**Dogsthorpe Infant School**

**Pupil Premium Grant 2020-21 – SUMMER TERM**

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| **Focus** | **Budget** | **Actions** | **Success Criteria** | | **Outcomes/Impact** |
| **Academic** | | | | | |
| **Specialist Teaching and Interventions** | Annual staff salary contribution  £80,000  CPD  Allocation £5000  Resources  £1000 | Intervention TA to target 3 x Year 2 PP children for BRP. | Children identified for BRP to make at least expected progress within the programme. | | 2 x Y2 children made expected progress within scheme.  1 child made progress within the scheme and was predicted to make progress if support had continued. |
| Additional teacher delivering colourful semantics writing intervention for 4 x PP children. | Children accessing intervention to make at least expected progress. | | Children received intervention outside of the classroom to introduce colourful semantics. However, it did not have the desired impact upon writing in class. Once class teachers began to use it within the classroom, the children were able to use it with more success in their writing. |
| Y1 TAs running the following interventions:  Fine motor skills – 3 x PP child targeted  BRP – 4 x PP children targeted | Children accessing interventions to make at least expected progress. | | **Fine Motor Skills:** 3 x Y1 children made progress in FMS intervention using write from the start scheme.  **BRP:** 7 x Y1 children were targeted in Summer 2. 1 child made expected progress within scheme.  6 children made more than expected progress. |
| Additional teacher in EYFS running the following interventions:  Phonics – 13 x PP children targeted  Maths – 11 x PP children targeted | Children accessing intervention all make at least expected progress. | | **Phonics** = 12 chn targeted for 1:1 or group intervention. All 12 increased their score in Phase 2 assessment with 8 of these 12 moving onto Phase 3 assessment in May.  **Maths** = Of the 11 PP chn targeted, 7 were focusing on Number and 4 were focusing on SS&M intervention.  4/7 children made at least 3 steps progress in Number (March-May).  All 4 children made at least 1 step progress with 2 children making 4 or more steps progress (March-May) in SS&M. |
| EYFS TAs running the following interventions:  Fine motor skills – 9 x PP children targeted.  Additional reading – 3 x PP children targeted.  Talk Boost – 3 x PP children targeted | Children accessing intervention all make at least expected progress. | | **Fine motor skills:** 8 chn accessed additional support. 7/8 children made the targeted 1 level progress by May data capture through in class action and TA intervention.  EOY data:  1 child made 1 step progress.  2 children made 2 steps progress  2 children made 3 steps progress  2 children made 5 steps progress  1 child made 8 steps progress  **Reading:** 2/3 children made 2 steps progress March-May.  **Talk Boost:** The programme was not fully completed so there are no scores to compare.  Data shows progress in Communication and Language over the summer term despite the intervention being run for only a couple of weeks for 2 classes (2 chn).  The Talk Boost Lead and class teacher reported an increase in talking in the class that had completed 9 weeks out of the 10 (1 child). |
| Teacher allocated to deliver specialist teaching for children with additional needs (Star Pod). | Children accessing the Star Pod to make progress towards EHCP/IPM targets. | | Children in Star Pod achieved identified targets and worked on other areas as advised by external professionals including SALT. All children’s communication skills increased and teacher knowledge of how to support developing communication skills grew. |
| **Developing Speech, Language and Communication skills** | Staff covering delivery of SALT programmes to 8 x PP pupils (groups and 1:1) under the direction of Speech Therapists. | All 8 children to achieve targets and make progress within their individual programme. | | All children were reviewed initially by SALT therapists who were pleased with progress made towards targets. All children have made progress within programmes. |
| **Well-being & Enrichment** | | | | | |
| **Breakfast club** | £3500  *Staffing & Food costs for the year* | *Due to the current restrictions which is impacting on the deployment of staff, Breakfast Club will not run for the rest of this academic year.* | | | |
| **Trips/visitors** | £3000  *allocated for the year* | EYFS – Visit for Animal topic.  Y1 – Seaside Sparkly Start – ice-cream van  Y2 – Circus clown visit | All PP pupils to attend trips and access visitors.  Positive feedback from children about trips/visitors. | EYFS – children enjoyed the workshop, although Covid prevented this being a ‘hands on’ experience.  Y1 – children loved the ice-cream van, even though it was raining!  Y2 – each Y2 class accessed a workshop with Doody and talking about this as one of their favourite Y2 memories. | |
| **Emotional Literacy Support** | £25,000  *over the year for staffing, resources & CPD* | CWBC to support PP pupils through 1:1 and group sessions to develop social and emotional skills. | Progress evident in priority areas identified through ELSA assessments. | Due to staffing pressures, CWBC was often re-directed to teach. However, regular 1:1/group support was given to targeted children as much as possible. These children became more settled in class and began to recognise their own emotions. Children who found self-regulation difficult, developed a toolkit of strategies to manage more independently. | |
| **Promoting Positive Family Life** | | | | | |
| **Other** | £3000  *over the year* | Family support e.g.   * Transport costs to support children coming to school * Uniform costs * Support for medical needs * Support during Covid – food vouchers for children isolating. | PP families supported in and out of school as appropriate. | | Food vouchers provided for children isolating due to own symptoms or being a close contact. |
| **Developing**  **Parent Partnership** | £20,000  *over the year for staffing, resources & CPD* | 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. | | **During the Summer term the following work was completed with PP families:**  4 x EHAs  4 x MASG referrals  3 x MASG Panel meetings attended during summer holidays.  31 children and families supported in total for various reasons e.g. family support, welfare checks, safeguarding, etc. |