

Dogsthorpe Infant School.

Pupil Premium Strategy Statement, 2024-25

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	44% (107)
Academic year that our current pupil premium strategy plan covers	2024-25
Date this statement was published	23/12/24
Date on which it will be reviewed	Termly reviews followed by final review in Autumn 2025.
Statement authorised by	DR HELEN PRICE
Pupil premium lead	MRS BECKY WATERS
Governor / Trustee lead	MR LEE BOTRILL

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122,840

Part A: Pupil premium strategy plan

Statement of intent

We have a designated Pupil Premium Champion **MRS WATERS**, Headteacher. Mrs Waters works with the Learning and Teaching Managers to develop a termly action plan which addresses the needs of Pupil Premium children. Termly targets and actions are written in response to data with the aim of ensuring children in receipt of funding are given every opportunity to make at least expected progress and/or to achieve the 'Expected Standard' in Reading, Writing and Maths relevant to their year group. Supported by the other members of SLT, the Pupil Premium Champion monitors the quality of intervention programmes, analyses and tracks attainment and progress data, encourages parental engagement through parent/child learning events and workshops and carries out book looks and learning observations.

Funding will be allocated to:

- Ensure all children have good quality-first teaching in the classroom.
- Provide additional support through interventions (1:1 and groups) led by a teacher or TA.
- Provide pastoral support for children and their families (FWBC, CWBC and SENDCO).
- Ensure all children have the opportunity to participate in enrichment activities such as after school clubs and school trips.
- Provide support to meet the needs of specific families in challenging circumstances.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Due to the literacy skills or language skills of parents, many children are not supported with learning at home, especially reading.
2	Children's speech, language and communication skills are not age-expected. Many are language deprived and have limited vocabulary.
3	Children have limited enrichment experiences (e.g. trips to the zoo, museum etc). This means they do not always have a wider understanding of the world.
4	Children can find self-regulation difficult and require support with their social, emotional and mental health needs.
5	The life challenges some of our families face mean they find it difficult to support their child at home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise attainment and accelerate rates of progress in Reading, Writing and Maths.	Children achieve their half-termly targets leading to achievement of their EOY targets.
To raise aspiration, motivation and engagement in learning through a high-quality curriculum, including first-hand curriculum-based experiences.	<p>All year groups access high-quality learning opportunities through a bespoke curriculum developed to meet the needs of our children. This is underpinned by schemes of work for Maths, English, Music, Computing, RE and PSHE.</p> <p>All year groups have topic related visitors and visits to bring the curriculum alive and enhance their learning.</p>
To further develop increase parental engagement in school life and offer support for home life.	<p>Increased number of PP parents/carers attending school events.</p> <p>Parents are using school strategies to support behaviour and SEMH at home.</p>
To raise self-esteem and confidence of targeted pupils.	Children identified with SEMH needs impacting on progress are supported with strategies to manage these.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£57,336** (Contribution to TAs & SENDCO salaries)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through a programme of CPD and planning support, embed a range of current strategies to support effective QfT.	<u>EEF - Improving Literacy in Key Stage 1, Guidance Report.</u>	1 & 2
