



## Pupil Premium Strategy Statement 2020-2021

### What is Pupil Premium?

Pupil Premium was introduced in April 2011 and is additional funding given to schools to support children from low income families; or children who have been looked after continuously for more than six months (from April 2014 this was extended to include children who have been looked after for one day or more and children who are adopted on or after the 30<sup>th</sup> December 2005).

### Why is it given?

Nationally there is a gap in attainment between children who receive free school meals and those who do not. The main purpose of pupil premium is to ensure that targeted funding and personalised support reaches children who need it most. The smaller pupil premium is given to children whose parent/parents serve in the armed forces; nationally this group is not underachieving.

### Our Vision and Objectives:

At Hiltingbury Infant School, we have high aspirations for all our children and a determination that they will all do well, in their academic attainment and progress as well as through our essential 'learner for life skills'. 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.).

### Pupil Premium Strategic Principles

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.

### Parental Partnership:

At our school, we believe that the best outcomes for children can be achieved when we work together in partnership with parents/carers. We are committed to building excellent partnerships and view these relationships as crucial factors in children's learning, development and school life. We adopt a partnership ethos where parents and staff work closely together and the whole child and family are considered when developing individualised provision.

### Role of the Governors:

The whole governing body is responsible for monitoring the compliance of the school with agreed funding allocation, actions and policies associated with pupil premium. We also have a named governor who has a strategic overview of how children in receipt of pupil premium are supported and the impact.

### Historical numbers of children eligible for Pupil Premium up to current date:

(FSM – Free school meals, CIC – Children in care, SC – Service Children)

Year	FSM ( including Ever 6)	Children in care	Service family children
2020-2021	12	1	2
2019-2020	12	1	2
2018-2019	13	2	1
2017-2018	8	2	1
2016-2017	5	1	0
2015-2016	6	1	0
2014-2015	6	1	0

### Pupil Premium Strategy Group:

Team Member	Role
Phillippa Longman	Headteacher – Overall governance and monitoring.
Laura Flood	Deputy Head – Pupil Premium Champion – Lead in monitoring the provision including support programmes and measuring the impact.
Fran Masters	SENCO – EHC and parental partnership links.
Becca Hall	Speech and Language Resource Provision Manager – Links and collaborative approach, sharing expertise and support.
Laura Aukolls	Inclusion /Safeguarding/Pupil Premium Governor
Review Dates for academic year:	Half Termly

## Current Profile:

Academic Year	2020-2021	Number of Pupils eligible for PP	15	Breakdown of PP Pupils		
No on Role	269	Total PP budget	£17, 760	FSM/Ever 6	Service	LAC
Date of Statement	September 2020	Review Date(s)	Half Termly	12	2	1

## Cohort Profile of Disadvantaged Pupils in Key Stage 1

Foundation Stage 2018-2019 - Children achieving a Good Level of Development (GLD)			
6 children	School Pupil Premium	School overall	National Non Pupil Premium
Achieved a GLD	67%	82%	73% (2017)

Year 1 Phonics Screening 2018 - 2019			
6 children	School Pupil Premium	School overall	National Non Pupil Premium
% children who passed	50%	88%	84%

KS1 2018 – 2019 Pupils working at expected and above				
4 child	School Pupil Premium	National Pupil Premium	School overall	National Non Pupil Premium
Reading	75%	60%	90%	78%
Writing	75%	53%	87%	73%
Maths	75%	61%	86%	79%
Reading, Writing, Maths	75%		83.5%	

Due to Covid 19 and school closures on March 20<sup>th</sup>, we do not have end of year data for 2019-2020. However, below you can see a summary of what support was provided for children during the lockdown phase.

### Covid 19 Lockdown Phase

- Attendance in school; childcare provision.
- Weekly calls home; wellbeing and learning update
- Home learning; year group and personalised tasks, reading and phonics as a priority
- Safeguarding; vulnerable returns to LA; external agencies.
- Support to vulnerable families; free school meals, keeping in touch – emails, postcards and phone calls.
- Learning – Ensure that all children were able to access home learning
- Technology provided to be used at home for our vulnerable children.

### Reintegration June/July 2020

- Risk assessments for pupils with EHCPs and regular communication with parents
- SENCO engaged with all our children with an EHCP – This included meetings with teachers, children and their families.
- Catch up planning for Year R and 1: Revisit prior learning, challenge pupils to remember and apply, secure levels of fluency and accuracy previously attained.
- Home learning videos – to ensure all children could access quality first teaching.
- Interventions
- Home learning – with a focus on phonics, reading and mathematics.
- July; transition information: summative assessments, domain analysis and learning behaviours.

## Recovery curriculum planning – September 2020

- Catch up planning for pupils that did not attend school during the summer term; align the catch up coverage with the new year's curriculum so that it is sequential and progressive; pupils catch up fully in the academic year 2020/21
- Recovery planning; revisit key learning (knowledge and skills) from previous years' curriculum, rapidly close the most vital 'gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Use assessment to identify what children know, understand and can do and use this to inform curriculum planning that is personalised and meets the needs of all children regardless of their 'lockdown experiences'
- Interventions
- Postcards sent home to all children from their new teachers and adults.
- SENCO rang families with EHCPs, vulnerable children and families with anxieties to support a safe return.

## Barriers to future attainment (for pupils eligible for PP, including high ability)

In-School Barriers		
A.	Foundation skills for learning – communication and language	
B.	Awareness of learning behaviours – self-esteem (social/emotional), growth mind set, metacognition are barriers for some pupils eligible for PP. Impact of school closures on relationships, health and well-being.	
C.	Application of phonics / spelling skills within reading and writing for KS1 pupils eligible for PP.	
D.	Class teachers and children identifying individualised targets for children to support progress from children's starting points.	
E.	Impact of school closures (Covid 19) – gaps in learning, different experiences for all children.	
External Barriers		
F.	Supporting families in addressing gaps in learning	
G.	Some families may find funding trips and after school clubs difficult.	
H.	Attendance	
Desired Outcomes		Success Criteria
A.	Improved communication and language skills for pupils eligible for PP – across Foundation Stage and KS1.	Pupils eligible for PP to show good development within their attention / listening, language and speaking skills.
B.	Develop Learner for Life Skills as well as social and emotional learning skills for all pupils eligible for PP. Integration of the RHE curriculum for all pupils and extra ELSA support for those who need it.	Pupils eligible for PP to have the Learner for Life Skills of being Successful Learners, Confident Individuals and Responsible Citizens and show this through their learning behaviours.
C.	Improve English skills in applying phonics / spelling in reading and writing for KS1 pupils eligible for PP.	Pupils eligible for PP make accelerated progress from their starting points so as to apply their phonic skills in both reading and writing. With the aspiration that they meet ARE.
D.	Class teachers to have ownership of ways children are additionally supported or focussed on in class learning. In addition, for the liaison between class teachers and TAs running interventions to have impact through good communication. Targets / focus to be shared with children for their ownership.	Pupils eligible for PP are well planned for in class as well as key small step targets set for 1:1 / small group work. Pupils aware of the targets they are focussing on and showing application of skills taught in class – therefore increasing progress.
E.	Catch up curriculum (quality first teaching for all)/funding and RHE curriculum will ensure that key learning (knowledge and skills) from previous years' curriculum is delivered and personalised to rapidly close the 'gaps' in knowledge and skills and teach content not taught or not taught in sufficient depth.	Pupils eligible for PP are exposed to the quality first teaching and catch up curriculum ensuring that their learning is personalised, responsive of what they know, understand and can do, and rapidly closes the gaps in their learning. Through whole class, group work and 1:1 teaching pupils eligible will make accelerated progress with the aspiration that they meet ARE as a minimum.
F.	For parents to understand targets for their children and be supported with strategies for these at home.	Parents to be more actively involved in the targeted support in place for pupils eligible for PP. All eligible children for pp will have a personal learning plan and book that parents will be involved in.
G.	Support trips and extra-curricular activities promoting children's experiences as well as knowledge about keeping fit and healthy.	Pupils eligible for PP are given opportunities to access extra-curricular sport activities (in and out of school) so that they develop the knowledge about and opportunities to keep fit and healthy. Pupils will also have a sound

		awareness of healthy lifestyles through assess of our RHE curriculum.
H.	Improved attendance for pupils eligible for PP across the school to ensure it is consistently 97% or above. Regular engagement with parents to discuss issues preventing pupils' attendance and arrange provision to support them in ensuring they attend.	All pupils eligible for PP will have an attendance rate of 97% and above each term.

