



Pupil Premium Strategy Statement

This statement details Hiltingbury Infant School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Hiltingbury Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	29/11/21
Date on which it will be reviewed	29/11/22
Statement authorised by	Phillippa Longman
Pupil premium lead	Laura Flood
Governor / Trustee lead	Laura Aukolls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,288
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,788

Part A: Pupil premium strategy plan

Statement of intent

At Hiltingbury Infant School, we have high aspirations for all our children and a determination that they will do well, in their academic attainment and progress as well as through our essential 'learner for life skills' our Hiltingbury Heroes. To ensure that this happens for our pupil premium children we will:

- Carefully track the progress of all pupils who belong to vulnerable groups, ensuring that all staff are involved in the analysis of data and identification of pupils.
- Track spending against individual children.
- Ensure that all staff are aware of our pupil premium and vulnerable children.
- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Ensure that appropriate provision is in place to support the needs of individuals, classes and groups.
- Ensure that children's individual needs are considered carefully.
- Provide emotional and social support for children.
- Ensure equal access for all curriculum and enrichment opportunities (school trips, school milk, bookshop etc.).

Our ultimate aim for our disadvantaged pupils is to ensure that through high quality teaching and memorable, meaningful experiences through and beyond, our curriculum, they are supported to be safe, enjoy school and achieve well.

We base our actions, interventions and support around our knowledge of pupils and their families, as well as research including that from the Education Endowment Fund (EEF) toolkit. We have developed key strategic principles (building blocks) for tackling educational disadvantage and these aspects are monitored and reviewed regularly. These categories are:

- Whole school ethos of attainment for all
- Behaviour and attendance
- Quality first teaching
- Meeting individual learning needs
- Data
- Clear, responsive leadership
- Deployment of staff
- Parental partnership

You can find out more about each of our principles for tackling educational disadvantage at the end of this document. Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, pedagogy and curriculum drivers, which form the consensus amongst our team over what is required to support all children. These principles and drivers have been designed with the most disadvantaged pupils in mind, and aim to close the cultural, vocabulary and learning gaps that exist.

At Hiltingbury, we adopt the mindset of a keep up curriculum, not catch up. Our curriculum begins with identifying the crucial knowledge that every child must learn in order to develop an understanding of concepts within subjects. This knowledge is built incrementally, and allows children to build on what they already know. Our curriculum delivery purposefully encourages children to practise using knowledge as a skill, and provides opportunities for them to apply their understanding in different ways. This enables us to ensure learning is an equitable experience; all children are given the same information and knowledge. For children who need more support to understand and access it, we provide resources, pre-teaching and vast opportunities for revisiting. Our curriculum drivers support us in ensuring our curriculum is based on first hand experiences as we consider this essential particularly for our disadvantaged children. We have a strong emphasis on vocabulary development and ensure children understand the meaning of words as this is essential because an understanding of language promotes cognitive growth and supports children to connect ideas and strengthen existing understanding.

Challenges

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

Challenge number	Detail of challenge
1	<i>Language and Communication Skills</i>
2	Poor phonics, basic literacy and numeracy skills on entry.
3	Application of phonics/spelling skills within reading and writing for KS1 pupils eligible for PP.
4	Awareness of learning behaviours – self-esteem (social/emotional), growth mindset and metacognition are barriers for some pupils eligible for PP.
5	Parental Engagement
6.	Financial Support (for school trips, uniform and enrichment activities).
7.	Attendance and punctuality.

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
Improved communication and language for pupils eligible for PP across foundation stage and KS1.	Pupils eligible for PP children show good development within their attention, listening, language and speaking skills.
Progress in reading	% of PP children achieving ARE in Reading will be in line with All pupils.
Progress in writing	% of Pupil Premium children achieving ARE in writing will be in line with All pupils. Development of fine motor skills to support writing.
Progress in Mathematics	% of Pupil Premium children achieving ARE in maths will be in line with All pupils.
EYFS GLD	Achieve Above National Average (Focus on PSHE & Communication and Language)
Phonics	Achieve above national average expected standard in the phonics Screening Check
Attendance	Ensure attendance of disadvantaged pupils is above 97%

