

Hyde Park Infant School Pupil Premium strategy statement 2019-20

The government believes that the Pupil Premium funding, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The school has chosen to support qualifying pupils in a number of ways to ensure that academic and pastoral needs are addressed.

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2019. PPG provides funding for two purposes:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The pupil premium grant is additional funding for publicly funded schools in England. It is a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It is allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

The PPG per pupil for 2019 to 2020 is as follows:

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals - £1320
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority - £2300
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order - £2300
- Pupils in year groups reception to year 11 recorded as Ever 6 service children or in receipt of a child pension from the Ministry of Defence - £300

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2019; some or all of it may be carried forward to future financial years.

The school is committed to "closing the gap" for every pupil. It is important to recognize that the school regards all pupils, irrespective of backgrounds, as individuals, and targets and reviews the progress of all pupils termly. In some year groups, the number of Pupil Premium pupils is so small that we need to be cautious about drawing inferences from any findings, i.e. one or two pupils' achievement has a disproportionate impact on the data.

1. Summary information

School	Hyde Park Infant School				
Academic Year	2019/20	Total PP budget 2019/20	£14,240	Date of most recent PP Review	15/5/19
Total number of pupils	177 – KS1 FS – 87	Number of pupils eligible for PP	17 (KS1) FS children funded in their own right from April 20	Date for next review of this strategy	Summer 2020

2. Attainment 2019		
	<i>Pupils eligible for PP</i>	<i>All Pupils National Averages</i>
Y2 PP children reaching age related expectations or above (11) – writing reading maths	45.5% 45.5% 54.5%	70% (all children) 53% (FSM) 75% (all children) 60% (FSM) 76% (all children) 61% (FSM) (all national data for 2018)
Y1 PP children reaching age related expectations or above (11) - writing reading maths	72.2% 90.9% 90.9%	
Y1 PP children reaching required standard in phonics screening (11)	100%	82% (all) 70% (FSM) national data 2018
EYFS PP children who reached GLD (7)	43%	72% (all) 57% (FSM) national data 2018

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

	<ul style="list-style-type: none"> Poor speech and language development, as assessed on entry to early Years for increasing proportions of the intake, which includes Pupil Premium children, which slows reading and phonic progress. Many of our Pupil Premium children exhibit additional needs which adversely affect their attainment and progress and their readiness to learn. Mental Health and well-being issues have an effect on a large proportion of the Pupil Premium children in the school, which impacts on levels of concentration and motivation for learning. Low self-esteem and confidence for some Pupil Premium children impacts on attainment. Some Pupil Premium children experience issues in establishing and maintaining healthy relationships with peers. For some Pupil Premium pupils, poor attendance or disruptions to continuous attendance impacts negatively on attainment and pupil well-being
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
	<ul style="list-style-type: none"> Complex family issues, including external agency involvement (Social Services, Police), require additional support

4. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for EYFS children with more achieving ELGs and GLD	EYFS interventions through additional adult support	Targeted and timely adult intervention in class sessions helps to support progress of EYFS children, so that issues are tackled immediately	Regular monitoring of in-class progress ensuring suitable levels of support are accurately targeted	MR, EM, NE	At 6 weekly intervals
Improved outcomes for KS1 children, with more achieving EXS and GDS	KS1 interventions through additional adult support	Targeted and timely adult intervention in class sessions helps to support progress of KS1 children, so that issues are tackled immediately	Regular monitoring of in-class progress ensuring suitable levels of support are accurately targeted	KS1 Staff CC AL	At 6 weekly intervals
To maintain (92% pass in 2019) and further improve phonic outcomes for children in year 1	Yr1 interventions through additional in-class adult support	Targeted and timely adult intervention in class sessions helps to support progress of Yr1 children, so that issues are tackled immediately	Regular monitoring of in-class progress ensuring suitable levels of support are accurately targeted	KS1 Staff CC	At 6 weekly intervals

To implement and maintain a whole school programme of mental health and well-being and behaviour recovery	A systematic behaviour and behaviour recovery programme consistently applied across the school	Research by Dr Kevin Rowland MBE on his behaviour recovery programme records improved behaviour and mental well-being in schools following this programme	Staff training and monitoring of classroom climate	EH DR and SMT	Whole staff discussions in CPD sessions throughout the year
To 'reduce the gap' between PP and non PP children and help PP children to 'keep up'	To ensure all whole class and targeted interventions are timely, appropriate to the level of need and well monitored	Evidence of progress supports the need to ensure good quality interventions at the time of need	Whole school monitoring to ensure continuing progress of all groups supported	DR, EH	6 weekly or at one of 5 moderation points planned throughout the year.