A programme of monitoring and support to maintain a good quality of Phonics teaching, including interventions. Further develop opportunities to engage parents.	Recommendations: 1 - Develop pupils' speaking and listening skills and wider understanding of language. 2 - Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills.	1, 2 & 3
A programme of monitoring and support to embed our new approach to Guided Reading and 1:1 reading, including CPD as/when needed.	3 - Effectively implement a systematic phonics programme. 4 - Teach pupils to use strategies for developing and monitoring their reading comprehension. 7 - Use high quality information about pupils' current capabilities to select the best next steps for teaching. 8 - Use high quality structured interventions to help pupils who are struggling with their literacy.	1 & 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,729 (Specialist Support Teacher, Intervention TAs, resources/CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Phonics and Reading interventions (1:1 and group).</p>	<p><u>EEF - Improving Literacy in Key Stage 1, Guidance Report.</u></p> <p>Recommendations:</p> <p>2 - Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills.</p> <p>4 - Teach pupils to use strategies for developing and monitoring their reading comprehension.</p> <p>7 - Use high quality information about pupils' current capabilities to select the best next steps for teaching.</p> <p>8 - Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	<p>1</p>
<p>Communication, Speech and Language interventions:</p> <ul style="list-style-type: none"> ○ Quality 1:1/small group S&L sessions using bespoke or commercial interventions for children with identified S&L needs (working with SALT). 	<p><u>EEF - Improving Literacy: Supporting oral language development</u></p> <p><u>EEF - Improving Literacy in Key Stage 1, Guidance Report.</u></p> <p>Recommendations:</p> <p>1 - Develop pupils' speaking and listening skills and wider understanding of language.</p> <p>8 - Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	<p>1 & 2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£46,479** (Pastoral Team, enrichment, pupil wellbeing including WWR&S, SEMH and general support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support attendance/ punctuality and social, emotional and mental health needs through Wakey, Wakey, Rise and Shine Breakfast Club (nurture).</p>	<p><u>EEF - Improving Social and Emotional Learning in Primary Schools.</u></p> <p>Recommendations: 1 - Teach SEL skills explicitly.</p> <p><u>EEF - Improving Behaviour in School.</u></p> <p>Recommendations: 5 - Use targeted approaches to meet the needs of individuals in your school.</p> <p>DfE 'Working together to improve School Attendance': <i>Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.</i></p>	4
<p>Subscribe to the National Schools Breakfast Programme - daily breakfast for every child.</p>	<p><u>Maslow's Hierarchy of Need (1943):</u> <i>'Maslow's hierarchy provides a model for how students are motivated to learn. Without the lowest layer of the hierarchy met, students cannot reach the next level. Each level allows students the ability and motivation to increase. Each student can move up in the hierarchy with the proper support of the teachers and school staff who must focus on Maslow's hierarchy of needs in teaching and education.'</i> <i>The E-Learning Network</i></p>	4
<p>Support the social, emotional and mental health needs of children through QfT and interventions:</p> <ul style="list-style-type: none"> - Child Wellbeing Champion - Lunch Squad - Hub Squad 	<p><u>EEF - Improving Social and Emotional Learning in Primary Schools.</u></p> <p>Recommendations: 1 - Teach SEL skills explicitly.</p> <p>2 - Integrate and model SEL skills through everyday teaching.</p> <p><u>EEF - Improving Behaviour in School.</u></p> <p>Recommendations: 2 - Teach learning behaviours alongside managing misbehaviour.</p>	4

