

Dogsthorpe Infant School



Pupil Premium Grant 2019-2020 – SPRING TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact <i>Evaluated up to 20th March (Lockdown) Data stated is as at FEB 2020.</i>
Academic				
Literacy and Maths Interventions	Annual staff salary contribution £64,000 + Contribution of £16000 for smaller class sizes in Y2 CPD Allocation £500	<u>BRP - TA</u> 2 x Year 2 pupils to access 10 week reading intervention programme. 1 x Year 1 pupil to access 10 week reading intervention programme.	Pupils to secure Band 2w by end of term.	2 x Y2 pupils assessed as 2b+in February and were on track to achieve 2w by end of term. 1 x Y1 pupil assessed as 1b+ and was on track to meet target.
		<u>Hot List Readers – TAs</u> 2 x EYFS pupils 4 x Y1 pupils 9 x Y2 pupils	Pupils to achieve their individual targets by end of term.	2 x EYFS pupils made 1 step progress by Feb half-term. All 4 Y1 pupils made 1 step progress during the first half-term. 8/9 Y2 pupils made at least 1 step progress. 2 children achieved 2w by Feb half-term.
		<u>Early Reading - HLTA</u> 2 x EYFS pupils to access weekly intervention.	Pupils to make 3 steps progress to achieve 40-60W by the end of term.	1 child made 2 steps progress and was on track to achieve target by end of term. 1 child made 0 steps progress and was not on track.
		2 x EYFS pupils to access weekly intervention.	Pupils to move to RED book band by Feb half-term.	2 children made 1 step progress. Children were moved to red books.
		<u>Reading/Phonics</u> 4 x Y1 pupils	Pupils to achieve Band 1W by the end of term.	All children made 1 step progress to be a 1b+. They were on track to be 1w by end of term.
		<u>Phonics</u> 2 x EYFS pupils to access twice weekly intervention. 9 x Year 1 pupils to access additional small group/1:1 Phonics support.	Pupils to be secure in all aspects of Phase 1. Pupils to be 'on track' to secure Phase 5 by the end of term.	Children were on track to be secure at Phase 1. All children received intervention that addressed specific gaps in their learning. Unable to confirm whether they were on track due to lockdown.
<u>Writing - Targeted support in class – T/TA</u> 2 x Y2 pupils (targeted for Greater Depth)	Pupils to secure Band 2s by the end of term.	1 x Y2 pupil targeted for greater depth made 1 step of progress and was on track to achieve 2s by the end of term.		

		6 x Y2 pupils (targeted for Expected)	Pupils to secure Band 2W by the end of term.	1 x Y2 pupil achieved 2w by February, not on track for 2s by end of term.
		6 x Y1 pupils (targeted for Expected)	Pupils to secure Band 1W by the end of term.	3 x Y2 pupils had made 1 step progress and were on track to be 2w by the end of term. The other 3 were not on track to achieve 2w by the end of term. 2 x Y1 pupils achieved 1w by February. 4 x Y1 pupils had made 1 step progress and were on track to be 1w by end of term.
		Handwriting – TAs 5 x Y1 pupils to access 'Write from the start' handwriting intervention.	Children to make progress in scheme.	All pupils made progress through the scheme.
		Maths – Targeted support in class – T/TAs 1 x EYFS pupil – NUMBER 4 x EYFS pupils – SS&M	Pupils to make 3 steps progress to achieve 40-60W by the end of term.	1 child made 2 steps progress in number. They are on track to achieve target. 2 children made 2 steps progress. 2 children made 1 step in SS&M. 2 were on track at February half-term.
		12 x Y2 pupils (targeted for Expected)	Pupils to secure Band 2w by the end of term.	10 pupils made 1 step progress and were on track to be 2w by end of term. 1 pupil made 2 steps and achieved 2w by February half-term. 1 pupil did not make the necessary progress to be able to secure 2w.
		2 x Y2 pupils (targeted for Greater Depth)	Pupils to secure Band 2s by the end of term.	2 x Y2 pupils made 1 step progress to achieve 2w and were on track to achieve 2s.
		Maths – Intervention group - TAs 2 x EYFS pupils to access twice weekly intervention.	Pupils to make 4 steps progress to achieve 40-60W by the end of term.	1 child made 2 steps and 1 child made 1 step progress in number.
		3 x Y1 pupils to access twice weekly intervention.	Pupils to make at least 2 steps progress by the end of term.	2 x Y1 pupils had made 1 step progress and were on track to achieve target. The other child did not make any steps progress in Sp 1.
		Fine motor skills development 3 x EYFS pupils	Pupils to make 3 steps progress to achieve 40-60W by the end of term.	1 child made 2 steps progress and 2 children made 1 step progress towards target. All 3 were on track to achieve target.

