

HYDE PARK INFANT SCHOOL

Pupil Premium Strategy 2020-21 Review and 2021-22 Plan

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hyde Park Infant School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-22
Date this statement was published	14/10/21
Date on which it will be reviewed	September 2022
Statement authorised by	Denise Razey
Pupil premium lead	Denise Razey
Governor / Trustee lead	Antony Greenfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,050
Recovery premium funding allocation this academic year	£5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,249,671.00

Part A: Pupil premium strategy plan

Statement of intent

Objectives for disadvantaged pupils

- All children will show good levels of progress, and will achieve at least age-related expectations across the curriculum in all year groups
- All disadvantaged pupils will achieve the same standard across the curriculum as non-disadvantaged pupils
- All pupils will meet the standard of the phonics screening check
- All disadvantaged pupils will have equal learning opportunities and extra-curricular opportunities
- All children, including disadvantaged pupils, will show good levels of concentration and motivation with mental health and wellbeing a continuing focus, to develop resilience and improve learning behaviours

Key principles of the strategy plan

- Additional training for curriculum leads to support curriculum development
- RWInc programme to be fully embedded across the school
- RWInc assessments throughout the year will monitor the progress of all groups
- 'Pinny time' RWInc intervention will be targeted carefully to ensure gaps in learning are closed quickly
- To increase teaching capacity with the employment of apprentice TAs which will allow targeted interventions to be taught by teachers and trained TAs

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	School closures because of Covid means that all children are starting from a lower place academically than normally expected, therefore a concentration on structuring the curriculum to meet the needs of all of the pupils is being undertaken
2	School closures because of Covid means that all children need support to increase motivation, concentration and improve learning behaviours.

3	The curriculum requires constant revision to ensure that it supports changing needs and curriculum leads need further training to be able to develop their curriculum areas
4	Children are exhibiting higher than normal behavioural and social difficulties due in part to loss of school time and lack of early socialisation issues. Work needs to be undertaken to support children in school with their social skills, learning behaviours and their ability to work together. Opportunities to work with parents to support them with behaviour programmes at home, setting boundaries, school readiness and links to parenting courses needs to be given greater prominence.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Greater progress for all pupils in all areas of the curriculum with the aspiration that all children will achieve age-related expectations	Age-related expectations for all children in all years in the core areas, including pupil premium children
Maintain or improve the % of pupils reaching the expected standard in phonics	RWInc will be embedded across the school Progress will be monitored closely across the year RWInc interventions will ensue that gaps in learning are closed % of pupils reaching the expected standard will maintain or exceed the last year %
Increase of motivation, concentration and an understanding from pupils about what good learning behaviours look like through: <ul style="list-style-type: none"> • Pupil conferencing • PSHE programme and skills and attitudes discussions (learning trees) • Smile Time (pupil voice) discussions • MAST and ELSA support 	Pupils will develop greater levels of resilience in learning Pupils will develop better concentration and focus for learning Levels of achievement will rise because of better engagement with the learning because of support provided eg. Current PSED assessments for EYFS will rise from the baseline of 35.5% at age related expectations to 84% at the end of the academic year KS1 levels of achievement will rise from a combined baseline of 51% at the end of year 1 to at least the national average of children attaining national average for age-related expectations at the end of the year 2
All children will have equal access to extra curricular activities to ensure parity of experiences, with free clubs run by staff	Pupil premium children will be able to take part in free extra-curricular clubs

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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,747

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for subject leads	Increased capacity from subject leads to develop their area of the curriculum, develop supportive planning and develop teaching and learning	1,3
RWInc implementation in the curriculum and training for staff	Maintain or improve current % of children reaching the expected standard for phonics screening. Transfer of phonic skills to improve writing and reading outcomes for all. Staff trained to implement RWInc	1, 3
Further RWInc resources to support	All children will have full access to the RWInc programme	1,3
Other new programmes to support curriculum development	Structured programmes to support curriculum improvement and support pupils	1,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of apprentice TA(s)	Additional staffing to support with general classroom organisation will allow release of either class TA (trained in RWInc) or class teacher to work additionally with the most vulnerable children.	1,2,4
TA run programmes	Additional support given to pupil premium children through ELSA programmes, NELI programmes etc	1,2,4

Employment of apprentice TA(s)	To work alongside pupil premium/vulnerable children to increase motivation and aid concentration	1,2,4
Work with HLTA	To work with pupil premium/vulnerable children to raise expectations and standards	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with outside agencies to support families	Support from MAST, community groups, etc to provide family support for wider issues	4

Total budgeted cost: £33,080

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Intervention 1

Implementing and recording on vulnerability scales. Additional TA time for ELSA support
To implement and maintain a whole school programme of mental health and well-being and behaviour recovery.

Additional support / mentoring for vulnerable and PP children

Outcomes

Most children settled back quickly into school routines, additional ELSA support provided for a further 7 children (beyond the normal numbers) who needed it according to the vulnerability scales.

Blue sky equipment purchased and available to children in school. Recovery spaces available both in classrooms and year group spaces

Children have benefitted from additional learning support for example 80% of PP children reached the expected standard, 92% of all children (inc PP)

Intervention 2

Support for children in EYFS not making desired progress e.g. BLAST, Time to Talk)

Support for children not making enough progress in phonics, reading and maths

Outcomes

NELI training for EY staff to support speech and language development. Purchase of sound proof screen to use in upper lodge to allow 2 NELI or other intervention groups to work there at the same time.

Baseline measurements for NELI did not take place early in the year as NELI was not implemented at the start of the year. When NELI assessments took place, 9% of the children were deemed to be below the baseline and in need of support. By the end of the sessions, only 2% of children were still below the baseline judgement, and these children have speech and language needs requiring Speech and Language Service intervention.

Resources purchased for language programmes and investment in other learning programmes to support eg White Rose Maths. Additional TA support for children in phonics, reading and maths. In combined scores for English, Maths and Reading, 10% of pupil premium children achieved age-related expectations as compared to 25.3% of all children.

Intervention 3

Support for children who are struggling with social and emotional well-being

For parents to feel supported and able to fully engage with their child’s learning

MAST support for children requiring additional programmes

Outcomes

Extra hours for trained ELSA staff (additional 2 hours per week supporting an additional 7 children)

Support from Egguckland (now TME) to provide ongoing technical support for learning platform

Parents have access to TEAMS, Classroom secrets resources and White Rose Maths videos and resources.

9% of pupil premium children accessed MAST

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.