## Planned Expenditure - Quality Teaching for All

Academic Year: 2020/2021					
The information below provides guidance of how pupil premium funding will be utilised to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of Teaching For All					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Implementation Review
A. Improved communication and language skills for pupils eligible for PP – across Foundation Stage and KS1.	<p>Discussions half termly with class teachers around PP children's attention / listening, understanding and spoken language.</p> <p>Staff meetings with Foundation and KS1 teachers highlighting progression of these skills.</p> <p>During TA meetings with HT, SENCo or PP Champion ensuring discussions around communication and language are high profile.</p> <p>As part of SIP targets relating to Year R – team have a focus on developing this area for all children.</p>	<p>In order to maintain focus on children's development in C&amp;L discussions with class teacher to raise profile.</p> <p>CPD on the importance of attention and listening in readiness for learning – this goes across KS1.</p> <p>Sutton Trust: Oral Language Overall, studies of oral language interventions consistently show positive impact on learning, including on 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.</p>	<p>Meetings with class teachers recorded on individual learning plans/ pupil premium provision sheets.</p> <p>Monitored by target group meetings – C&amp;L focus for Year R data.</p> <p>In school training and sharing of resources from Resourced Provision for staff on attention &amp; listening, understanding and spoken language.</p>	<p>Phillippa Longman (Headteacher)</p> <p>Laura Flood (PP Champion Deputy Head)</p> <p>Becca Hall (SLRP Manager)</p>	Half Termly
B. Develop Learner for Life Skills as well as social and emotional learning skills for all pupils eligible for PP.	<p>Continued school focus on Growth mind set (redesign and relaunch of these).</p> <p>School introduction of Talk to Ted – awareness of emotional needs for children.</p> <p>Redesign/launch of our 'Hiltingbury Heroes' (Learners for Life)</p>	<p>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.</p> <p>As a school we are have a focus of Growth Mind Set for all children and staff.</p> <p>Talk to Ted is a new school initiative to encourage openness from children about their social and emotional well-being.</p> <p>Both Lower ability and Higher ability pupils eligible for PP can show to be less resilient to</p>	<p>Focus group discussion with selected children eligible to PP – essential life skills, feelings about learning.</p> <p>Monitoring Talk to Ted in class – are all children accessing this.</p> <p>Evidence from discussions with class teachers at target group meetings.</p> <p>Class monitoring visits, book scrutinise to provide some evidence on observed learning behaviours.</p>	<p>Phillippa Longman (Headteacher)</p> <p>Laura Flood (Deputy Head/PP Champion)</p> <p>Katie Davies (RHE lead)</p>	Half Termly

		making mistakes and therefore we want to ensure they also maintain a Growth Mind Set.	Support with differentiated planning, where needed, to enable children to feel confident and proud in their learning.		
C. Improve English skills in applying phonics in reading and writing for KS1 pupils eligible for PP.	Whole school focus on improving teaching strategies for spelling / application.	Phonics and spelling are a school development focus in order that children are making good progress in this key area of Literacy. Setting clear expectations, moderating within school and reflecting on barriers will aid adaptations to planning	Book scrutiny English Learning walks	Laura Flood  Senior Leadership team  Alice Feltham (Literacy Lead)	Half termly
D. Class teachers to have ownership of ways children are additionally supported or focussed on in class learning. In addition, for the liaison between class teachers and TAs running interventions to have impact through good communication. Targets / focus to be shared with children for their ownership.	Continued / improving meetings and discussions with class teachers to identify the needs and strategies for focus PP children.  Class teachers providing additional in-class focus for PP children engaging in feedback and self-regulation strategies.  Children to be further engaged in understanding their strengths and needs.	Sutton Trust evidence shows Feedback and Metacognition and self-regulation to be highly effective.  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.  Children being engaged in understanding their success and next steps have evidence of positive impact in learning.	Class monitoring visits, book scrutinise and planning scrutiny.  Target group meeting discussions.  Pupil voice meetings.  Support with differentiated planning, where needed, to enable children to access the curriculum and make steps in lessons.	All Staff  Senior Leadership team  Laura Flood (PP Champion)	Half termly
E. Catch up curriculum (quality first teaching for all)/funding and RHE curriculum will ensure that key learning (knowledge and skills) from previous years' curriculum is delivered and personalised to rapidly close the 'gaps' in knowledge and skills and teach content not taught or	Inset Day – Discussions and planning for the catch up curriculum.  Quality first teaching for all – learning is planned to teach missed content and address gaps in learning. Opportunities are created for children to revisit prior teaching and demonstrate what they know, understand and can do.  Clear communication at parents evening and	All children have experienced unprecedented disruption to their education as a result of Covid 19. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. We cannot assume that all children have had the same experiences at home during lockdown despite the same 'home learning' being set. Therefore, we need to ensure that we prioritise rapidly closing the 'gaps' in knowledge and skills and teach content not taught or not taught in sufficient depth.  Catch up plans and strategies will be implemented effectively using the school	Class monitoring visits, book scrutinise and planning scrutiny.  Target group meeting discussions.  Pupil voice meetings.  Support with differentiated planning, where needed, to enable children to access the curriculum and make steps in lessons.	All Staff  Senior Leadership team  Laura Flood (PP Champion)	Half termly

not taught in sufficient depth.	before/after to provide feedback (virtual or otherwise).  Personalised learning tasks that build on what children already know, understand and can do and time with an adult to facilitate this.  Assessment and transition time to get to know ALL children and their abilities/next steps for future learning.	planning guide 2020-2021 to highlight effective practice.  There is evidence that reiterates the importance of great teaching to support all pupils, especially the most disadvantaged (EEF, 2020-2021).  Teachers, teaching assistants and other adults can provide targeted support including how to link structured one to one or small group intervention to classroom teaching, is a key component for effective planning (EEF, 2020-2021).	Catch up funding is used to provide small group and one to one interventions.		
<b>Approximate budgeted cost of PP Quality Teaching for all</b> Supply cover for class teacher release £1,500 Release for subject leads linked to PP priorities (PSHE, English and SLCN) - £750 PP champion leading time £3750 In class TA support / boosters / small group £2177.00 Leadership time £2200  PM Benchmarking: Reading Assessment Resource 1 - £262.50			<b>Academic Year 2020-2021 Approximate Total:</b> £10,639.50		

### Planned Expenditure - Targeted Support

Academic Year: 2020/2021					
The information below provides guidance of how pupil premium funding will be utilised to provide targeted support.					
Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Implementation Review
A. Improved communication and language skills for pupils eligible for PP	Small Group or 1:1 support with TA.	In order to maintain focus on children's development in C&L discussions with class teacher to raise profile.	Data evidence Observation of groups. Pre and post assessment alongside class teachers	Laura Flood (PP champion)	Half termly

<p>- across Foundation Stage and KS1.</p>	<p>Attention and listening games (Schools Therapy Pack for advice). Phonological Awareness - pre phonics.</p> <p>Barrier games ICWL</p> <p>Social communication and language groups</p>	<p>CPD on the importance of attention and listening in readiness for learning - this goes across KS1.</p> <p>Sutton Trust: Oral Language Overall, studies of oral language interventions consistently show positive impact on learning, including on 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.</p> <p>Sutton Trust: Small group tuition Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition</p>	<p>Class teachers' feedback from parents</p>	<p>Becca Hall (SLCRP Manager)</p> <p>Class Teachers</p>	
<p>B. Develop learning skills (Learner for Life Skills and growth mind set) for all pupils eligible for PP.</p>	<p>ELSA supervision for identified pupils.</p> <p>Pupil conferencing 1:1 with PP children.</p> <p>TA small group discussions or 1:1 identifying the positive learning behaviours.</p> <p>1:1 time giving feedback on class work.</p> <p>PP children to have a target on the individual learning plan linked to growth mindset/learner for life skills.</p>	<p>Teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning.</p> <p>Meta Cognition and Growth Mindset Sutton Trust: In 2015, evaluations of an intervention based on "Growth Mindsets" research found gains of between two and five additional months' progress.</p> <p>Collaborative working The impact of collaborative approaches on learning is consistently positive, but it does vary so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.</p>	<p>Pupil conferencing Data evidence: Impact on class work</p>	<p>Phillippa Longman (Headteacher)</p> <p>Laura Flood (Deputy Head/PP champion)</p> <p>Class Teachers</p>	<p>Half termly</p>
<p>C. Improve English skills in applying phonics in reading and writing for KS1 pupils eligible for PP.</p>	<p>TA small group or 1:1 phonics / spelling as directed by class teachers.</p> <p>TA / Teacher feedback time in class additional</p>	<p>Feedback Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p>	<p>Data evidence - phonics testing Book scrutiny and evidence</p>	<p>Phillippa Longman (Headteacher)</p>	<p>Half termly</p>

