

Dogsthorpe Infant School



Pupil Premium Grant 2017-18: SUMMER TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
Academic				
Literacy and Maths Interventions	Annual staff salary contribution £59,000 Actual spend over the year = £58,078.23	BRP - TA 3 x Year 2 pupils to work access 10 week reading intervention programme.	Children to make at least 4 reading recovery book bands progress over 10 weeks.	1 child made 4 levels progress. 1 child made 4 levels progress. 1 child made 5 levels progress.
		Additional Reading – TAs 11 x Y2 children to be targeted as hot list readers. (8 targeted as 2s) 3 x Y1 children to increase word recognition with flashcards. 8 x Y1 children to be targeted as hot list readers. 5 x EYFS reading 1x per week extra read/hot list.	8/11 to achieve 2s by EOY. 3/11 to make at least 2 steps progress. Children to make at least expected progress (2 steps). Children to make at least expected progress (2 steps). Children to achieve ELG by EOY.	Of the 8 targeted to achieve 2s, 7 achieved this. Of the 3 targeted for 2 steps progress, 2 made 1 step and 1 made 3 steps progress. 1 out of 3 made 2 steps. 2 out of 3 made 1. (1=SEN) 6/8 – 2 steps 2/8 – 1 step (1=SEN) 4/5 – achieved ELG (1/5- SEN)
		Literacy Support – Teacher Intervention Manager to teach a small group of children working within Band 1 during Literacy each day. This will enable class teachers to focus on PP children in class who need to make accelerated progress.	7 x PP children across 2 classes to achieve Band 2s by EOY. 4 x PP children in focus Literacy group to be able to independently write a simple sentence that can be read by others.	All 7 children achieved band 2s by EOY. When children returned to class, they were able to successfully access Literacy lessons. 3 out of 4 were able to write a sentence independently. 1/4 could with 1:1 support appropriate to child's needs.
		Support Teacher Additional teacher for 2 days per week to focus in one Year 1 class to teach a group of children working during Literacy and Maths. Class teacher to lead afternoon interventions focusing on Literacy.	Children in target groups to make accelerated progress of 3 steps over the term.	4 PP children in target class (one PP child left) – Reading: 2/4 made 2 steps progress. 2/4 made 1 step progress. Writing: 2/4 made 3 steps progress. 1/4 made 2 steps progress. 1/4 made 1 step progress.

				<p>Maths: 3/4 made 2 steps progress. 1/4 made 1 step progress.</p>
		<p>Phonics – Teacher 5 x Y2 PP pupils to access small group phonics daily.</p>	All 5 children working confidently within Phase 5 by the end of the year.	All children working within Phase 5 by EOY.
Developing Speech, Language and Communication skills		5 x PP pupils access 1:1/small group S&L intervention with Communication Mentor 2-3 times per week.	SALT targets achieved.	All 5 children achieved their SALT targets and moved on within their programmes. Episode of care now closed for 3 children for vocab groups.
Parental Engagement in Reading	£100 <i>Staffing & refreshments</i>	Weekly TEATIME family club (reading, make a snack and play a game). Staff to model good practice (e.g. questioning, use of phonics) when reading with child.	Regular attendance at club. Positive feedback from families. Parents reading with children effectively during club time.	Children and parents reported enjoying coming to club. Only 3 families engaged but attended regularly. Reading time was effective when children engaged.
Well-being				
Breakfast club	£1500 <i>Annual cost</i> Actual cost over year = £1700	8 x PP pupils to daily breakfast club for one term. Focus on healthy eating, positive transition into school and developing social skills.	Class teachers report that children are ready for learning and have a smooth transition into school.	All children transitioned into school calmly and were ready for learning when they entered the classroom. Club provided support for families experiencing a range of issues.
Developing Parent Partnership	£18,000 Actual cost over year = £24k	Family Well-Being Champion to work with parents of PP children whose attendance is below 94% and/or are late on a regular basis. Support PP families as the need arises through EHAs.	Attendance of target children is at least 95%. Reduction in lates. Improvements seen in My Star/Family Star assessments.	<p>End of Summer Term Attendance: PP cohort = 94% (increase of 2% from Spring) Non-PP cohort = 95% (increase of 1% from Spring) Whole school = 95% (increase of 2% from Spring)</p> <p>Sept-July Attendance: PP cohort = 93.90% Non-PP cohort = 95.04% Whole school = 94.69%</p> <p>Whilst we acknowledge PP attendance remains below the target of 95%, we have seen improved attendance from key children over the year.</p> <p>The Rainbow Team worked with 18 PP families offering varying levels of support. Some families are being supported by both</p>