	5 - Use targeted approaches to meet the needs of individuals in your school.	
<p>Work in partnership with other agencies (e.g. Emotional Wellbeing Service) to support families and encourage further engagement with school.</p> <p>Lead a programme of parent workshops focusing on parenting skills, well-being and supporting learning at home.</p>	<p><u>EEF - Working with parents to support children's learning.</u></p> <p>Recommendations:</p> <p>2 - Provide practical strategies to support learning at home.</p> <p>3 - Tailor school communications to encourage positive dialogue about learning.</p> <p>4 - Offer more sustained and intensive support where needed.</p>	3 & 4
<p>Provide all children with enriching learning experiences (trips/visitors, including drama workshops for Y2 pupils).</p>	<p><u>Ofsted Report (2008)</u></p> <p>The report shows evidence in favour of well-planned visits to boost PSE when it was part of enhancing curriculum and integrated into classroom activities.</p>	4

Total budgeted cost: £121,544

Remaining funding to allocate = £1296

Part B: Review of previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Evaluation, Nov 2024																																																																							
To raise attainment and accelerate rates of progress in Reading, Writing, Maths and Speaking and Listening.	<table border="1" data-bbox="721 573 1393 902"> <thead> <tr> <th colspan="4" data-bbox="721 573 1393 607">EYFS Attainment - % achieving ELG+</th> </tr> <tr> <th data-bbox="721 607 1002 674"></th> <th data-bbox="1002 607 1131 674">Cohort (80)</th> <th data-bbox="1131 607 1260 674">PP (38)</th> <th data-bbox="1260 607 1393 674">Non-PP (42)</th> </tr> </thead> <tbody> <tr> <td data-bbox="721 674 1002 714">Comprehension</td> <td data-bbox="1002 674 1131 714">65</td> <td data-bbox="1131 674 1260 714">66</td> <td data-bbox="1260 674 1393 714">64</td> </tr> <tr> <td data-bbox="721 714 1002 754">Word Reading</td> <td data-bbox="1002 714 1131 754">66</td> <td data-bbox="1131 714 1260 754">68</td> <td data-bbox="1260 714 1393 754">64</td> </tr> <tr> <td data-bbox="721 754 1002 795">Writing</td> <td data-bbox="1002 754 1131 795">58</td> <td data-bbox="1131 754 1260 795">53</td> <td data-bbox="1260 754 1393 795">62</td> </tr> <tr> <td data-bbox="721 795 1002 835">Number</td> <td data-bbox="1002 795 1131 835">58</td> <td data-bbox="1131 795 1260 835">53</td> <td data-bbox="1260 795 1393 835">62</td> </tr> <tr> <td data-bbox="721 835 1002 875">Numerical patterns</td> <td data-bbox="1002 835 1131 875">59</td> <td data-bbox="1131 835 1260 875">50</td> <td data-bbox="1260 835 1393 875">67</td> </tr> </tbody> </table> <table border="1" data-bbox="751 927 1366 1193"> <thead> <tr> <th colspan="4" data-bbox="751 927 1366 994">Year 1 Attainment (% achieving EXPECTED and above)</th> </tr> <tr> <th data-bbox="751 994 971 1061"></th> <th data-bbox="971 994 1101 1061">Cohort (84)</th> <th data-bbox="1101 994 1230 1061">PP (34)</th> <th data-bbox="1230 994 1366 1061">Non-PP (50)</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 1061 971 1102">Reading</td> <td data-bbox="971 1061 1101 1102">66</td> <td data-bbox="1101 1061 1230 1102">56</td> <td data-bbox="1230 1061 1366 1102">72</td> </tr> <tr> <td data-bbox="751 1102 971 1142">Writing</td> <td data-bbox="971 1102 1101 1142">57</td> <td data-bbox="1101 1102 1230 1142">44</td> <td data-bbox="1230 1102 1366 1142">66</td> </tr> <tr> <td data-bbox="751 1142 971 1182">Maths</td> <td data-bbox="971 1142 1101 1182">69</td> <td data-bbox="1101 1142 1230 1182">59</td> <td data-bbox="1230 1142 1366 1182">76</td> </tr> </tbody> </table> <table border="1" data-bbox="751 1227 1366 1494"> <thead> <tr> <th colspan="4" data-bbox="751 1227 1366 1294">Year 2 Attainment (% achieving EXPECTED and above)</th> </tr> <tr> <th data-bbox="751 1294 971 1361"></th> <th data-bbox="971 1294 1101 1361">Cohort (90)</th> <th data-bbox="1101 1294 1230 1361">PP (38)</th> <th data-bbox="1230 1294 1366 1361">Non-PP (52)</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 1361 971 1402">Reading</td> <td data-bbox="971 1361 1101 1402">63</td> <td data-bbox="1101 1361 1230 1402">61</td> <td data-bbox="1230 1361 1366 1402">65</td> </tr> <tr> <td data-bbox="751 1402 971 1442">Writing</td> <td data-bbox="971 1402 1101 1442">50</td> <td data-bbox="1101 1402 1230 1442">42</td> <td data-bbox="1230 1402 1366 1442">56</td> </tr> <tr> <td