due to complex family issues) but with the support of the school and the Educational Welfare Officer, the child's attendance is now good.

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