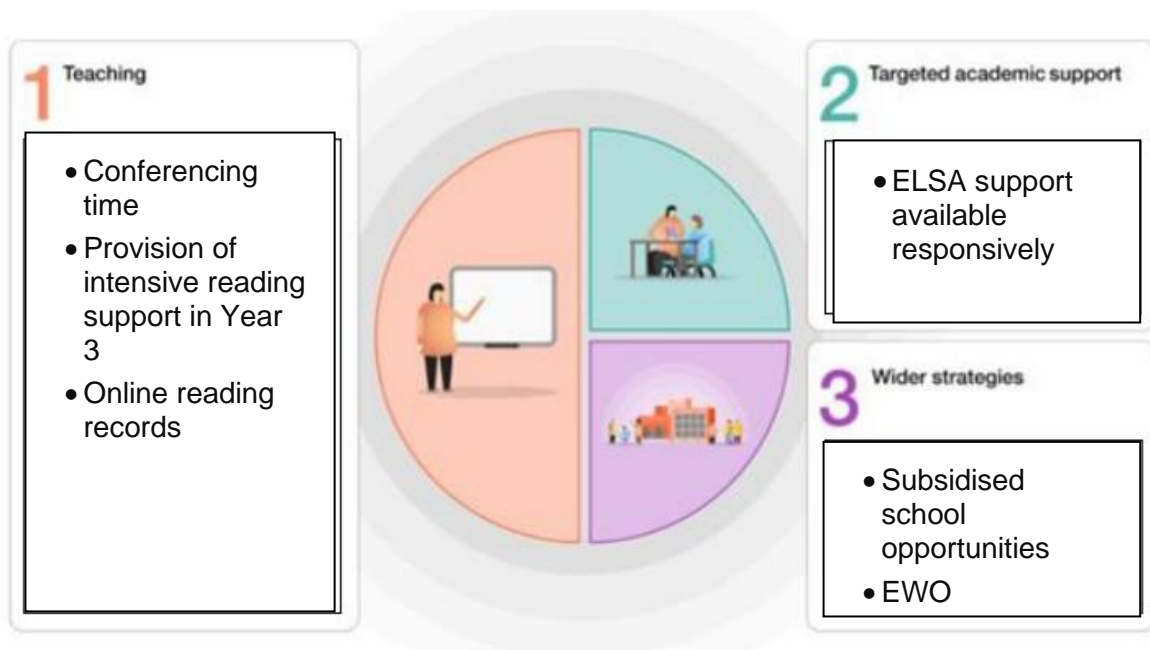


Pupil Premium Strategy

2021-22 Review and 2022-23 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

School overview

Metric	Data
School name	Hyde Park Infant School
Pupils in school	254
Proportion of disadvantaged pupils	39 (15.4%)
Pupil premium allocation this academic year	£34,550
Academic year or years covered by statement	2022 / 2023
Publish date	October 2022
Review date	October 2023
Statement authorised by	
Pupil premium lead	Mrs. Denise Razey
Governor lead	Mrs. Lucy Richards

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	40% ARE
Writing	30% ARE
Maths	60% ARE

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard for combined RWM at the end of KS1	60-65%
Achieving high standard at the end of KS1	At least 10%
Measure	Activity
At least 75% of PP pupils are reading at least age-related standard	<ol style="list-style-type: none">1. PP pupils have good reading levels through secure phonics through the RWI programme, appropriate reading books and comprehension teaching.2. PP pupils have good word reading speeds.
Attendance of PP pupils is 95% or above, in line with non-PP pupils	<ol style="list-style-type: none">1. Barriers to each PP family with lower attendance identified.2. Support in place for families based on needs.3. Work with EWO to target poor attenders with a focus on PP pupils.

<p>At least 65% of all PP meeting combined ARE in line with non-PP children</p>	<ol style="list-style-type: none"> 1. Support for pupils with emotional barriers to learning ensures access for pupils to all lessons. 2. Conferencing and pre-teaching time is available for all PP pupils in reading, writing and maths as needed. 3. Additional academic support is targeted at any PP pupils not reaching ARE in any subject. 4. All PP pupils have appropriate access to technology.
<p>Projected spending</p>	<p>£2,500</p>

Teaching priorities for current academic year

Aim	Target	Target date									
To ensure data analysis supports good or better progress for all pupils, including disadvantaged pupils.	To ensure teachers are using data to support pupil progress and are targeting interventions appropriately and in a timely manner.	December 22 and at subsequent data drops									
To ensure adaptive teaching is embedded across the school to support all pupils' progress.	To ensure there is sufficient challenge and appropriate support for all pupils, including disadvantaged pupils.	ongoing									
To ensure staff are including all non-negotiable elements of the agreed teaching priorities in all lessons.	To ensure that all lessons are supportive of all groups of children and provides sufficient challenge to allow good progress.	October 22									
Progress in Reading	At least 75% of PP pupils to achieve ARE <table border="1"> <thead> <tr> <th>Year</th> <th>Baseline ARE</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>57%</td> <td>70%</td> </tr> <tr> <td>2</td> <td>45%</td> <td>65%</td> </tr> </tbody> </table>	Year	Baseline ARE	Target	1	57%	70%	2	45%	65%	July 23
Year	Baseline ARE	Target									
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2	45%	65%									
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2	45%	65%									
Progress in combined scores	At least 75% of PP pupils to achieve combined in RWM. <table border="1"> <thead> <tr> <th>Year</th> <th>Baseline ARE</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>EYFS (GLD)</td> <td>55%</td> <td>75%</td> </tr> <tr> <td>1</td> <td>43%</td> <td>65%</td> </tr> </tbody> </table>	Year	Baseline ARE	Target	EYFS (GLD)	55%	75%	1	43%	65%	July 23
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	2	35%	60%	
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Targeted academic support for current academic year

Measure	Activity
1. Progress in Reading	<ul style="list-style-type: none"> To continue to embed RWI and ensure RWI resources are sufficient to support good progress. To ensure reading interventions support reading development and learning. To ensure training for teaching staff remains current. To ensure reading interventions are timely and appropriate. To ensure reading records are maintained to ensure accurate recording showing progress towards end of year expectations. To provide additional support capacity across the school. To address attendance where it is an issue.
2. Progress in writing	<ul style="list-style-type: none"> To ensure MTP covers a wide range of genres for children to be able to write for a purpose. To ensure writing interventions support writing development and are timely and appropriate. Pupils' writing will be supported through conferencing, adaptive teaching, live marking, and accurate feedback. Vocabulary development through wider experiences (cultural capital) will be promoted for PP pupil to use within their writing. To provide additional support capacity across the school. To address attendance where it is an issue.
3. Progress in Maths	<ul style="list-style-type: none"> To ensure maths interventions support maths development and are timely and appropriate. Pupils' maths will be supported through conferencing, adaptive teaching, live marking, and accurate feedback. To provide additional support capacity across the school. To address attendance where it is an issue.
4. Barriers to learning these priorities address	<ul style="list-style-type: none"> Poor attendance Misconceptions in different areas of learning. Lack of home support Poor cultural capital, lack of experiences outside school Emotional regulation, anxiety

Projected spending	Additional support capacity, RWI £10,000
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Wider strategies for current academic year

Measure	Activity
Pupils are learning ready and do not have emotional barriers to learning	Subscribe to MAST to support pupils' emotional difficulties All support staff contribute to a programme of in school emotional support
Pupils are supported to make rapid academic progress	Additional teaching capacity in year groups to target slow movers Staff have capacity to pre-teach and conference pupils through cover supervision
Promote engagement with school to improve attendance	Subsidise school trips and visits for pupil premium pupils in cases of hardship to ensure attendance Subsidise activities to promote positive engagement in school in cases of hardship. Engage with EWO and target families with poor attendance
Projected spending	Proportion of EWO subscription, subsidy of wider school opportunities, additional support capacity. £22,050

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Support within class Monitoring of curriculum	Additional support provision within class Release time for subject leads
Targeted support	Provision of ELSA support as required Additional support for interventions	Staffing and training Provision of additional intervention support.
Wider strategies	Subscription to resources as listed above Attendance at school and wider opportunities in school	Funding allocated Subsidy offered depending on pupil circumstances

Review: last year's aims and outcomes

• Aim	Outcome
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<ul style="list-style-type: none"> • A result of school closures meant that all children were 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 was undertaken 	<ul style="list-style-type: none"> • Complete restructuring of the curriculum has taken place which ensures a well-structured and progressive curriculum running from EYFS to Y6. • Additional training for subject leads has ensured that they are able to monitor subject areas for progression and ensure the curriculum is meeting the needs of all pupils. • Curriculum monitoring and evaluation release time has been important to give subject leads time to assess the progress of all groups of pupils.
<ul style="list-style-type: none"> • School closures because of Covid meant that all children needed support to increase motivation, concentration and improve learning behaviours. 	<ul style="list-style-type: none"> • A concentration on mental health and wellbeing over the course of the year was designed to support pupils. • The school gained the Mental Health and wellbeing Quality Mark. • Collapsed curriculum time helped pupils to make good transitions.
<ul style="list-style-type: none"> • The curriculum required constant revision to ensure that it supported changing needs and curriculum leads needed further training to be able to develop their curriculum areas 	<ul style="list-style-type: none"> • Complete restructuring of the curriculum has taken place which ensures a well-structured and progressive curriculum running from EYFS to Y6. • Additional training for subject leads has ensured that they are able to monitor subject areas for progression and ensure the curriculum is meeting the needs of all pupils. • Curriculum monitoring and evaluation release time has been important to give subject leads time to assess the progress of all groups of pupils.
<ul style="list-style-type: none"> • Children were exhibiting higher than normal behavioural and social difficulties due in part to loss of school time and lack of early socialisation issues. Work needed 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. 	<ul style="list-style-type: none"> • A concentration on mental health and wellbeing over the course of the year was designed to support pupils. • The school gained the Mental Health and wellbeing Quality Mark. • Collapsed curriculum time helped pupils to make good transitions. • Parent workshops were undertaken to support parents to help with learning at home.