data-bbox="751 1442 971 1482">Maths</td> <td data-bbox="971 1442 1101 1482">66</td> <td data-bbox="1101 1442 1230 1482">66</td> <td data-bbox="1230 1442 1366 1482">65</td> </tr> </tbody> </table> <ul data-bbox="639 1529 1453 1982" style="list-style-type: none"> • Despite our best endeavours, we acknowledge that we are not closing the gap between PP and Non-PP pupils, particularly in Year 1 and in Year 2 Writing. • We are pleased that the gap has closed in Reading in EYFS and Year 2, demonstrating the impact of our whole school focus on Reading and Phonics. • Staff absences continued to have an impact on the delivery of interventions. Our whole school priority was Phonics, and these interventions were maintained throughout the year. • ‘Mastering Number’ (NCETM) sessions continue to have a positive impact on our children’s ability to reason, explain and understand number. Whilst early days, we are also seeing the impact of implementing White Rose as our Maths scheme. • Monster Phonics is now embedded and there is clear evidence of impact in our Y1 PSC result of 73% for all pupils. 				EYFS Attainment - % achieving ELG+					Cohort (80)	PP (38)	Non-PP (42)	Comprehension	65	66	64	Word Reading	66	68	64	Writing	58	53	62	Number	58	53	62	Numerical patterns	59	50	67	Year 1 Attainment (% achieving EXPECTED and above)					Cohort (84)	PP (34)	Non-PP (50)	Reading	66	56	72	Writing	57	44	66	Maths	69	59	76	Year 2 Attainment (% achieving EXPECTED and above)					Cohort (90)	PP (38)	Non-PP (52)	Reading	63	61	65	Writing	50	42	56	Maths	66	66	65
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<p>To increase parental engagement e.g. attendance at parents' evenings, workshops and school events.</p> <p>To develop a positive relationship with parents and provide support as and when needed.</p>	<ul style="list-style-type: none"> • Parents were invited to attend: <ul style="list-style-type: none"> ○ Book Buzzes ○ Learning looks ○ Phonics and Maths workshops ○ Parents evenings (virtual and face to face). • Overall, there was good engagement from PP parents. • SLT and FWBC are outside at the beginning and end of the school day. This enables positive conversations with all families, particularly our most vulnerable families. This has led to improved engagement in schools events and processes such as EHAs and the Emotional Wellbeing Service.
<p>To raise aspiration, motivation and engagement in learning through first-hand curriculum-based experiences.</p>	<ul style="list-style-type: none"> • All year groups enjoyed their trips - Hamerton Zoo (EYFS), Cinema and Ferry Meadows (Y1) an The New Theatre (Y2). • EYFS and Year 2 had specific curriculum visitors (in person and online) including: <ul style="list-style-type: none"> ○ Atomic Tom - EYFS ○ Fire of London online event - Y2 • The whole school enjoyed a Christmas panto - something many children had not experienced before. • Not only did these visits/visitors enrich the children's experiences, but they also enjoyed writing and talking about them.
<p>To raise self-esteem and confidence of targeted pupils.</p>	<ul style="list-style-type: none"> • WWR&S ran throughout the year, with cohorts changing each term. Positive feedback was received from teachers who shared that attendance improved, children grew in confidence and were ready for learning. • We continue to embed our therapeutic approach to behaviour management. Staff are using Emotion Coaching techniques to support children to self-regulate and develop awareness of their emotions. • Safe spaces are created, as appropriate, in classrooms. • The Rainbow Team supported pupils and their families as needed. The Family Wellbeing Champion worked with target families to support attendance, strategies for behaviour, sleep etc. The Child Wellbeing Champion supported a small cohort of children with a SEMH focus. <p><i>NB. Our FWBC left in December 2023 and we had one term without this role. Also, the teaching commitment of the CWBC impacted on the amount she was able to support target children.</i></p> <ul style="list-style-type: none"> • Year 2 classes benefited from 4 sessions led by LITTLE VOICES - a music and drama company which focuses on building confidence and resilience (a continuation from sessions accessed in Summer 2023). Very positive feedback was received from staff and children.

Externally provided programmes - N/A

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider