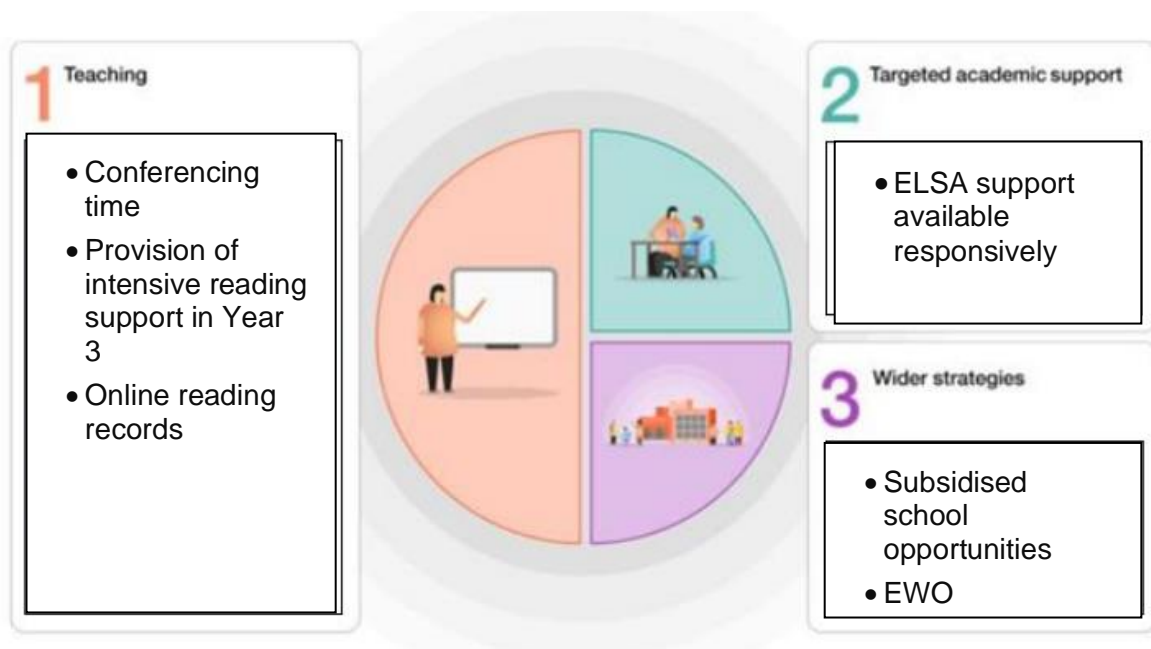


## Pupil Premium Strategy

### 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

## School overview

Metric	Data
School name	Hyde Park Junior School
Pupils in school	347
Proportion of disadvantaged pupils	59 (17%)
Pupil premium allocation this academic year	£65000
Academic year or years covered by statement	2021 / 2022
Publish date	October 2021
Review date	October 2022
Statement authorised by	
Pupil premium lead	Mark Dellow
Governor lead	

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No national published data available for progress. Attainment – see below.
Writing	
Maths	

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	70%
Achieving high standard at KS2	10%
Measure	Activity
At least 75% of PP pupils are reading at least age-related standard	<ol style="list-style-type: none"> <li>1. PP pupils have fluent, secure phonics through RWI and Code books</li> <li>2. PP pupils have sufficient word reading speeds to access assessed texts</li> <li>3. Reading of PP pupils is reported on separately through the GoRead App.</li> </ol>
Attendance of PP pupils is within 5% of non-PP pupils	<ol style="list-style-type: none"> <li>1. Barriers to each PP family with lower attendance identified.</li> <li>2. Incentives offered to harder to reach families</li> <li>3. Work with EWO to target poor attenders with a focus on PP pupils</li> </ol>

More than 60% of all PP meeting combined ARE across school	<ol style="list-style-type: none"> <li>1. Support for pupils with emotional barriers to learning ensures access for pupils to all lessons</li> <li>2. Conferencing and pre-teaching time is available for all PP pupils in writing and maths</li> <li>3. Additional academic support is targeted at any PP pupils not reaching ARE in any subject</li> <li>4. All PP pupils have appropriate access to technology</li> <li>5. All PP pupils are appointed an academic mentor to promote their progress</li> </ol>
Projected spending	£65000