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: £3,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritising communication and language skills for pupils eligible for PP across Foundation Stage and KS1.</p>	<ul style="list-style-type: none"> In order to maintain focus on children's development in communication and language discussions with class teacher(s) to raise profile. Sutton Trust: Oral Language Overall, studies of oral language interventions consistently show positive impact on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Training on the identified needs of the PP children for language and communication development. 	<p>1, 2, 3 and 4.</p>
<p>Small group and 1:1 tuition with LSA's. Support for reading, Phonics, Handwriting and mental maths.</p>	<ul style="list-style-type: none"> Intensive tuition and interventions in small groups or 1:1, is often provided to support lower attaining learners as well as those who may need boosting to greater depth. Training on the identified needs of the PP children for language and communication development. 	<p>1, 2 and 3.</p>
<p>Prioritising quality first teaching - CPD for staff- High quality and focused training for all staff.</p>	<ul style="list-style-type: none"> Quality First Teaching offers the highest quality support to children. Studies show that feedback is a key factor in learning success. Clear identification of barriers will support teachers in making the best provision for the PP children. LSA's effectively support class learning for all children. Training on the identified needs of the PP children for language, communication and language development. Learning is personalised and starts with an assessment of what children know, understand and can do. 	<p>1, 2, 3 and 4.</p>
<p>Develop 'Learner for Life' Skills alongside social and emotional learning skills for all pupils eligible for PP through our curriculum drivers.</p>	<ul style="list-style-type: none"> Sutton Trust - Social and Emotional learning On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. As a school we are have a focus of Growth Mind Set for all children and staff. Talk to Ted is a school initiative to encourage openness from children about their social and emotional well-being. Our curriculum drivers enhance social and emotional opportunities for all children. 	<p>4 and 5.</p>
<p>Class teachers and support staff to have accountability of personalised children's needs. Effective liaison between class</p>	<ul style="list-style-type: none"> Sutton Trust evidence shows Feedback and Metacognition and self-regulation to be highly effective. 	<p>1, 2, 3, 4 and 5.</p>

teachers and TAs running interventions. Targets / focus to be shared with children/parents for their ownership and home engagement.	<ul style="list-style-type: none"> Ensuring the 'in class' quality first teaching is identifying vulnerable children is key to the principles of this PP strategy. Class teachers identifying at the planning stage any alternative strategies needed for PP children. 	
Development of 'Hiltingbury Hub' to support parental engagement, attendance and punctuality.	<ul style="list-style-type: none"> SENCO to work alongside Resourced Provision Manager to set up parental network within the school community. Liaise with other agencies to provide training for parents to support children's learning and personal, social and emotional development. 	5, 6 and 7.
To develop all subject leaders as experts in the subjects they lead so they are able to support colleagues in meeting the needs of all pupils included disadvantaged pupils.	<ul style="list-style-type: none"> Personalised curriculum for all children, providing them with equitable experiences across the curriculum and beyond. Learning starts with an assessment of what children know, understand and can do. Children are given opportunities to revisit knowledge and concepts in different contexts. 	1, 3, 4, 5, 6 and 7.
All staff to ensure disadvantaged pupils are clear about what they are learning and how they will be successful.	<ul style="list-style-type: none"> Sutton Trust evidence shows Feedback and Metacognition and self-regulation to be highly effective. Children being engaged in understanding their success and next steps have evidence of positive impact in learning. 	1, 2, 3, 4 and 5.

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children have a rich vocabulary to draw on when reading and writing. Reading Books for EYFS and KS1.	<ul style="list-style-type: none"> An internal phonics review was undertaken in Nov 2021 looking at the quality of reading books in phonics, guided reading and home reading books. We also reviewed the impact of our phonics scheme and decodable books associated with this. We will ensure that we have rich texts for whole class teaching and hooks for new learning. All staff to have external training and engage with new phonics scheme. 	1, 2 and 3.
ELSA Intervention – Social & Emotional Interactions. Vulnerable children receive pastoral support in small social groups in class or 1:1 with the ELSA when identified.	<ul style="list-style-type: none"> Support from outside agencies indicates that some children need individualised social and emotional support over and above their peers. Interventions which target social and emotional learning seek to improve children's interaction with others and self-management of their emotions. These children require this to enable them to be ready to learn. 	1, 2, 3, 4, 5, 6 and 7.
Further develop our outdoor learning provision for EYFS and KS1 promoting gross motor skills development and communication and language.	<ul style="list-style-type: none"> Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area focus on a particular aspect of physical development, e.g. fine motor skills related to writing, or gross motor skills, encouraging active outdoor play. 	1, 2, 3, 4 and 7.
Individualised intervention programmes to be put in place to support children in achieving their targets on	<ul style="list-style-type: none"> Reading, phonics and numeracy programmes. (Paired reading, precision teaching, phonics via small groups and 1:1 catch up) will be provided. 	1, 2, 3 and 4.

their personal learning plan as set and revised by their class teacher.	<ul style="list-style-type: none"> Schools Therapy Pack will be adopted and utilised to support personalised needs. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff will communicate with parents focusing on developing effective parental involvement to improve children's educational attainment and attendance.	<p>Sutton Trust:</p> <ul style="list-style-type: none"> Increasing parental engagement in schools had on average two to three months' positive impact. Prompting greater parental engagement through different means; can deliver positive impacts. Parents whose own experiences of school may not have been positive will need to be taken into consideration when working with parents. We want to offer practical support, advice and guidance to parents who are not confident in their own ability to support their children's learning, such as simple strategies to help early reading. 	5, 6 and 7.
Support trips and extra-curricular activities promoting children's experiences as well as knowledge about keeping fit and healthy. Support funding for after school club if needed.	<ul style="list-style-type: none"> There are positive benefits to be gained from accessing extracurricular activities providing children with improved cultural capital. Families offered a variety of different types of support based on individual circumstances. This could include - Wraparound Care, PTA events, school visit funding, Milk and KS1 extra-curricular clubs. 	4, 5, 6 and 7.
Develop lunchtime provision in supporting emotional wellbeing and teamwork.	<ul style="list-style-type: none"> Support behaviour and nurture support during lunchtimes by providing activities to engage and promote the values of Hildingbury Infant School and thus enhancing learning. 	1, 4, 5, 6 and 7.
Vulnerable Year 2 children transition effectively to their next steps in their education	<ul style="list-style-type: none"> Vulnerable children may struggle with transition and need support to ensure their learning is not affected by their emotional health. We provide extra transition activities for vulnerable children, transition meetings as required and pastoral support 	1, 2, 3, 4, 5, 6, and 7.
Promote the importance of Attendance across the school.	<ul style="list-style-type: none"> Identify PP children whose attendance is a concern and create actions on an individual basis. Review and use extra communications to target absence and rewards for improved attendance. 	1, 2, 3, 4, 5 and 7.