	focus on pupils eligible for PP.	<p>Feedback studies tend to show very high effects on learning. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.</p> <p>1:1 / small group tuition Evidence indicates that one to one tuition can be effective, on average accelerating learning.</p> <p>Sutton Trust: Phonics 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.</p>		<p>Laura Flood (Deputy Head/PP champion)</p> <p>Class Teachers</p>	
D. Class teachers to have ownership of ways children are additionally supported or focussed on in class learning. In addition, for the liaison between class teachers and TAs running interventions to have impact through good communication. Targets / focus to be shared with children for their ownership.	<p>Specific staff role at 'pupil premium champion' to support discussion / provision and progress.</p> <p>Additional TA hours for interventions extra to the class support.</p>	<p>Effective communication is key in schools. Additional 1:1 and small group interventions will be more effectively targeted and delivered when the class teacher involved. Support from an additional staff member ('pupil premium champion) hopes to support the direction and focus for the teacher by providing time for professional collaboration.</p> <p>Sutton Trust: Feedback Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Feedback studies tend to show very high effects on learning. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.</p>	<p>Individual tracking of interventions, impact and data for pupils eligible for PP.</p> <p>Target groups meeting with SLT.</p> <p>Feedback from class teachers and TAs on their support and understanding of pupil premium.</p>	<p>Phillippa Longman (Headteacher)</p> <p>Laura Flood (Deputy Head/PP champion)</p> <p>Class Teachers</p>	Termly
E. Catch up curriculum (quality first teaching for all)/funding and RHE curriculum will ensure that key learning (knowledge and skills) from previous years' curriculum is delivered and personalised to rapidly close the 'gaps' in knowledge	<p>Specific staff role at 'pupil premium champion' to support discussion / provision and progress.</p> <p>Additional TA hours for interventions extra to the class support.</p> <p>Work with parents to share individual learning plan - shared ownership of targets (gaps in knowledge and skills).</p>	<p>The EFF Teaching and Learning Toolkit will be used to support teachers and school leaders in determining the strategies that will be used for individual pupil premium funding.</p> <p>Teachers and teaching assistants will provide targeted academic support that will be linked to classroom teaching as evidence suggests this is an effective Pupil Premium Strategy (EFF).</p> <p>Focusing on high quality remote learning will always be valuable for pupils. Planning a well implemented remote learning strategy can be</p>	<p>Individual tracking of interventions, impact and data for pupils eligible for PP.</p> <p>Target groups meeting with SLT.</p> <p>Feedback from class teachers and TAs on their support and understanding of pupil premium.</p>	<p>Phillippa Longman (Headteacher)</p> <p>Laura Flood (Deputy Head/PP champion)</p> <p>Class Teachers</p>	Half Termly

and skills and teach content not taught or not taught in sufficient depth.	Personalised learning tasks that build on what children already know, understand and can do and time with an adult to facilitate this.	effectively combined to revisit key learning and foster independent learning (home learning, learning videos to be used in lessons to address misconceptions or move on in their learning) (EFF, 2020-2021).	All pupil premium children will have individual learning plans that will be used responsively and shared with parents.		
<b>Approximate budgeted cost of PP Targeted Support</b> PP TA support 1:1 / small groups (2 TAs- one morning and one afternoon session) £2530.00 ELSA £1000 PM Benchmarking: Reading Assessment Resource 2 - £262.50			<b>Academic Year 2020-2021 Approximate Total:</b> £3792.50		

