

# Dogsthorpe Infant School



## Pupil Premium Grant 2022-23 – AUTUMN TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
<b>Academic</b>				
<b>Supporting Q&amp;T</b>  • <b>Reading</b>	Annual staff salary contribution & contribution to CPD £73,500  Resources £2000	Intervention TA to target 2 x Y2 PP children for TWLS (three times a week).	Children make accelerated progress of at least 3 steps across the term.	1 child has made 2 steps progress. 1 child has made 1 step progress. Both have made progress within the scheme. Confidence in reading has also grown.
		Intervention TA to target 4 x Y2 PP children for fine motor skills activities (once a week).	Improvement evident in accurate letter formation and improved pencil control.	Progress evident for all children. One child in particular is now able to organise their writing so that their writing is legible. Confidence in written recording has grown for all children
		CWBC to target 14 x Y1 PP chn for an additional read or TWLS (session to include emotional well-being check-in).	Children make accelerated progress of at least 3 steps across the term.	Unfortunately, this intervention did not take place. The CWBC's timetable was reviewed due to the needs of the school to cover staff absence.
		Reading Leader & Intervention TA to lead a weekly lunchtime reading club for 8 x PP children to encourage reading for enjoyment.	Before/after surveys show children's enjoyment of reading grows.	Due to staff absences, only 4 sessions took place. The Reading Lead shared: <i>"We realised the main aim for the first few sessions was concentration on an activity. We set up a creative activity alongside reading together. These will continue to help concentration, but they will be linked to a book each time."</i>
• <b>Developing Speech, Language and Communication skills</b>		Staff delivering SALT programmes to 6 x PP pupils (groups and 1:1) under the direction of Speech Therapists.	All children to achieve targets and make progress within their individual programme.	Children making progress within their programmes.
		2 x Y1 children to attend daily Attention Autism sessions.  1 x Y2 child to attend daily Attention Autism sessions	All children to make progress within programme demonstrating increased attention and engagement.	All children attended 4 sessions per week and are working at the maximum level of the group. Attention levels within the session are increasing.
<b>Well-being &amp; Enrichment</b>				
<b>Breakfast club</b>	£4370 <i>Staffing &amp; Food costs for the year</i>	8 x PP pupils invited to daily breakfast club for one term (further invites being sent).  Focus on healthy eating, positive transition into school and developing social skills.	Improvement in attendance, learning behaviours, self-confidence and self-esteem.	Teachers have shared the impact of children attending WWR&S: - Coming into class happier. - Greater participation in learning. - Calmer start to the day. - Improved confidence – joining in with discussion more. - No longer late.
<b>National Schools Breakfast Programme</b>	£1000 (20% contribution)	All children are offered a piece of bagel for breakfast when they arrive at school.	Children's basic needs are met to support them to be ready for learning.	The majority of children have a piece of bagel at the start of the day or during the day (i.e. playtime). Children enjoy this snack and the fact that some children request additional pieces is evidence that there is a great need for this provision. Children settle more quickly and calmly in the mornings. They are ready for learning and now see a bagel as part of their morning routine:

				<p>"I love having a bagel as it helps me to get ready for my learning"</p> <p>"Sometimes I get hungry after my breakfast at home so having a bagel stops me feeling grumpy until break time"</p>
<b>Trips/visitors</b>	£1500 <i>allocated for the year</i>	Contribution towards Autumn visits/visitors: Y1 – Cinema trip (Into Films Festival) Y2 – Theatre trip (The Snowman by Peterborough Music Hub) W/S – Christmas Panto	<p>All PP pupils to attend trips and access visitors.</p> <p>Positive feedback from children about trips/visitors (use of Chatterpix on SeeSaw).</p>	<p>Year 1 children enjoyed the cinema visit. For some, it was their first trip to the cinema. Children spoken to were able to talk about the film afterwards.</p> <p>Year 2 children loved the visit to the theatre. The vast majority had not been to a live show before or seen/heard a live orchestra.</p> <p>The panto was loved by pupils and staff! It was great to have everyone together as a school family enjoying a live performance, something which hasn't been possible over the last few years. For many of our children, this was the first panto they had experienced.</p>
<b>Emotional Literacy Support</b>	£23,500 <i>over the year for staffing, resources &amp; CPD</i>	CWBC to support 3 x PP pupils through 1:1 and group sessions to develop social and emotional skills.	Progress evident in priority areas identified through ELSA assessments.	Children are more able to talk and share how they are feeling and what makes them cross/sad/happy. Learnt strategies are then transferred into classroom to enable the children to feel more confident about sharing how they feel, what makes them feel this way and what they need to do to support how they are feeling. Children are becoming more confident in building secure and positive relationships with both adults and peers.
		5 x KS1 PP chn to participate in Therapy dog reading sessions (weekly).	Progress evident in reading and learning behaviours – confidence, cooperation, resilience etc.	Children enjoy these sessions very much. Confidence has grown e.g. a child who did not engage with Ruby is now happily sitting next to her and reading to her. Alongside social confidence, children have gained confidence with their reading, not only by moving up levels but also their acknowledgment that "Reading is fun" "I know Ruby likes me to read to her because she puts her head on my lap when I read" "Reading is good with Ruby, she wags her tail when she likes my reading"
		5 x KS1 PP chn to access lunchtime lego club with CWBC to focus on social skills and positive play.	Progress evident in priority areas identified through ELSA assessments.  Progress evident in learning behaviours – confidence, cooperation, resilience etc.	Unfortunately, this intervention did not take place. The CWBC's timetable was reviewed due to the needs of the school to cover staff absence.
<b>Promoting Positive Family Life</b>				
<b>Developing</b>	£17,600	FWBC to support PP families as the need arises through SCAN group referrals (including attendance) and EHAs.	Progress evident in priority areas identified for individual families.	- FWBC supported 14 families during the term with parenting strategies, Early Help Assessments, emotional/wellbeing, domestic

<b>Parent Partnership</b>	over the year for staffing, resources & CPD			<p>abuse, and attendance. Families were supported through home visits and school-based meetings.</p> <ul style="list-style-type: none"> <li>- 4 families were issued with a foodbank voucher.</li> </ul>
		<p>FWBC to support parental engagement in school life and supporting learning at home through:</p> <ul style="list-style-type: none"> <li>- Attendance at community coffee morning</li> <li>- Parent workshops (with children)</li> <li>- Parent groups (i.e. cooking on a budget)</li> </ul>	<p>Target parents to engage in sessions and impact evident in engagement in children's learning (i.e. reading at home, supporting Dojo activities etc).</p>	<ul style="list-style-type: none"> <li>- Christmas craft sessions - 10 families were invited, and 8 families attended. Both sessions consisted of sharing ideas with parents on budgeting for Christmas then the children joined to make Christmas cards and decorations.</li> <li>- Dogsthorpe Methodist Coffee morning – FWBC attends every Monday. To date no PP families have attended, but non-PP families have. FWBC has supported families attending with advice on parenting strategies, benefits and offering support to parents sharing their struggles of parenting children with additional needs.</li> <li>- FWBC is creating a list of PP families to encourage them to attend.</li> </ul>
		<p>FWBC to support targeted PP families where attendance is below 90%.</p>	<p>Improvement in attendance of PP group to close the gap between All children/PP/Non-PP.</p> <p><b>EOY data:</b> W/S = 91% PP = 89.78% Non-PP = 91.71%</p>	<ul style="list-style-type: none"> <li>- Due to intervention and building a relationship with parent by the FWBC, improvement is evident for a child who has a pattern of Monday and Friday absences.</li> <li>- Home visits completed with 4 families for absences.</li> <li>- Discussion with 2 families on lates.</li> </ul> <p><b><u>Autumn Term data:</u></b> W/S = 91.06% PP = 88.34% Non-PP = 92.55%</p> <p>Data shows the gap is widening so further work is needed with PP pupils with low attendance.</p>
<b>Other</b>	£500 over the year	<p>Family support e.g.</p> <ul style="list-style-type: none"> <li>- Transport costs to support children coming to school</li> <li>- Uniform costs</li> </ul>	<p>PP families supported in and out of school as appropriate.</p>	<ul style="list-style-type: none"> <li>- Support to fund after-school care given during a challenging time for a family.</li> <li>- Uniform given to families who request help (this was done via donations of clothing).</li> </ul>