### Teaching priorities for current academic year

Aim	Target	Target date															
Progress in Reading	At least 75% of PP pupils to achieve ARE <table> <tr> <th>Year</th><th>Baseline ARE</th><th>Target</th></tr> <tr> <td>3</td><td>12%</td><td>75%</td></tr> <tr> <td>4</td><td>58%</td><td>75%</td></tr> <tr> <td>5</td><td>65%</td><td>75%</td></tr> <tr> <td>6</td><td>53%</td><td>75%</td></tr> </table>	Year	Baseline ARE	Target	3	12%	75%	4	58%	75%	5	65%	75%	6	53%	75%	End of year
Year	Baseline ARE	Target															
3	12%	75%															
4	58%	75%															
5	65%	75%															
6	53%	75%															
Progress in Writing	75% or PP pupils to achieve ARE <table> <tr> <th>Year</th><th>Baseline ARE</th><th>Target</th></tr> <tr> <td>3</td><td>0%</td><td>75%</td></tr> <tr> <td>4</td><td>59%</td><td>75%</td></tr> <tr> <td>5</td><td>53%</td><td>75%</td></tr> <tr> <td>6</td><td>53%</td><td>75%</td></tr> </table>	Year	Baseline ARE	Target	3	0%	75%	4	59%	75%	5	53%	75%	6	53%	75%	End of year
Year	Baseline ARE	Target															
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4	59%	75%															
5	53%	75%															
6	53%	75%															
Progress in Mathematics	75% or PP pupils to achieve ARE <table> <tr> <th>Year</th><th>Baseline ARE</th><th>Target</th></tr> <tr> <td>3</td><td>25%</td><td>75%</td></tr> <tr> <td>4</td><td>65%</td><td>75%</td></tr> <tr> <td>5</td><td>67%</td><td>75%</td></tr> <tr> <td>6</td><td>67%</td><td>75%</td></tr> </table>	Year	Baseline ARE	Target	3	25%	75%	4	65%	75%	5	67%	75%	6	67%	75%	End of year
Year	Baseline ARE	Target															
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4	65%	75%															
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6	67%	75%															

### Targeted academic support for current academic year

Measure	Activity
Progress in Reading	Join school to library service to ensure excellent range of reading resources to motivate and promote reading. Ensure reading records are more accessible to parents, and school has better reporting and analysis capability with reading records

Progress in writing	<p>Writing of fiction will be developed across the school and therefore a more significant part of writing assessment.</p> <p>PP pupils fiction writing will be supported through conferencing.</p> <p>Vocabulary development through wider experiences will be promoted for PP pupil to use within their fiction writing.</p>
Barriers to learning these priorities address	<p>Need to provide conferencing time for pupils within writing</p> <p>Daily reading sessions for year 3 need to be supported by all support work from across school</p> <p>PP pupils may not have access to wider experiences to develop vocabulary for fiction</p> <p>Emotional regulation of pupils</p>
Projected spending	<p>Proportion of GoRead, library service subscription, staffing of reading sessions, conferencing time for teaching staff through release from class, MAST subscription, subsidy of wider opportunities</p> <p>£55,000</p>

### Wider strategies for current academic year

Measure	Activity
Pupils are learning ready and do not have emotional barriers to learning	<p>Subscribe to MAST to support pupils emotional difficulties</p> <p>All support staff contribute to a programme of in school emotional support</p>
Pupils are supported to make rapid academic progress	<p>Additional teaching capacity in year groups to target slow movers</p> <p>Staff have capacity to pre-teach and conference pupils through cover supervision</p>
Promote engagement with school to improve attendance	<p>Subsidise school trips and visits for pupil premium pupils to ensure attendance</p> <p>Subsidise music lessons and sports activities to promote positive engagement in school</p> <p>Engage with EWO and target families with poor attendance</p>
Projected spending	<p>Proportion of EWO subscription, subsidy of wider school opportunities</p> <p>£10000</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Conferencing time Provision of intensive reading support in Year 3 Online reading records	Cover supervision for classes Staffing of intensive reading support in year 3
Targeted support	Provision of ELSA support as required	Staffing and training
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
<ul style="list-style-type: none"> <li>Pupils eligible for PP make good progress in reading, writing and mathematics</li> <li>The spelling of pupils eligible for PP improves and is no longer a barrier to them achieving ARE in writing</li> <li>Pupils eligible for PP improve their reading age in order to access learning and ultimately achieve ARE in reading at the end of key stage 2 reading, writing and mathematics and those assessed as below ARE in Key Stage 1 but without SEN make accelerated progress.</li> </ul>	<p>For academic year 2020 / 21:</p> <ul style="list-style-type: none"> <li>In maths - at the start of the year 23 PP pupils across the school were not attaining ARE or better, and in the summer term assessments this was reduced to 14. At the start of the year 1 PP pupil across the school was attaining GDS, and in the summer term assessments this was increased to 5.</li> <li>In reading - At the start of the year 21 PP pupils across the school were not attaining ARE or better, and in the summer term assessments this was reduced to 17. At the start of the year 5 PP pupil across the school was attaining GDS, but in the summer term assessments this was decreased to 4.</li> <li>In writing - At the start of the year 25 PP pupils across the school were not attaining ARE or better, and in the summer term assessments this was reduced to</li> </ul>

	<p>22. At the start of the year 2 PP pupil across the school was attaining GDS, and in the summer term assessments this was increased to 2.</p>
<p>Reduce the number of persistent absentees among pupils eligible for PP to zero (In 2018-19 it was 2.5%) Improve attendance at 95%+ (In 2018.19mn 62.5% of PP pupil attendance was above 95%)</p>	<p>7 pupil premium pupils have attendance lower than 90%. This is out of 40 pupils which represents 17.5%. Therefore 82.5% of PP pupils were not persistently absent. One has been a medical issue, dealt with in communication with the parent and GP, and all others are above 85% (about 13 days off sick this year). 28 (70%) of the 40 pupils have attendance above 95%. National data is only available for the autumn term, and shows a persistent absence rate of 9.9% for primary pupils (our overall persistent absence rate was (8%) – data is not nationally available for the PP rate.</p>