

# Pupil premium strategy statement – HYDE PARK INFANT SCHOOL

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	25 pupils (11%)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023 / 2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Yvonne Jones Lucy Richards & Leah Daley
Pupil premium lead	Yvonne Jones
Governor / Trustee lead	Lucy Richards & Leah Daley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,905
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	£39,905

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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# Part A: Pupil premium strategy plan

## Statement of intent

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.

## Challenges

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

Challenge number	Detail of challenge
1	Lower academic attainment of PP pupils compared to other pupils
2	Attendance of PP pupils compared to other pupils
3	Emotional Regulation of vulnerable pupils

## 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
The proportion of PP pupils achieving ARE levels in reading, writing and maths assessments is closer to other non-PP pupils achieving this.	In school data shows increased progress for pupil premium pupils allowing them to close the gap.

	In school assessments show the attainment gap in Reading, Writing and Maths is closing year on year.
Attendance of PP pupils is not disadvantaging them. Last year overall attendance for PP pupils was 93% and for other pupils was 95.5%.	Attendance of PP pupils is 96% or above to be in line with whole school attendance.
PP Pupils receive targeted interventions to accelerate their progress based on their starting point	Through analysis of impact and evaluation PP pupils make accelerated progress from their starting points.

## 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: £ 13,305

Activity	Steps that support this approach	Challenge number(s) addressed
Adaptive teaching is developed throughout the school.	All pupils to be challenged and supported to make good or better progress.  Staff training, mentor time, observations and feedback.	1, 3
Analysis of assessments supports good or better progress.	Strand analysis for individuals and groups used to focus teaching and focus support.	1, 3
Ambitious target setting is in place for all PP pupils	Purchase and training implemented for Fisher Family Trust	1

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

Budgeted cost: £13,300

Activity	Steps that support this approach	Challenge number(s) addressed
Progress in Reading	<ul style="list-style-type: none"> <li>Reading Pathways developed, with additional coaching and RWI resources for all staff.</li> <li>RWI assessment and Fast Trak (phonic) tutoring used to ensure rapid identification and progress for pupils who are not on track.</li> <li>Utilise school to library service to ensure excellent range of reading resources to motivate and promote reading as well as diversity in reading materials.</li> <li>Ensure reading records are more accessible to parents, and school has better reporting and analysis capability with reading records</li> <li>Use Accelerate Reader to track pupils in Y2 and compare to PP outcomes.</li> </ul>	1
Progress in writing	<ul style="list-style-type: none"> <li>PP pupils' fiction writing will be supported through conferencing and targeted interventions.</li> <li>Vocabulary development through wider experiences will be promoted for PP pupil to use within their writing.</li> </ul>	1
Progress in Maths	<ul style="list-style-type: none"> <li>PP pupils' maths will be supported through conferencing and targeted interventions.</li> </ul>	1

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

Budgeted cost: £ 13, 300

Activity	Steps that support this approach	Challenge number(s) addressed
School will buy into EWO time to support families as required	Renewed and robust attendance review	2, 3

School will implement new attendance strategy and meet regularly with families with lower attendance to create an action plan	Attendance officer in school office will work with Executive Headteacher	2,3
School will employ a Family Support Advisor to work with families and children to support welfare	Agreed caseload for FSA with regular review meetings	2, 3

**Total budgeted cost: £ £39,905**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Measure	Outcome		
Attainment in Reading	ARE or better	PP pupils	Non-PP Pupils
	Whole school	51.7%	67.1%
Attainment in Writing	ARE or better	PP pupils	Non-PP Pupils
	Whole school	41.4%	51.3%
Attainment in Mathematics	ARE or better	PP pupils	Non-PP Pupils
	Whole school	41.4%	51.3%
Combined Attainment	ARE or better	PP pupils	Non-PP Pupils
	Year 1	25%	47.6%
	Year 2	42.9%	51.4%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>	
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>	
<p>How many children are eligible for service pupil premium funding?</p>	<p>11 children</p> <p>4.5%</p>
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Service children are supported by ELSA trained staff when needed. Whole school Trauma Informed practice training was delivered and all members of staff are Trauma Informed Practitioners. FSA intervention is utilised when needed.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>This means that when parents are on deployment, children and their families are supported socially and emotionally. They start to build a network of friends who are in similar family set ups to themselves which is important for their sense of belonging and identity at Hyde Park. Emotional needs can be met in a well informed and timely manner as we have trained staff to support when needed.</p>



## 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.*