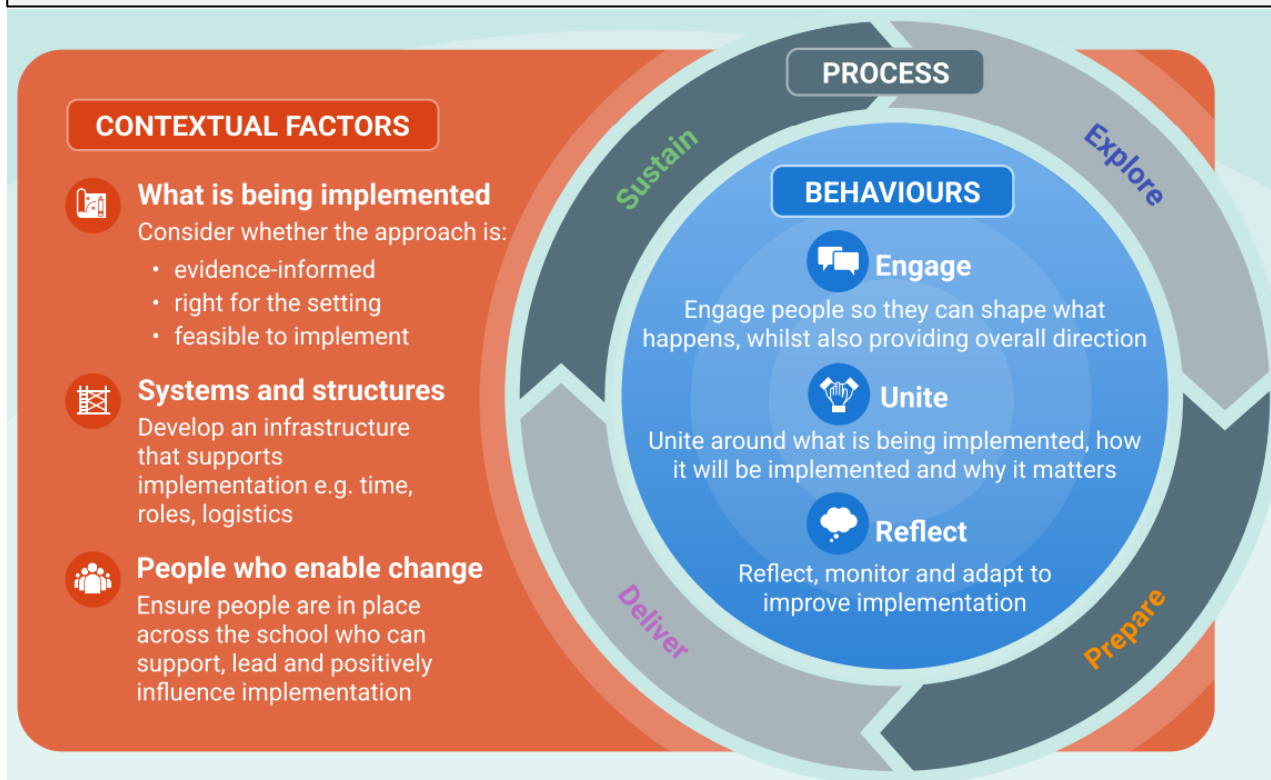
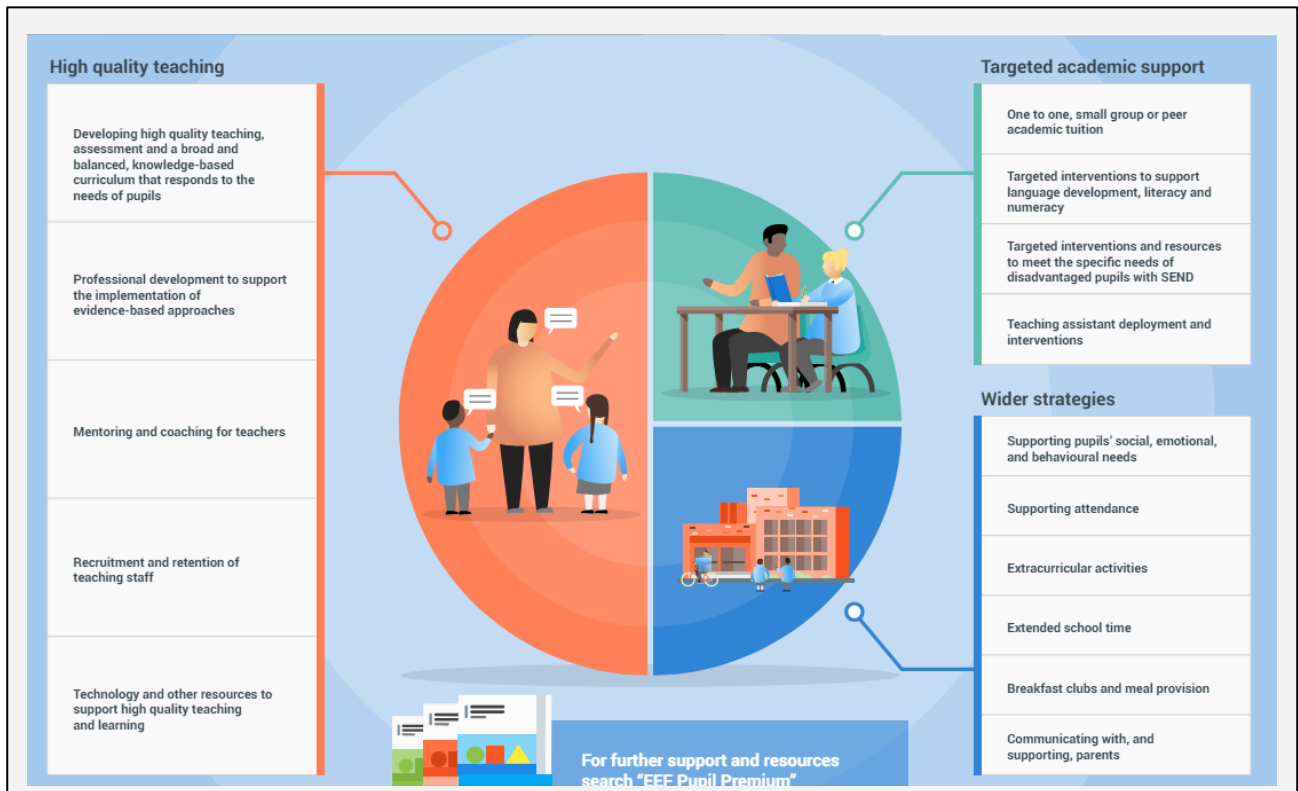


Pupil Premium strategy statement – Hyde Park Infants School



This statement details our school's use of pupil premium (and recovery funding) for the 2024 to 2025 academic year 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 Infants
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers.	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Yvonne Jones L. Daley
Pupil premium lead	Emma Foster
Governor / Trustee lead	L. Daley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26010
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£26010

Part A: Pupil premium strategy plan

Statement of intent

At Hyde Park Infants, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

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.

The Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (e.g. pupil progress, English and maths provision, welfare and inclusion support). We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that High Quality First Teaching is provided throughout the Academy.

We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed, using robust diagnostic assessments, to ensure early action and intervening at the point of need.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, however, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and therefore the additional funding.

We recognise that Service children have their own unique needs and use the funding to support these effectively.

Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE) especially in English and Maths.

The Pupil Premium funding will be allocated to provide support and/or interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. 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.

Funded interventions may include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills. Additional provision for SEND pupils may be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.

We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies).

We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Learning Academies Trust, Local Governors, pupils and their families, to support our strategy.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low entry points Oral Language and Vocabulary: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to KS1.</p>
2	<p>Early Reading and Phonics: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and comprehension than their peers. This negatively impacts their development as readers.</p>
3	<p>Engagement In Lessons: Internal and external assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils, with a 15% gap in Reading and a 9% gap in writing at the end of Key Stage 1. Furthermore, the data for this group of pupils in Reading and Writing is below that of previous national averages.</p>
4	<p>Attendance:</p>

	<p>Our assessments and observations indicate that absenteeism can negatively impact on the progress of disadvantaged pupils.</p> <p>Attendance for disadvantaged pupils is less than that of non-disadvantaged pupils.</p> <p>For Service children, delays in school allocations due to mobility or parental deployment may impact attendance.</p>
5	<p>Social, Emotional, Mental Health:</p> <p>Our wellbeing and safeguarding team have identified social and emotional issues for many pupils and their families, including service children. These may include a lack of personal support, delays in external social services support and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for ELSA support have markedly increased following the pandemic and continue to rise.</p> <p>For Service children, mobility and parental deployment may impact mental health and well-being.</p>

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
High quality teaching & learning	<p>Evidence informed effective teaching in the classroom will be refined and developed through a tailored and high quality CPD package, including NPQs, enabling the acceleration of progress towards ARE (Reading, Writing, Maths and Oral Language)</p> <p>Measure: <i>Staff pupil voice, evidence of CPD strategy and internal QA records</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i></p>
High quality in school support and intervention	<p>Implementation of effective evidence-informed intervention, targeted specifically at identified gaps in learning, enabling the acceleration of progress towards ARE (Reading, Writing, Maths)</p> <p>Measure: <i>Impact evidence</i> <i>Phonics Data</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i></p>

To achieve high attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3.5% (96.5% average attendance). Target = 97 % The percentage of all pupils who are persistently absent being no more than 6%
To achieve high quality emotional and academic support for Service Children	Social and emotional support as well as academic targeted support provided through Trust's Service Families Learning Mentor for service Families. <i>Staff, parent and pupil voice.</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i>

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: £4, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase/adaptation of in class teaching capacity	Targeted and Academic Support Additional specialist teacher to target pupil's misconceptions in English and maths (pre and post teach opportunities/ 1:1 / small groups) EEF: Small Group Intervention +4	1, 2 and 3
Extended day	Soft Start, access to sensory room and Breakfast Club with FSA support. EEF: NSBP Breakfast +2 months Targeted and Academic Support Targeted/ Vulnerable pupils receive additional SEMH support, focusing on strategies and working with families. EEF: Extending School Time School +2 months	1, 2, 3,4 and 5
Oral Language and Vocabulary	Targeted and Academic Support Use of planned oracy in all lessons. S&L Screening: EYFS (early identification and immediate action) Targeted Speech and Language support (Livewell).	1,2

	<p>Key workers plan interventions and adapt personalised plans using the Speech and Language therapist's expertise.</p> <p>EEF: Early Years Communication and Language Approaches Intervention +6</p> <p>Oracy CPD</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8, 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted small group intervention</i>	<p>Targeted and Academic Support – Phonic Tutoring</p> <p>Additional staff target pupil's misconceptions in English and Maths (pre and post teach opportunities / 1:1 / small groups)</p> <p>EEF: Small Group Tuition +4</p>	2, 3 and 4
<i>TA Support</i>	<p>Targeted and Academic Support</p> <p>Additional staff target pupil's misconceptions in English and Maths (1:1 / small groups)</p> <p>EEF: Small Group Tuition +4</p>	1,2,3,4,5

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

Budgeted cost: £15, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion and Child Protection strategies</i>	<p>Keeping Children Safe in Education</p> <p>High proportion of families deemed as deprived.</p>	4,5
<i>Family support and liaison (FSA)</i>	<p>Keeping Children Safe in Education</p> <p>High proportion of families deemed as deprived.</p> <p>EEF -Social and Emotional Learning</p>	4,5

<i>Educational Psychologist or other MAST specialist services</i>	<u>Keeping Children Safe in Education</u> High proportion of families deemed as deprived.	4,5
<i>Education Welfare Officer</i>	<u>Keeping Children Safe in Education</u> High proportion of families deemed as deprived.	4,5
<i>Enrichment experiences</i>	EEF – Arts Participation Ensuring that all children have equal access to social and cultural capital opportunities. <i>Three trips or experiences provided each year for all classes.</i>	1,2,3,4,5

Total budgeted cost: £28, 650

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 2023 to 2024 academic year.

1 Lower academic attainment of PP pupils compared to other pupils

That data shows that pupils starting school in EYFS perform in line with non-pupil premium children, with individual subject percentages above non pupil premium pupils. Through high quality teaching and targeted interventions, pp pupils have exceeded that attainment of non-pp pupils Year 1 phonic assessments and end of Key stage 1 maths assessments. Gaps remain in Reading and writing, which will be addressed in the current academic year.

2 Attendance of PP pupils compared to other pupils

The data demonstrated that most disadvantaged pupils attend school in-line with non-disadvantaged pupils in school. Through targeted support, and the school working closely with families and the EWO, the gap in attendance closed last year between pupil premium and non pupil premium children and service and non service families.

3 Emotional Regulation of vulnerable pupils

The impact of TISUK CPD has had a positive impact on the role that staff play in supporting pupils who need support with emotional regulation. The FSA has also been instrumental in working with our most vulnerable pupils and their families, in addition to a robust use of the ELSA programme to identify and support pupils in managing their own emotional literacy.

Delete / add data as you see fit

Measure	Outcome – ARE or better				
	All	PP Children	Non-PP Children	Service Children	Non-Service Children
EYFS Combined attainment - Reading, Writing & Maths)	64%	60%	64%	50%	64%
EYFS Reading	77%	80%	77%	100%	76%

EYFS Writing	64%	60%	64%	50%	64%
EYFS Maths	72%	80%	71%	100%	71%
Y1 Phonics	82%	86%	81%	88%	81%
Y2 resits	65%	50%	68%	-	65%
End of KS1 Attainment in Reading	62%	44%	63%	50%	61%
End of KS1 Attainment in Maths	63%	70%	62%	50%	63%
End of KS1 Attainment in Writing	57%	50%	58%	100%	56%

Attendance	All	PP Pupils	Non-PP Pupils	Service Children	Non-Service Children
2023-2024	95.29%	95.54%	95.16%	95.5%	95.18%

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
Read, Write Inc	Ruth Miskin
NELI	Nuffield

Service pupil premium funding (optional)

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

Measure	Details
How many children are eligible for service pupil premium funding?	18

<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>ELSA and TISUK trained staff to support children with deployed parents</p> <p>FSA support for children and their families</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>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.