### Other Approaches – Pupil Premium

Academic Year: 2020/2021					
The information below provides guidance of how pupil premium funding will be utilised in other approaches to provide targeted support.					
Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Implementation Review
F. For parents to understand targets for their children and be supported with strategies for these at home.	Parents to be more actively involved in the targeted support in place for pupils eligible for PP. All eligible children for pp will have a personal learning plan and book that parents will be involved in.	<p>Sutton Trust: Increasing parental engagement in schools had on average two to three months' positive impact.</p> <p>Prompting greater parental engagement through different means; can deliver positive impacts.</p> <p>Parents whose own experiences of school may not have been positive will need to be taken into consideration when working with parents.</p> <p>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.</p>	<p>Record of parental workshops around reading, writing and maths.</p> <p>Support parents in developing skills in ICT so they can access remote learning.</p> <p>Records of Hiltingbury Hub attendance (Spring/Summer term)</p> <p>Parent Communication Forms</p> <p>Explore social media as a platform to engage parents further.</p>	<p>Phillippa Longman (Headteacher)</p> <p>Laura Flood (Deputy Head/PP champion)</p> <p>Fran Masters (SENCO)</p> <p>Class Teachers</p>	Termly
G. Support trips and extra-curricular activities promoting children's experiences as well	Pupils eligible for PP are given opportunities to access extra-curricular sport activities (in and out of school) so that they	Evidence from Sports Funding impact of healthy living on learning.	<p>Pupil conferencing about school trips.</p> <p>Class information on physical development</p>	Phillippa Longman (Headteacher)	Termly

<p>as knowledge about keeping fit and healthy.</p> <p>Support funding for after school club if needed.</p>	<p>develop the knowledge about and opportunities to keep fit and healthy. Pupils will also have a sound awareness of healthy lifestyles through assess of our RHE curriculum.</p> <p>Support funding for after school club care.</p>	<p>Accessibility to extra-curricular activities to inspire and motivate children and families.</p> <p>Accessibility to after school care club to build self-esteem and socialisation and also to support families so children can come to school.</p>	<p>Talking to parents about success of sports or enthusiasm about school trips.</p> <p>Discussions with after school care club leaders.</p>	<p>Laura Flood (Deputy Head/PP champion)</p> <p>Class teachers</p> <p>Parents</p> <p>Liz Lane (After School Club Lead)</p>	
<p>H. Improved attendance for pupils eligible for PP across the school to ensure it is consistently 97% or above. Regular engagement with parents to discuss issues preventing pupils' attendance and arrange provision to support them in ensuring they attend.</p>	<p>All pupils eligible for PP will have an attendance rate of 97% and above each term.</p>	<p>Attendance may prove problematic in the upcoming academic year and have a disproportionate impact on disadvantaged pupils (EFF, 2020-2021).</p> <p>Some parents and carers may be hesitant to send their children back to school, which will require sensitive, supportive action.</p> <p>Clear planning around staggered drop offs and collections and discussions with parents who find this problematic.</p> <p>Any absence will be followed up on to ensure we can support as a school fully. (EFF 2020-2021).</p>	<p>Parent communication forms - when a child is absent.</p> <p>Monitor absence across the school against our targets but also particularly focus on pupil premium attendance.</p> <p>Remote learning in place to support absences caused by COVID 19 or local/wider lockdowns.</p>	<p>Phillippa Longman (Headteacher)</p> <p>Laura Flood (Deputy Head/PP champion)</p> <p>Class Teachers</p>	<p>Termly</p>
<p><b>Approximate budgeted cost of PP Targeted Support:</b></p> <p>After school club provision £1500  Trips and curriculum enhancements £1000  Books and equipment £200  IT equipment £628</p>			<p><b>Academic Year 2020-2021 Approximate Total:</b></p> <p>£3328.00</p>		
<p><b>Total Funding: £17, 760</b></p>					