				<p>members of the team, whilst others are just supported by one professional, this is assessed according to need.</p> <p>Using My Star/Family Star assessments, action plans are in place for families requiring a more intense level of support. Reviews demonstrate that progress is being made in the identified areas where support has been given.</p>
Emotional Literacy Support (inc CPD)	<p>£11,500</p> <p>Actual cost over year = £13,810</p>	Identified PP pupils to access weekly support from Child Well-Being Champion to develop social and emotional skills.	<p>Progress seen in 'My Star' assessments.</p> <p>Positive change in pupils observed by teachers. Increased attendance when appropriate.</p>	<p>My Stars demonstrate that progress is being made in the identified areas where support has been given.</p> <p>All PP children accessing support made good progress against their individual targets. Teacher feedback shows that children came into school calmly, were happier in class, persevered at tasks more readily and there were generally less incidents. The CWBC directed support where needed and would do 'ad-hoc' sessions if a child came to school unsettled.</p>
Target Talk Time sessions	<p>£200</p> <p>Supply costs</p> <p>Actual cost over term = £0</p>	To aid transition, each KS1 teacher to be allocated 1 hour to meet with PP pupils in new class to share pieces of work they are proud of.	Teacher has a clear knowledge of PP pupils in new class.	SLT planned an additional transition day in and teachers visited new classes during release time.
Other	<p>£600</p> <p>Actual cost Spring/Summer = £1178</p>	Support target PP children as needed e.g. alternative educational provision, transport etc.	<p>Alternative provision: Targeted children to have positive experiences.</p> <p>Transport: Targeted children attend school every day and on time.</p>	PP children targeted for alternative provision had significantly less behavioural incidents in school. A noticeable improvement in social and emotional skills as well as clear enjoyment of the visits – lots of talking about activities accessed.
Enrichment				
Termly activity	<p>£200</p> <p>Contribution towards staffing costs & resources</p>	Targeted PP pupils in all year groups to attend weekly Forest Schools club.	Targeted pupils achieve Forest Schools learning outcomes.	<p>Results from Pupil Questionnaires:</p> <p>What did you know about FS before starting the club?</p> <p>5/10 of the children did not know what it was and the other 5 only knew because of the letter sent.</p> <p>Did they enjoy FS?</p> <p>9/10 said yes and 1/10 said no because they did not like wearing the waterproofs!</p>

				<p>When asked what they had learnt in FS, all children could say at least one thing they had learnt. Some examples being how to use the tools, how to build a den, how to stay safe, something about the Elder wood and how to make a fire.</p> <p>Would they do FS again? 9/10 children said yes. 1/10 said no.</p>
Family Learning	<p>Costs absorbed within 'Developing Parent Partnership'</p>	<p>PPC to lead 'Let's get cooking' with focus on cooking healthy meals on a budget. Offer individual support to families as appropriate.</p>	<p>100% attendance at cooking group. Improvements in parents' knowledge of healthy food/cooking seen in before/after questionnaire.</p>	<p>The group ran for 3 weeks with a focus on 5 EYFS families. All 5 attended the first session and 4 families attended the other two sessions. All families said they enjoyed the group and 90% said the group had encouraged them to cook with their child more at home.</p>
Trips/visitors	<p>£1000 <i>allocated for the year</i></p> <p>Actual spend over the year = £980.08</p>	<p>Support Year 2 PP pupils to attend Mountfitchet Castle trip.</p>	<p>All PP pupils to attend trips/visitors. Positive feedback from children about trips/visitors.</p>	<p>Children loved the trip and, for the vast majority, it was their first trip to a castle. Their excitement and new-found knowledge was clearly evident in both their Literacy and their History.</p>
Community project	<p>£100 <i>Contribution to resources</i></p> <p>Actual spend = £25</p>	<p>7 x PP children to access intergenerational gardening project at Olive Gardens (weekly sessions for 10 weeks).</p>	<p>Children make progress according to their individual targets (e.g. behaviour, confidence etc).</p> <p>Children make at least expected progress in CL, UW and PSED areas.</p>	<p>Due to some weeks being missed, we decided to extend this project until the end of the Summer term so the same group of children visited the gardens during Spring and Summer. This also allowed the children to watch the seeds they planted grow and appreciate the fruits of their labour.</p> <p>All children accessing the Olive Gardens project made at least expected progress in CL, UW and PSED. Children were keen to share their experiences with others and made positive relationships with the two other community groups. The project was concluded with a picnic (eating some of the foods grown) with members of the Olive Gardens team, church, children and parents.</p>