

Pupil premium strategy statement - The Hyde School

This statement details our school's use of pupil 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	475
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Philippa Saving
Pupil premium lead	Zareen Oozerrally
Governor / Trustee lead	Simon Pink

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,040.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£145,040.00

Part A: Pupil premium strategy plan

Statement of intent

At The Hyde School, our ultimate objective is for all disadvantaged pupils to make accelerated progress, achieve high outcomes, and exceed their potential across the curriculum. We aim for them to develop confidence, resilience, and self-belief, ensuring they leave The Hyde as confident, kind, and respectful young people, with a genuine voice and the ability to thrive academically, socially, and emotionally.

Our pupil premium strategy is designed to remove barriers to learning and provide targeted support for disadvantaged pupils. This includes:

- **High-quality teaching:** Ensuring every class has an effective teacher through professional development, mentoring, and support for staff.
- **Targeted academic support:** Tailored interventions, small group sessions, and one-to-one tuition to accelerate learning.
- **Wider strategies:** Addressing non-academic barriers such as attendance, behaviour, and social-emotional wellbeing, alongside enrichment opportunities through our Urban Adventure curriculum and extended learning projects.

By combining these approaches, we aim to ensure disadvantaged pupils have the same opportunities to achieve excellence as their peers, while also enhancing outcomes for non-eligible pupils.

1. **Early, decisive intervention:** Needs are identified promptly, and support is provided at the point of need.
2. **Whole-school responsibility:** All staff are accountable for the progress and outcomes of disadvantaged pupils.
3. **High expectations:** Disadvantaged pupils are challenged in their learning and encouraged to achieve their very best.
4. **Personalised, evidence-informed support:** Strategies are tailored to individual needs and aligned with research-backed approaches, including guidance from the Education Endowment Foundation.
5. **Inclusion and enrichment:** Beyond academics, we support social, emotional, and cultural development through inclusive practices, trips, and projects that broaden pupils' horizons.

Through this strategy, The Hyde School ensures that disadvantaged pupils are supported to succeed academically, socially, and personally, *embodying our belief that **High Expectations = High Outcomes** for every child.*

Challenges

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

Challenge number	Detail of challenge
1	In 2023/24, disadvantaged pupils at The Hyde School outperformed the national average for non-disadvantaged pupils in reading, writing, and maths, showing rapid improvement compared to the previous year. However, the three-year average still reflects earlier underperformance, particularly in reading and writing, so further progress is needed to sustain consistently positive outcomes.
2	Attendance for disadvantaged pupils at The Hyde School is currently lower than that of non-disadvantaged pupils.
3	Disadvantaged pupils currently have limited access to wider curricular and extracurricular experiences, both during the school day and through clubs or enrichment activities. This restricts opportunities for cultural, social, and personal development compared to their peers.
4	Some disadvantaged pupils face challenges with mental health, wellbeing, and social-emotional development, which can impact their engagement and progress in learning. Access to the Senior Learning Mentor is limited, meaning some pupils may not receive timely or consistent support.
5	Disadvantaged pupils have historically underperformed in writing compared to national non-disadvantaged pupils, and some pupils still require targeted support to reach the expected standard. Current interventions are in place but need to be more consistent, focused, and closely monitored to ensure accelerated progress.

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
Disadvantaged pupils achieve at least the national average in reading, writing, and maths every year, closing any gaps and maintaining consistent progress.	<ul style="list-style-type: none"> Disadvantaged pupils achieve the expected or higher standard in reading, writing, maths, and RWM combined. Disadvantaged pupils consistently perform at or above the national non-disadvantaged benchmark. Progress measures for disadvantaged pupils in reading, writing, and maths show accelerated progress compared to prior attainment.

<p>Attendance for disadvantaged pupils is in line with, or above, the national average for non-disadvantaged pupils. Reduced persistent absenteeism.</p>	<ul style="list-style-type: none"> ● The overall attendance of disadvantaged pupils increases to meet or exceed national averages. ● The proportion of persistent absentees among disadvantaged pupils decreases year on year. ● Disadvantaged pupils are consistently present to access key teaching, interventions, and enrichment activities. ● Whole-school strategies are in place to support families and remove barriers to attendance, including monitoring and early intervention.
<p>All disadvantaged pupils have equal access to a broad range of curricular and extracurricular experiences, including enrichment activities, clubs, trips, and special projects, enhancing their personal development, aspirations, and engagement with learning.</p>	<ul style="list-style-type: none"> ● Increased participation of disadvantaged pupils in school clubs, trips, and enrichment activities. ● Pupils engage with cultural, artistic, sporting, and social experiences that broaden horizons and support curriculum learning. ● Staff track and monitor access to enrichment opportunities to ensure equitable provision for all disadvantaged pupils. ● Pupils report increased confidence, enjoyment, and engagement in school life as a result of participating in enrichment experiences.
<p>The mental health and wellbeing of disadvantaged pupils has improved. Children regularly access to the Senior Learning Mentor and other pastoral support, enabling pupils to engage fully with learning and develop resilience, self-confidence, and social-emotional skills.</p>	<ul style="list-style-type: none"> ● Increased and timely access to the Senior Learning Mentor for disadvantaged pupils who require support. ● Pupils demonstrate improved social-emotional skills, resilience, and engagement in learning. ● Reduction in behavioural incidents or disengagement linked to mental health or wellbeing challenges. ● Staff use a whole-school approach to identify needs early and provide consistent support.

	<ul style="list-style-type: none"> • Positive feedback from pupils and families regarding wellbeing support.
The writing attainment gap for disadvantaged pupils is closed by providing timely, targeted, and evidence-informed interventions that support accelerated progress, ensuring all pupils meet or exceed the expected standard.	<ul style="list-style-type: none"> • Increased proportion of disadvantaged pupils achieving the expected standard in teacher-assessed writing at each key stage. • Writing interventions are timely, structured, and evidence-based, with clear objectives for each pupil. • Staff monitor and evaluate progress regularly to ensure interventions are effective and adapted to pupils' needs. • Disadvantage gaps in writing compared to national non-disadvantaged pupils are reduced year on year. • Pupils demonstrate improved confidence, fluency, and independence in writing across the curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD for all teaching staff on strategies to accelerate learning and close attainment gaps	EEF 2025: "High-quality teaching is the most important in-school factor in closing disadvantage gaps. Effective Professional Development EEF	1,5

Mentoring and support for Early Career Teachers to ensure effective classroom practice in reading, writing, and maths	Research shows teacher effectiveness is the most significant in-school factor affecting pupil outcomes. EEF: “Effective teachers are key to accelerating disadvantaged pupils’ learning”	1, 5
Recruitment and retention of highly effective teachers	Consistent access to high-quality teaching improves learning outcomes for disadvantaged pupils. EEF: “Access to effective teachers improves pupil outcomes and reduces the gap”	1, 5

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

Budgeted cost: £28,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured writing interventions (small group and one-to-one) to accelerate progress and close gaps	EEF: small group and one-to-one tuition accelerates learning and improves attainment for disadvantaged pupils. EEF Pupil Premium Guidance 2025: “Small group tuition can deliver 4–5 months’ additional progress for disadvantaged pupils”	1, 5
Reading interventions, including phonics catch-up and guided reading sessions	Targeted literacy support improves attainment for disadvantaged pupils. EEF Early Literacy Review 2024: “Phonics catch-up and structured reading interventions support disadvantaged pupils to close attainment gaps”	1
Maths booster sessions and targeted interventions for pupils below age-related expectations	Targeted support improves maths outcomes and narrows gaps. EEF Maths Guidance 2024: “Targeted intervention in maths accelerates progress for disadvantaged pupils”	1

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

Budgeted cost: £63,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring, parent engagement, and early intervention strategies	<p>DfE and EEF guidance: improving attendance positively impacts attainment.</p> <p>EPI 2024: “Improving attendance reduces the attainment gap; persistent absence is a major factor in disadvantage</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	2
Increased access to enrichment opportunities, including clubs, trips, and Saturday Project	<p>Enrichment broadens horizons, improves engagement, and supports personal development.</p> <p>NAO 2024: “Arts, culture, and extra-curricular activities can enhance engagement and social development for disadvantaged pupils</p> <p>Arts participation EEF</p> <p>Improving educational outcomes for disadvantaged children</p>	3
Access to the Senior Learning Mentor and pastoral support	<p>Social and emotional learning interventions improve wellbeing, resilience, and academic engagement</p> <p>EEF SEL Evidence 2024: “Targeted social-emotional learning support improves engagement and academic outcomes for disadvantaged pupils</p> <p>Social and emotional learning EEF</p>	4
Mentoring and wellbeing programmes to develop resilience, confidence, and self-advocacy	<p>EEF research: addressing social-emotional barriers improves engagement and outcomes.</p>	4

	<p>EEF: “SEL programmes have a positive effect on disadvantaged pupils’ attainment and wellbeing.</p> <p>Mentoring EEF</p>	
<p>Parent engagement initiatives to support learning at home</p>	<p>Strong home-school links improve engagement, attendance, and attainment.</p> <p>EEF Parent Engagement Review 2024: “Effective parent engagement supports attendance, engagement, and academic outcomes for disadvantaged pupils.</p> <p>Parental engagement EEF</p>	<p>2,3,4</p>

Total budgeted cost: £145,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023/24 and 2024/25, disadvantaged pupils at The Hyde School made strong progress across reading, writing, and maths, with attainment in all subjects at or above the national averages for non-disadvantaged pupils. Attendance for disadvantaged pupils remains above national averages, although a slight decline in 2024/25 highlights the need for continued monitoring and targeted support. Behaviour is very positive, with low suspension and exclusion rates, reflecting effective pastoral and social-emotional support. Disadvantaged pupils continue to benefit from high-quality teaching, targeted interventions, and enrichment opportunities, but writing attainment, attendance, and access to mental health support remain key focus areas to sustain progress and ensure all pupils reach their full potential.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils