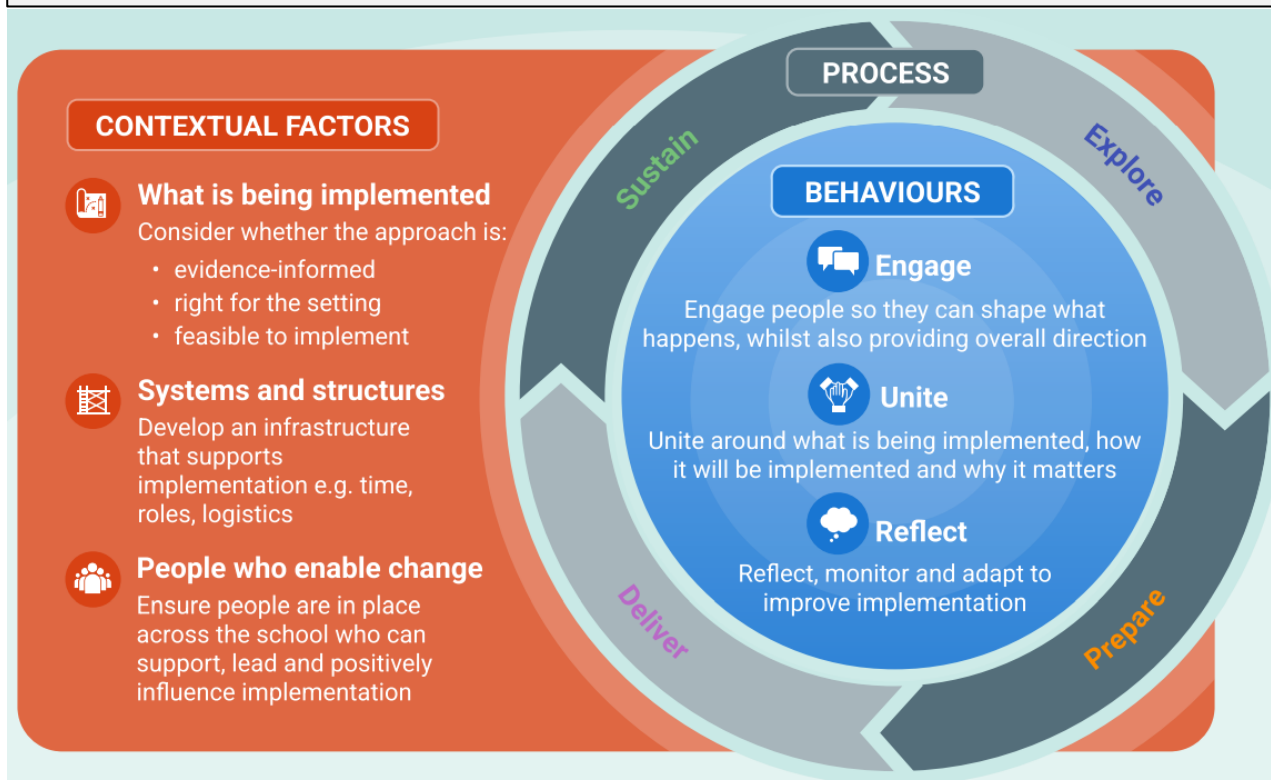


Pupil Premium strategy statement – Hyde Park Infants School



This statement details our school's use of pupil premium (and recovery funding) for the 2025 to 2026 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	203
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers.	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Yvonne Jones Simon Horne
Pupil premium lead	Emma Foster
Governor / Trustee lead	Simon Horne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21663
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	£21663

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.</p>
2	<p>Early Reading and Phonics: Assessments, observations, and discussions with pupils and teachers suggest disadvantaged pupils generally have greater difficulties with phonics and comprehension than their peers. This can, if not addressed, negatively impact their development as readers. Year 1 phonics data All Pupils: 84% Disadvantaged Pupils : 67%</p>
3	<p>Engagement In Lessons: Some pupil premium pupils, struggle to focus during lessons or participate actively in class discussions. Furthermore, varying levels of prior academic achievement can impact on learning with internal assessments indicating that Reading and Writing and Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
4	<p>Attendance:</p>

	<p>Our assessments and observations indicate that absenteeism can negatively impact on the progress of disadvantaged pupils. This lack of attendance not only affects their academic progress but also impacts their social development and emotional well-being</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> <p>Pupil Premium Pupils : 94%</p> <p>Non- Pupil Premium Pupils : 95.7%</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, mental health issues, economic hardship, and a lack of enrichment opportunities.</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) Monitoring will include the triangulation of data and outcomes in lessons and books.</p> <p>Measure:</p> <ul style="list-style-type: none"> • Staff pupil voice, evidence of CPD strategy and internal QA records • Termly internal data • End of Key Stage performance data • Pupil progress meetings to target and look at PP data • Triangulation of books, data and planning • Pupil voice with Pupil premium children • IEPS to identify small steps of progress • Combined data for PP children tracked across school

<p>High quality in school support and intervention</p>	<p>Implementation of effective evidence-informed intervention, targeted specifically at identified gaps in learning, enabling the acceleration of progress towards ARE (Reading, Writing, Maths). Learning environments purposefully designed. Adaptive teaching using scaffolds, including dual coding and partially completed examples to support learning.</p> <p>Measure:</p> <ul style="list-style-type: none"> • Impact evidence from subject specialists and/or HLTAs • Termly internal data • Phonic Screening Check Data • EYFS GLD Data • Pupil progress meetings • Adaptation to learning within the classroom – evidence in books and through pupil voice • Learning environments • Evidence of dual coding and other scaffolds used to support children
<p>To achieve high attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Sustained high attendance demonstrated by: • the overall absence rate for all pupils being no more than 3.6% (96.4% average attendance). Target = 97% • The percentage of all pupils who are persistently absent being no more than 8%
<p>To achieve greater wider curriculum opportunities for Disadvantaged pupils</p>	<p>Participation in wider curriculum activities within school, encouraged and monitored.</p> <p>Measure:</p> <ul style="list-style-type: none"> • In school monitoring shows that more pupil premium are attending clubs. • PP lead to monitor uptake of clubs for pupil premium children <p>Floor books to reflect PP children accessing opportunities.</p>
<p>To achieve high quality emotional and academic support for Service Children</p>	<p>Social and emotional support as well as academic targeted support provided through in school interventions</p> <p>Measure:</p> <p>Staff, parent and pupil voice. Termly NFER data End of Key Stage performance data Progress against ISP targets Pupil Progress Meetings</p>

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: £ 5415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptation of in class teaching capacity	<p>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) Use of the EEF Toolkit – such as: EEF: Small Group Intervention +4</p>	1, 2 and 3
<p>Phonics: Teachers and teaching assistants receive ongoing training for the effective teaching of RWInc including intervention programmes.</p> <p>Children are grouped correctly and make rapid progress.</p> <p>RWI development days. RWI coaching led by LAT Phonics lead and in school phonics lead.</p>	<p>EEF states that: 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read ... it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy... Phonics Toolkit Strand Education Endowment Foundation EEF Reading framework 2023 published states the important of a robust phonics programme to support the early teaching of reading. Supporting children to decode EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Revision of the school's	<p>EEF finds that : There are positive impacts from a wide range of feedback approaches –</p>	1,2,3

Marking and Feedback Policy. Staff training on the effective use of teacher feedback.	including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.	
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. BLANKS level assessment to be embedded on EYFS S&L Screening: EYFS (early identification and immediate action) Targeted Speech and Language support (Livewell). Key workers plan interventions and adapt personalised plans using the Speech and Language therapist's expertise. EEF: Early Years Communication and Language Approaches Intervention +6 Oracy CPD Use of Accelerated Reader to develop vocabulary development. RWI Training and resources	1,2

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

Budgeted cost: £ 9748

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted</i> small group intervention	Targeted and Academic Support – Phonic Tutoring using RWI 1-1 tutoring	2, 3 and 4

	Additional staff target pupil's misconceptions in English and Maths (pre and post teach opportunities / 1:1 / small groups) EEF: Small Group Tuition +4 Use of Doodle to meet targeted gaps in pupil's learning	
<i>TA Support</i>	Targeted and Academic Support Additional staff target pupil's misconceptions in English and Maths (1:1 / small groups) EEF: Small Group Tuition +4 TA Recommendations Summary	1,2,3,4,5
1:1 fast track tutoring RWI – Spring and summer term	Targeted intervention designed by phonics lead to support RWI pupils and use of RWI materials.	1, 2

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

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion and Child Protection strategies</i>	Keeping Children Safe in Education High proportion of families deemed as deprived.	4,5
<i>Family support and liaison (FSA)</i>	Keeping Children Safe in Education High proportion of families deemed as deprived. <i>EEF -Social and Emotional Learning</i>	4,5
<i>Educational Psychologist or other MAST specialist services</i>	Keeping Children Safe in Education High proportion of families deemed as deprived.	1,2,3,4,5
<i>Education Welfare Officer</i>	Keeping Children Safe in Education High proportion of families deemed as deprived.	4
<i>Enrichment experiences</i>	EEF – Arts Participation Ensuring that all children have equal access to social and cultural capital opportunities.	1,2,3,4,5

	<i>Three trips or experiences provided each year for all classes.</i>	
--	---	--

Total budgeted cost: £21663

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 2024 to 2025 academic year.

1 Lower academic attainment of PP pupils compared to other pupils

Through high-quality teaching and targeted interventions, the data continues to demonstrate that pupils starting school in the Early Years Foundation Stage (EYFS) perform in line with, or above, their non-pupil premium peers. In Key Stage One, we have observed a positive trend, as the gap in reading ability has narrowed between pupil premium and non-pupil premium pupils. Nevertheless, a notable disparity remains in the pass rates for the Phonic Screening Check. While gaps are closing year on year, as evidenced by internal data, disparities persist in Writing, and Maths. Addressing these gaps is a priority for the current academic year, with a commitment to ensuring all pupils receive the support necessary to achieve their full potential.

2. Attendance of PP pupils compared to other pupils

Through targeted support, and the school working closely with families and the Education Welfare Officer (EWO), the gap in attendance between Pupil Premium pupils and non-Pupil Premium pupils remains less than 2%. This demonstrates our commitment to ensuring that all students receive equal opportunities to participate in their education. However, we acknowledge that there exists a gap when comparing rates of persistent absences among these groups. This discrepancy is a priority and will be systematically addressed in the upcoming academic year. Our aim is to implement tailored strategies that not only improve overall attendance but also significantly reduce the rate of persistent absentees among our Pupil Premium cohort, thereby enhancing their educational experience and outcomes.

3 Emotional Regulation of vulnerable pupils

The ongoing implementation of TISUK CPD continues to have a positive impact on the role that staff play in supporting pupils who require assistance with emotional regulation. This initiative is further supplemented by our Sensory Curriculum, which caters to the diverse needs of our learners. Our Family Support Assistant (FSA) plays an instrumental role in working closely with our most vulnerable pupils and their families, providing essential guidance and support. Additionally, the robust application of the Emotional Literacy Support Assistant (ELSA) programme enables us to identify and effectively support pupils in managing their own emotional literacy, fostering resilience and self-awareness among our students.

EYFS Attainment

	All pupils	Pupil Premium Pupils	Non Pupil Premium Pupils
School 2025 GLD	71%	70%	71%
National 2025 GLD	69%		

80% of pupil premium children achieved ARE in reading

70% of pupil premium children achieved ARE in writing

90% of pupil premium children achieved ARE in maths

80% of pupil premium children achieved ARE in Blank levels (Blank 4+)

Phonic Screen Check

	All pupils	Pupil Premium Pupils	Non Pupil Premium Pupils
School 2025	84%	70%	71%
National 2025	80%	75%	85%
Year 2 Resits	48%	25%	53%

Attendance	All	PP Pupils	Non-PP Pupils	Service Children	Non-Service Children
2024-2025	95.56%	94%	95.74%	95%	95.61%

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
Accelerated Reader	Renaissance
Educational Psychologies and MAST support	Plymouth Learning Support

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?	12
How did you spend your service pupil premium allocation last academic year?	<p>ELSA and TISUK trained staff to support children with deployed parents</p> <p>FSA support for children and their families</p>
What was the impact of that spending on service pupil premium eligible pupils?	<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. Targeted resources and events have been shared with our Service Families.</p>