Developing Speech, Language and Communication skills		<p>TALK BOOST: 3 children to access Talk Boost intervention beginning in Spring 1</p> <p>Specialist Support Teacher to deliver SALT programmes to 5 x PP pupils (groups and 1:1) under the direction of Speech Therapists.</p>	<p>All pupils accessing Talk Boost make at least 10 points TB progress or to score within age expectations at end of programme.</p> <p>All 5 pupils to achieve targets and make progress within their individual programme.</p>	<p>Talkboost interventions were running well. However, as the intervention was not able to be completed, the final assessments were not able to be carried out.</p> <p>Pupils were making progress towards targets and were awaiting assessments by SALT</p>
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Well-being

Breakfast club	<p>£3000 <i>Staffing & Food costs for the year</i></p>	<p>17 x PP pupils invited to daily breakfast club for one term. Focus on healthy eating, positive transition into school and developing social skills.</p>	<p>Improvement in attendance, learning behaviours, self-confidence and self-esteem.</p>	<p>Children were less anxious to leave carers and settled into WWRS quickly and calmly. Children were encouraged to try new foods, participate in helping each other and menu/activity ideas. Cross year group friendships were formed and children became independent in organising activities and menu plans. Children had a calm transition into classroom and learning behaviours improved. Improvement in attendance (inc lates) for children selected for this reason.</p>
Developing Parent Partnership	<p>£28,000 <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>Parent learning opportunities to support and enhance parenting skills: 3 x 'I'm a parent get me out of here' workshops planned for Spring 1. Focus on:</p> <ul style="list-style-type: none"> - Sleeping - Eating 	<p>Progress evident in priority areas identified for individual families.</p> <p>Parent feedback following workshops about impact on their parenting skills.</p>	<p>2 children - Drawing & Talking 5 parents through Rainbow Team – face to face and telephone support 2 families through EHA 2 families through CIN 2 families through CP</p> <p>This support provided opportunities for children and parents/carers to share thoughts and feelings. Through EHA, CIN and CP meetings, targets were set with other professionals and school supported as appropriate to ensure progress was made.</p> <p>Sleeping – 2 parents attended Eating – 3 parents attended Child Well-being – 3 parents attended</p> <p>All parents who attended were given a handout of all the</p>

		- Child well-being		information/advice so they could refer back to it after the session. All parents found the sessions useful and said it gave them an opportunity to discuss their issues/concerns.
Emotional Literacy Support	£23,000 <i>over the year for staffing, resources & CPD</i> £1500 <i>Over the year</i>	CWBC to support PP pupils through 1:1 and group sessions to develop social and emotional skills. 47 x PP pupils to access fortnightly mindfulness sessions with external coach (within Y1 class sessions or target groups) to raise self-esteem/confidence and to enable them to develop a toolkit of calming strategies to support well-being.	Progress evident in priority areas identified through My Star assessments. Improvement in children's confidence and self-esteem. Children using mindfulness strategies when needed. (Seek feedback from children and staff)	Targeted intervention programmes tailored to meet individual needs. Targets set by CWBC and child to help recognise triggers for emotional and behavioural needs, children's ability to talk about their feelings and learning how to use strategies to calm and settle themselves improved. Children began to develop strategies to self-regulate and asked for help as and when the need arose. Mindfulness sessions supported children in self-regulation of their own feelings and emotions (e.g. used 'mindful moments' when they felt anxious).
Other	£500 <i>over the year</i>	Family support e.g. - One-off sessions at before/after school club - Transport costs to support children coming to school - Uniform costs	PP families supported in and out of school as appropriate.	Families received support as appropriate.
Enrichment				
Trips/visitors	£1500 allocated for the year	EYFS – Atomic Tom Y1 – Peterborough Museum visit Y2 – Lion Learners Selected Y2 chn - Reading event at Peterborough Museum	All PP pupils to attend trips and access visitors. Positive feedback from children about trips/visitors.	Pupils attended the trips/accessed visitors. Feedback was positive – “I love slime. It was good to make it and see it change.” 1 SEN child in Y2 was keen to communicate about the animals that he saw in Lion Learners. “ I touched it!”
Family Learning & Well-being	£2000 allocated for the year	Opportunities (at least one per term) for PP families to access learning and well-being activities. Spring term focus – MINDFULNESS.	Families have opportunities to access activities they may not otherwise have the chance to do. Positive family relationships developed in co-learning opportunities. Increased PP parental engagement.	Three mindfulness sessions: 24th February – 2 parents attended 9th March – no one attended 23rd March – cancelled due to lockdown. Although a limited number, parents fed back that they felt very relaxed after the session.