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year.

Impact 2020/2021

Improved communication and language skills for pupils eligible for PP across foundation stage and KS1. Improved literacy skills in applying phonics and spelling in reading and writing for KS1 pupils.

- Increased oracy and understanding.
- Good development within attention, listening, language and communication skills.
- Enhanced progress in phonics and spelling work.
- Widening in vocabulary and purpose.
- Improved independence and stamina.
- Increased understanding and ability to access wider curriculum.
- Accelerated progress from individual starting points in reading and writing – *work scrutiny*.

Develop 'Learner for Life' skills as well as social and emotional learning skills for all pupils. Integration of the RHE curriculum for all pupils and extra ELSA support for those who need it.

- Pupils show positive behaviours in lessons and around school.
- Positive growth mindset displayed by all children.
- Openness encouraged with opportunities for children to discuss social and emotional well-being.
- Children display greater resilience in all areas of their learning.
- Successes shared with parents' due celebration assembly.
- Pride in personal progress and achievements.
- Positive and trusting relationships developed with staff and peers.
- Increased self-confidence and empathy.
- Relaxed enjoyment of school, ready to respond to challenges.
- Increased confidence and active engagement in a range of social contexts.
- Resilience, confidence, positive attitude and independence – *pupil feedback*.
- Sense of self-worth and increased enjoyment.

Support trips and extra-curricular activities; promoting children's experiences as well as knowledge about keeping fit and healthy.

- Increased after school club provision – yoga, football, street dance, recorder and French.
- Increased attendance at after school club provision to support social and emotional development.
- Participation at extra-curricular activities outside of school.
- Children's excitement and participation during trips and extra-curricular activities – *pupil feedback*.

COVID-19 Pandemic Implications

Lockdown Phase:

- Encouraged attendance for vulnerable children.
- Ensured home learning was matched to the provision and quality received by all children whether at home or in school.
- Encouraged and supported all families in developing speaking and listening skills, physical development, reading and number fluency and children's emotional well-being.
- Continued to work with external agencies in safeguarding the most vulnerable and maintained systems (phone calls, emails, coming into school for learning packs and home visits) for 'keeping in touch' with this group.
- Completed vulnerable family returns to support the work of the Local Authority.
- Provided food vouchers/hampers. Delivery of these food hampers to our most vulnerable families.
- Technology provided to vulnerable families.

Reintegration Phase:

- Risk assessments for children with EHCPs and communication to parents.
- Catch-up curriculum success – learning personalised to meet individual needs.
- Small steps planning used to ensure coverage of missed learning and secure understanding of concepts.
- Shared targets between home and school.
- Parents evening to discuss progress.
- Pupils individual needs met through quality first teaching.
- Home learning with a focus on reading, writing and maths tasks as well as a full coverage of the foundation topics.
- Staff continued to provide pastoral support to all families through regular phone calls and emails. - Annual reports were provided to parents with a summary of children’s attainment (showing which learning had been covered at school and through home learning).
- Comprehensive transition programme to support new class teachers in identifying starting points for teaching. Focus on teaching/revisiting missed content first.
- Recovery planning ensured key learning was revisited from the previous year’s curriculum, rapidly closing the most vital gaps, in knowledge and skills. Teaching focused on coverage not taught or not taught in sufficient depth.
- Planning of core subjects modified to ensure full coverage by the end of the year.
- Catch up funding was used to provide daily precision teaching and afternoon workshops delivering interventions across the EYFS and KS1.
- Emotional literacy sessions and support for developing listening and attention skills implemented and delivered to identified groups.

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Social stories and interventions to support emotional literacy when needed (during deployment overseas and when identified). • Arranging and funding extra-curricular clubs both inside and outside of school. • Interventions to challenge and provide opportunities to apply knowledge in different contexts.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Emotional support ensured children were happy and able to cope with changes to their home routines. • Children extended their writing; developing greater stamina and showing more technical features within their writing. • Greater pastoral, social and emotional support ensured children’s health and well-being was prioritised.

Further information (optional)

Key Strategic Principles (Building Blocks)

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group.

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school’s strategy

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

- A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.