

Dogsthorpe Infant School



Pupil Premium Grant 2023-24 – AUTUMN TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
Academic				
Supporting Qft	Annual staff salary contribution & contribution to CPD £92,000 Resources £2000 (We will be claiming NTF for one TA for two terms)	<u>Year 2 - READING</u> Classroom provision and intervention to target 9 x PP children for additional reading (including BRP), targeted Spotlight activities and phonics interventions.	To achieve 2b by the end of the Autumn term.	2/9 achieved 2b by the end of the Autumn. Children made progress towards target. On reflection, the target was too high for some children.
		Classroom provision and intervention to target 2 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	To make at least 2 steps progress by the end of the Autumn term.	Both children made 2 steps progress in Reading during the term.
		<u>Year 2 - WRITING</u> Classroom provision to target 9 x PP children for additional writing support, including handwriting and phonics intervention.	To achieve 2b by the end of the Autumn term.	2/9 achieved 2b by the end of the Autumn. Children made progress towards target. On reflection, the target was too high for some children.
		Classroom provision to target 2 x PP children for additional writing support, including handwriting and phonics intervention.	To make at least 2 steps progress by the end of the Autumn term.	Despite additional support, neither made two steps progress during the term.
		<u>Year 2 - MATHS</u> Classroom provision to target 12 x PP children for targeted Spotlight activities and interventions.	To achieve 2b by the end of the Autumn term.	A further PP child added = 13. 7/13 children achieved 2b.
		<u>Year 1 - READING</u> Classroom provision and intervention to target 10 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	To achieve 1b by the end of the Autumn term.	1 child left school during the term. 8/9 children achieved 1b.
		Classroom provision and intervention to target 5 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	To make at least 2 steps progress by the end of the Autumn term.	1 child left school during the term. 2/4 children made 2 steps progress. 1 child made 1 step.
		<u>Year 1 – PHONICS</u> Classroom provision and intervention to target 3 x PP children.	To recognise all Phase 2 phonemes.	Whilst target children made progress, they did not secure all Phase 2 phonemes.
		4 x PP children to access targeted intervention (additional Phonics and/or Precision Teach).	To be on track at the end of the Autumn term to pass PSC in Summer 2024.	2/4 children achieving 20+ in PSC practice = on track. 2/4 children achieving 15-19, further support needed.
		3 x PP children to access targeted intervention, 4 x times afternoons.	To recognise all Phase 2 phonemes.	Whilst target children made progress, they did not secure all Phase 2 phonemes.
<u>Year 1 – WRITING</u> Classroom provision to target 3 x PP children for additional writing and phonics support.	To use Phase 2 phonemes to write CVC words.	1/3 children achieved target. 1/3 made good progress but not yet independent.		

		Year 1 – MATHS Classroom provision to target 6 x PP children for targeted Spotlight activities and interventions.	To be able to recognise numbers to 5/10 and count reliably to 5/10.	5/6 children achieved target.
• Developing Speech, Language and Communication skills		Staff delivering SALT programmes to 6 x PP pupils (groups and 1:1), supported by SALT as appropriate.	All children to achieve targets and make progress within their individual programme.	All children in SALT are making progress. Some have achieved targets and moved onto their next letter sound. Others are making progress within their letter sound. One of the children left part way through the term.
		2 x Y1 children to attend Attention Autism sessions with Specialist Support Teacher x 3 a week.	All children to make progress within programme demonstrating increased attention and engagement.	2 x Y1 children have changed intervention and using Curiosity programme with limited progress. Attention Autism deemed unsuitable for them. The Y1 children were replaced by 2 x EYFS children and these children are making progress.

Well-being & Enrichment

Trips/visitors	£1 500 <i>allocated for the year</i>	Contribution towards Summer visits: EYFS – Atomic Tom Y1 – Into Film Festival cinema trip Y2 – Fire of London experience	All PP pupils to attend trips. Positive feedback from children about trips/visitors (use of Chatterpix on SeeSaw).	<ul style="list-style-type: none"> All three Reception classes enjoyed Atomic Tom and were 'wowed' by the bubbles created. Chn followed instructions to create their own different shaped bubbles. They continued thinking about blowing and bubbles throughout their topic. They blew bubbles to paint in EAD and in made links with Literacy and the Big Bad Wolf to blow their hosed down during indoor and outdoor role play. Year 1 enjoyed a trip to the cinema to watch a film. They linked their learning to their topic about their local area as they observed environments beyond their locality. The trip sparked imagination in their roleplay as they created tickets and acted out films. Some children opted to write a small recount of their trip during Play and Learn, evidenced on Seesaw. Year 2 children enjoyed the online Fire of London experience. They engaged with the characters from 1666 and used what they learnt alongside their English unit of work. Fire of London information was shared on SeeSaw and in a non-fiction text.
Emotional Literacy Support	£9000 <i>over the year for staffing, resources & CPD</i>	CWBC to support 5 x PP pupils through 1:1 and group sessions to develop social and emotional skills.	Progress evident in priority areas identified through staff discussions.	<ul style="list-style-type: none"> Children are more aware of their emotions and able to self-regulate using strategies taught. Children are beginning to develop own self-help strategies when becoming dysregulated and share with chosen adults when need additional support. Half-termly check ins with teachers about targeted children – all settled and more confident in coping with their social and emotional skills development.

Promoting Positive Family Life

Developing Parent Partnership	<p>£19,000 <i>over the year for staffing, resources & CPD</i></p>	<p>FWBC to support PP families as the need arises through SCAN group referrals (including attendance) and EHAs.</p>	<p>Progress evident in priority areas identified for individual families.</p>	<p>21 families supported by:</p> <ul style="list-style-type: none"> • Signposting to EBPP – parents have grown in confidence in dealing with challenging behaviour. • Parent support with behaviour management at home - parents have grown in confidence in dealing with challenging behaviour. • Welfare checks on children absent from school – this has ensured children were safeguarded. • Home visit to gather information where a child has a parent in prison – Support offered, and mum makes mum school aware of contact visits with the father. • Signposting and offering support with parental drug use – no further incidents have occurred where drugs have been smelt on the parent. • Registering new children to the school – information was gathered about child's history and shared with appropriate persons to ensure the child and family are supported. • Supporting children with the therapy dog – all the children have grown in confidence and self-esteem. • Supporting parents to complete DLA forms – reduced parental anxiety. • Attending TAF and CIN meetings – working through an action plan to help improve the family's life, supporting the parent in the meetings. Parents have grown in confidence through managing their child's challenging behaviour, they are less anxious. • Emotional support for parents through the CSC system – reduced parental anxiety. • 1:1 & group friendship work – children have a better understanding of what makes a good friend. Learnt turn taking, resilience and patience. • 1:1 drawing & talking – children were able to process their thoughts and make sense of their feelings and experiences. • Attendance meetings – identifying if there are any concerns or reason for the poor attendance and offering support and advise to parents to improve lates and attendance. This has help improve the attendance of 3 families.
		<p>FWBC to support parental engagement in school life and supporting learning at home through:</p> <ul style="list-style-type: none"> - Attendance at community coffee morning. - New weekly 'Chill and Chat' parent group. - Parent workshops – supporting/delivering sessions. 	<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>	<p>2 families supported at 'Chill & Chat' and coffee morning around advice and support with SEND.</p>

		FWBC to support targeted PP families where attendance is below 90%.	<p>Improvement in attendance of PP group to close the gap between All children/PP/Non-PP.</p> <p>EOY data 22-23: W/S = 92.41% PP = 90.28% Non-PP = 93.71%</p> <p>Gap between PP and Non-PP = 2.82%</p>	<ul style="list-style-type: none"> Meeting with 3 families to discuss concerns about late arrivals. 2 families we have seen an improvement in lates, with one family having no lates since meeting with them. Absences have also improved. <p>End of Autumn data 2023: W/S = 92.82% PP = 90.72% Non-PP = 94.07%</p> <p>Gap between PP and Non-PP = 3.35% We acknowledge the gap is growing and we be reviewing procedures and strategies in the Spring term.</p>
		FWBC to support 4 x PP Young Carers through regular 1:1's, group sessions and Therapy dog reading sessions.	<p>Young Carers understand their important role.</p> <p>Young Carers give positive feedback about the group activities.</p> <p>Progress evident in reading and learning behaviours – confidence, cooperation, resilience etc.</p>	<ul style="list-style-type: none"> Class teachers have reported how the children are more settled in class and how the children look forward to the group. The children have formed strong relationships with each other and freely discuss what makes them a young carer. The children take a lead in the decision making of what activities happen in the group. The children who read with Ruby have increased in confidence over the term. Some have gone up a reading level. The children have used Monster Phonics to sound out words they are finding difficult to say. Spending time petting Ruby has increased their self-esteem as they talk about their experiences and any pets they have.
Other	£350 <i>over the year</i>	<p>Family support e.g.</p> <ul style="list-style-type: none"> - Transport costs to support children coming to school. - Uniform costs. 	PP families supported in and out of school as appropriate.	Families supported with free uniform when required. No expenditure for the Autumn term.