Total budgeted cost £13,404

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for children in EYFS not making desired progress e.g. BLAST, Time to Talk)	Targeted small group work supported by additional adults	Outcomes of interventions (commercial and bespoke) have shown that supported children make improved progress towards their learning targets	Close monitoring of the progress of children involved in each group to ensure that the intervention is supporting progress appropriately	MR, EM, NE	At 6 weekly intervals
Support for children in Year 1 not making sufficient progress towards the expected standard for phonic screening	Targeted small group work daily supported by class TA	Outcomes of the intervention programme bespoke to the school have resulted in a percentage rise of children reaching the expected standard from 74% to 92%	Close monitoring of the progress of children involved in each group to ensure that the intervention is supporting progress appropriately	CC	At 6 weekly intervals
Support for children in Year 2 not having reached the required standard in phonics at the end of year 1	Targeted small group work daily supported by TA	Outcomes of the intervention programme bespoke to the school have shown that children in year 2 reach the required standard at the end of the year unless they have complex SEN	Close monitoring of the progress of children involved in each group to ensure that the intervention is supporting progress appropriately	CC	At 6 weekly intervals

Support for children across the school, not making enough progress in reading	Individual reading support for children with additional reading opportunities	Consolidation of reading skills by additional adults in school targeted towards those who require additional frequency in reading opportunity (some, but not all who have limited home support)	Reading records document progress in decoding and reading comprehension and children exhibit increased pleasure in reading	CC	6 weekly or at one of 5 moderation points planned throughout the year.
Support for children across the school with additional / appropriately differentiated maths activities	Targeted small group work supported by TA	Outcomes of interventions have shown that supported children make improved progress towards their learning targets	Close monitoring of the progress of children involved in each group to ensure that the intervention is supporting progress appropriately	AL	6 weekly or at one of 5 moderation points planned throughout the year.
Total budgeted cost					£19,434
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for children who are struggling with social and emotional well-being	Bespoke individual and / or small group interventions / support	In the past these interventions have been proven to support the well-being and self-esteem of the children engaging with them.	Trained staff (ELSA) and consistency of approach	Class teacher	As appropriate depending on the programme and severity of need
For parents to feel supported and able to fully engage with their child's learning	Bespoke parental support and home-school programmes for learning	Evidence of increased parental engagement in supporting learning at home	Parent workshops / individual parent training sessions according to need will track the programme and monitor the overall engagement	EH DR	After each workshop and throughout the year as necessary for individual sessions
Total budgeted cost					£420

5. Review of expenditure 2018/19

Previous Academic Year	2018/19
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Intervention	Budget	Intention	Outcome
Phonic interventions across the school, whole class and small group work.	£12,684	To raise phonic achievement	Rise in percentage of children achieving the required standard in phonics from 74% (2018) to 92% (2019)
Employment of an additional TA to ensure consistent coverage of phonic interventions for children in danger of failing to meet the required standard	£12,684	To raise phonic achievement	Rise in percentage of children achieving the required standard in phonics from 74% (2018) to 92% (2019)
Support for children across the school, not making enough progress in reading	£1,692	Consolidation of reading skills by additional adults in school targeted towards those who require additional frequency in reading opportunity (some, but not all who have limited home support)	Reading records documented progress in decoding and reading comprehension and children exhibit increased pleasure in reading
Bespoke parental support and home-school programmes for learning	1,410	To increase parental support for learning programmes at home	Evidence of increased parental engagement in supporting learning at home
MAST support for children requiring additional programmes	£6,750 (pro rata)	To provide additional support programmes for PP children	Additional programmes supporting PP children run by school staff