

Dogsthorpe Infant School.

Pupil Premium Strategy Statement, 2022-23

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
School name	DOGSTHORPE INFANT SCHOOL
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	34%
Academic year that our current pupil premium strategy plan covers	2022-23
Date this statement was published	30 th Sept 2022
Date on which it will be reviewed	Termly reviews followed by final review in July 2023
Statement authorised by	DR HELEN PRICE
Pupil premium lead	MRS JO MARSHALL-SULLY
Governor / Trustee lead	MRS SUE HARTROPP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,495.00
Recovery premium funding allocation this academic year	£12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	PP = £1350 RECOVERY = £7922.58
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	£142,382.58

Part A: Pupil premium strategy plan

Statement of intent

We have a designated Pupil Premium Champion **MRS MARSHALL-SULLY** who is a member of the Senior Leadership Team and works with the Headteacher 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 all children in receipt of funding are given every opportunity to make at least expected progress and to achieve the 'Expected Standard' in Reading, Writing and Maths relevant to their year group. Assisted by the SLT, the Pupil Premium Champion leads CPD for staff, 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 from 'The Rainbow Team' (pastoral support for children and families).
- 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	Embedding QfT strategies, interventions and resources meet the needs of disadvantaged pupils (e.g. staff CPD)
2	Children's speech, language and communication skills are not age-expected. Many are language deprived and have limited vocabulary.
3	Due to the literacy skills or language skills of parents, many children are not supported with learning at home, especially reading.
4	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.
5	Children can find self-regulation difficult and require support with their social, emotional and mental health needs.

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 increase parental engagement in school events focusing on Reading.	Majority of PP parents/carers attend Book Buzzes, workshops etc.
To raise aspiration, motivation and engagement in learning through first-hand curriculum-based experiences.	All year groups have topic related visitors and visits to bring the curriculum alive and enhance their learning.
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: £51,545.30 (TAs & SENDCO)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a range of strategies to support effective QfT (including Word Aware and colourful semantics)	<u>EEF - Improving Literacy in Key Stage 1, Guidance Report.</u> 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. 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 & 3
		1, 2 & 3
Implementation of new Phonics scheme (Monster Phonics) including supporting parents.		1, 2 & 3
Regular reviews of the teaching of Reading with teachers and Teaching Assistants and action CPD as necessary.		1 & 2

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

Budgeted cost: £32,489.50 (SST, Intervention TAs, resources/CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of reading interventions (BRP, TWLS)</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 & 3</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>
<p>Establish 1:1 and small group Phonics and Reading interventions.</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>3 - Effectively implement a systematic phonics programme.</p> <p>4 - Teach pupils to use strategies for developing and monitoring their reading comprehension.</p>	<p>1, 2 & 3</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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,728.60 (Rainbow Team, enrichment, WWR&S, general support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wakey, Wakey, Rise and Shine Breakfast Club (nurture).	<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: 2 - Teach learning behaviours alongside managing misbehaviour.</p> <p>5 - Use targeted approaches to meet the needs of individuals in your school.</p>	5
Subscribe to the National Schools Breakfast Programme - daily breakfast for every child.	<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>	5
<p>Work in partnership with other community groups 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: 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 & 5
Support the social, emotional and mental health needs of children and parents (Pastoral Team).	<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: 2 - Teach learning behaviours alongside managing misbehaviour.</p>	3 & 5

	5 - Use targeted approaches to meet the needs of individuals in your school.	
Provide all children with enriching learning experiences (trips/visitors).	<u>Ofsted Report (2008)</u> 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.	4

Total budgeted cost: £128,763.40

Remaining funding to allocate = £13,619.18

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 2021 to 2022 academic year.

ACTUAL PUPIL PREMIUM BUDGET REC'D = £130,080.09

Intended outcome	Evaluation, Sept 2022			
To raise attainment and accelerate rates of progress in Reading, Writing, Maths and Speaking and Listening.	EYFS Attainment – % achieving ELG+ (based on CORE cohort)			
		Cohort (90)	Non-PP (62)	PP (28)
	Comprehension	67%	68%	64%
	Word Reading	64%	74%	43%
	Writing	48%	55%	32%
	Number	71%	74%	64%
	Numerical patterns	66%	69%	57%
	Listening, Attention & Understanding	66%	69%	57%
	Speaking	67%	84%	61%
	Year 1 Attainment (% achieving EXPECTED and above)			
		Cohort (89)	Non-PP (51)	PP (38)
	Reading	46%	59%	29%
	Writing	38%	49%	24%
	Maths	58%	63%	53%
	Year 2 Attainment (% achieving EXPECTED and above)			
		Cohort (86)	Non-PP (52)	PP (34)
Reading	49%	56%	38%	
Writing	41%	44%	35%	
Maths	55%	62%	44%	
<ul style="list-style-type: none"> We acknowledge that the data is not strong, particularly in Year 1. Unfortunately, the impact of Covid absences in regards staffing had a 				

	<p>significant impact of our capacity to deliver the necessary interventions to support PP children to make accelerated progress.</p> <ul style="list-style-type: none"> • Following the implementation of the NELI programme in EYFS, monitoring and data analysis showed that this intervention was not suitable for our children. The SLT made the strategic decision to finish this programme and move to bespoke provision developed by our Specialist Support Teacher. • The implementation of the 'Mastering Number' (NCETM) sessions had a positive impact on our children's ability to reason, explain and understand number.
<p>To increase parental engagement e.g. attendance at parents' evenings, workshops and school events. To develop a positive relationship with parents and provide support as and when needed.</p>	<ul style="list-style-type: none"> • Covid restrictions prevented in person parent events. • Teachers engaged with PP families through online parents' evenings and phone calls. • 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 engagement in processes such as EHAs and the Emotional Wellbeing Service.
<p>To raise aspiration, motivation, and engagement in learning through first-hand experiences. To provide all children with additional learning experiences due to missed opportunities caused by pandemic.</p>	<ul style="list-style-type: none"> • All year groups enjoyed their first trip since the pandemic began. Feedback from some - "That was the best day ever!" • All year groups had specific curriculum visitors (in person and online) including: <ul style="list-style-type: none"> - Planetarium - EYFS - Atomic Tom - EYFS - Rockpool School - KS1 - Seaside day with ice-creams - Y1 - Music Hub Theatre visit - Y2 - Fire of London online event - Y2 • Not only did these visits/visitors enrich the children's experiences, they 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. • The SLT are now all trained as STEPS tutors and the new Behaviour Policy was launched in April 2022. • Our new therapeutic approach is in its infancy, but staff are beginning to use Emotion Coaching techniques to support children to self-regulate and develop awareness of their emotions. • Safe spaces are being created within classrooms.

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