

Pupil premium strategy statement – HYDE PARK JUNIOR 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	352
Proportion (%) of pupil premium eligible pupils	50 pupils (14.2%)
1	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	£95,145
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
Total budget for this academic year	£95,145

<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	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 non-PP pupils achieving this.	The average across the school of PP pupils reading at least age-related standard reaches 70% in reading and maths, and 60% in writing, and 50% for the combined score.

Attendance of PP pupils is not disadvantaging them. Last year overall attendance for PP pupils was xx abnd for other pupils was xx.	Attendance of PP pupils is within 5% of non-PP pupils
PP Pupils are successfully accessing learning through support of their mental health and wellbeing.	Progress is recorded against all PP pupils on either Individual Support Plans or Family Support Advisor caseload.

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: £ £30,145

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: £ 30,000

Activity	Steps that support this approach	Challenge number(s) addressed
Progress in Reading	<ul style="list-style-type: none"> Revamped Reading Pathways through school, with additional coaching and RWI resources for KS2 staff. 	1

	<ul style="list-style-type: none"> Utilise school to library service to ensure excellent range of reading resources to motivate and promote reading as well as diversity in reading materials. Use Accelerate Reader to track all pupils and compare to PP outcomes. 	
Progress in writing	<ul style="list-style-type: none"> PP pupils' writing will be supported through conferencing and targeted interventions. Vocabulary development through wider experiences will be promoted for PP pupil to use within their writing. 	1
Progress in Maths	<ul style="list-style-type: none"> PP pupils' maths will be supported through conferencing and targeted interventions. 	1

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

Budgeted cost: £ £35,000

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: £ 95,145

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	61.4%	81.8%
Attainment in Writing	ARE or better	PP pupils	Non-PP Pupils
	Whole school	45.7%	69.6%
Attainment in Mathematics	ARE or better	PP pupils	Non-PP Pupils
	Whole school	58.6%	76.6%
Combined Attainment	ARE or better	PP pupils	Non-PP Pupils
	Y3	16.7%	45.7%
	Y4	50.0%	66.7%
	Y5	44.4%	70.8%
	Y6	45.5%	75.4%

Service pupil premium funding (optional)

Number of Service Children (% of school)	17 (4.8%)
How did you spend your service pupil premium allocation last academic year?	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.
What was the impact of that spending on service pupil premium eligible pupils?	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.