

Pupil premium strategy statement

School overview

Metric	Data
School name	Hyde Park Infant School
Pupils in school	264 (2019-20) 253 (2020-21)
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£29,760
Academic year or years covered by statement	2019-2022
Publish date	30/10/19
Review date	30/9/20
Statement authorised by	Mrs E Hill
Pupil premium lead	Mrs E Hill/Mrs D Razey
Governor lead	Mr A Greenfield

Disadvantaged pupil performance overview 2018 -19 (no data for 2019-20 due to school closures

Measure	Percentage
Meeting GLD	43%
Reaching ARE/GDS at the end of KS1	Reading 45.5% Writing 45.5% Maths 54.5%
Reaching ARE/GDS at the end of KS1	48.5% (combined)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To improve 'school readiness' for new entrants. To improve communications with parents and to make expectations for self-care/school readiness clear
Priority 2	To promote reading/ the love of reading and books. To support with new guided reading materials and opportunities. To promote reading at home.
Priority 3	To support and improve maths skills through the implementation of NCETM teaching for mastery (CPD)
Barriers to learning these priorities address	1. Difficulties in communicating expectations to new parents/nurseries. Generally poor self-care,

	literacy/oracy skills on entry leading to the need for catch up programmes in phonics and reading across the school.
Projected spending	£9,400

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve at least ARE for all children at the end of KS1	July 2021
Progress in Writing	To achieve at least ARE for all children at the end of KS1	July 2021
Progress in Mathematics	To achieve at least ARE for all children at the end of KS1	July 2021
Phonics	To exceed 82% for all pupils in the PSC and to maintain 100% for disadvantaged pupils	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	To continue with promotion of reading/love of books by providing further guided reading opportunities and promoting reading at home with new reading materials. Using reading to tackle literacy and oracy difficulties. Supporting parents with home learning through video workshops on the website and on TEAMS. Individual and small group support for precision teaching, pre-teaching and other interventions designed to close the gap.
Priority 2	To continue with NCETM teaching for mastery in maths programme and embed this in practice
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Lower literacy/oracy skills on entry and the need for catch up interventions across the school, particularly after school closure 2. Lower maths skills on entry and the need for catch up interventions, particularly after school closure. New staff need supporting with catch up on previous training.
Projected spending	£15696

Wider strategies for current academic year

Measure	Activity
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Priority 1	Ensuring a smooth transition back to school after school closures with staff training and additional support for mental health and wellbeing
Priority 2	Implementation of the curriculum/behaviour recovery programme and the introduction of the remote learning package.
Priority 3	Provision of learning and phonics packs and remote workshops for parents to share with them expectations and school teaching methods. Ensure the close monitoring and follow up with PP parents to assess take up
	Provision of a school- based ELSA support to provide emotional and social support to vulnerable children involving their families so that the children feel more able to cope with their emotions and are more resilient. Subscription to MAST to support emotional and behavioural concerns. School staff will also have access to training through CPD to meet a range of needs and support through weekly SENCO surgery.
Barriers to learning these priorities address	1 Overcoming separation anxiety/attachment issues for children and staff anxieties for their own health and wellbeing. 2 Lack of parental engagement with remote learning packages during school closure leading to greater gaps in learning.
Projected spending	£1,460

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have access to appropriate training and the time to implement strategies designed to aid catch up programmes	CPD sessions are timely and well researched, providing helpful follow up reading and practical support to implement interventions. Interventions detailed and recorded on school provision maps

Targeted support	Organisation of teaching time to ensure release of adults to undertake interventions for individuals and small groups	Intervention groups monitored by SMT for effectiveness
Wider strategies	Ensuring full engagement in support interventions and general teaching from children who have become less resilient and may have lost the 'learning habit' during school closures	Engaging parents through remote learning opportunities to become more confident in supporting learning at home. Implementation of learning programmes designed to promote engagement

Review: last year's aims and outcomes

Aim	Outcome
Improved outcomes for EYFS/KS1 SATS and year 1 phonics	No end of year data available to support outcomes
Implementation of a mental health and wellbeing programme related to behaviour recovery	Work on the programme was begun and will now be continued in 2020-21 to ensure added support for children post school closures
Programmes to support the reduction of the gap for disadvantaged children	No data available for end of year 2020. Programmes to continue 2020-21
Targeted support for EYFS (Blast, Time to Talk), Year 1 and 2 phonic support interventions, reading and maths support	Programmes were put into place but no data is available for end of year assessments to show effectiveness due to school closures
Increased support for parents to engage fully in their children's learning	Carried forward to 2020-21 with increased importance because of previous school closures

