

Hyde Park Infant School Pupil Premium strategy statement 2020-21

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 2020. 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 2020 to 2021 is as follows:

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals - £1345
- 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 - £2345
- 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 - £2345
- 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 - £310

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 2020; 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	2020/21	Total PP budget 2020/21	£29,760	Date of most recent PP Review	15/5/19
Total number of pupils	169 – KS1 84 - FS	Number of pupils eligible for PP	17 (KS1) 9 (FS) TOTAL = 26	Date for next review of this strategy	May 21

2. Attainment 2020

	<i>Pupils eligible for PP</i>	<i>All Pupils National Averages</i>
Y2 PP children reaching age related expectations or above – writing reading maths		No data available for end of academic year 2020 because of school closures due to Covid 19.
Y1 PP children reaching age related expectations or above - writing reading maths		
Y1 PP children reaching required standard in phonics screening		
EYFS PP children who reached GLD		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- School closures due to Covid 19 pandemic leading to a loss of teaching time
- 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 *(issues which also require action outside school, such as low attendance rates)*

- Lack of engagement in home learning during school closure period
- Self-isolation periods leading to further lost school time
- Complex family issues, including external agency involvement (Social Services, Police), require additional support
- Particular children with lower attendance rates

4. Planned expenditure

Academic year

2020/21

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?
-----------------	--------------------------	---	---	------------	--------------------------------------

To ensure smooth transition into / back to school	Developing relationships and establishing routines. Safeguarding mental health and wellbeing	Using different approaches (Teaching Puzzle, support from Educational Psychology Service) to develop resilience and restore self-confidence and self-reliance	Staff training and monitoring of classroom climate/children's mental health and wellbeing	DR All staff	Whole school at weekly CPD sessions. Individuals as necessary
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 implement a curriculum recovery programme to close gaps in learning and help to 'catch up'	Teaching and learning to follow programmes to ensure gaps in learning are assessed and addressed	Staff training will include the use of measurement tools such as Strengths and Difficulties Questionnaire (SDQ) and the Boxall Profile to support assessment. Training will include discussion of ACEs and protective factors and factors which put children at risk	Monitoring of teaching and learning through performance management targets, assessment of children and CPD	DR	At assessment points and through whole staff discussions in CPD sessions
Improved outcomes (from baseline assessments) 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 (from baseline assessments) 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	At 6 weekly intervals

To close the gaps in phonic knowledge due to school closures and further improve phonic outcomes for children in year 1 for Summer phonic screening and for Year 2 for Autumn phonic screening	Yr1/2 interventions through additional in class adult support and small group interventions	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	At 6 weekly intervals
--	---	--	---	-----------	-----------------------

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 3 moderation points planned throughout the year.
--	--	---	---	--------	--

Total budgeted cost					£13,154
----------------------------	--	--	--	--	---------

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 in recent years	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 making sufficient progress to reach the required standard in phonics in Autumn 2020 or at the end of year 2	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 3 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	SD	6 weekly or at one of 3 moderation points planned throughout the year.

Total budgeted cost					£15,696
----------------------------	--	--	--	--	---------

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 homeschool programmes for learning. Implementation of Microsoft Teams for remote learning	Evidence of increased parental engagement in supporting learning at home	Parent video workshops / remote 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
MAST support for children requiring additional programmes	Involvement of outside agencies	Additional support programmes for PP children provided	Additional programmes supporting PP children run by school staff on the advice of external agencies, or external agencies supporting individuals	DR	3 x a year at each IEP review
Total budgeted cost					£910 pro rata Total = £8,855

5. Review of expenditure 2019/20

Previous Academic Year	2019/20
-------------------------------	----------------

Intervention	Budget	Intention	Outcome
Phonic interventions across the school, whole class and small group work. Remote support during school closures	£11,560	To raise phonic achievement	No measurement was possible because of school closures due to Covid 19

Support for children across the school, not making enough progress in reading. Remote support during school closures	£11,560	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
Support for children across the school, not making enough progress in maths. Remote support during school closures	£4,858	Consolidation of maths skills by additional adults in school targeted towards those who show misconceptions in maths understanding	Progress monitored at each of the 3 assessment points across the year
Bespoke parental support and home-school programmes for learning	£1,860	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