

Dogsthorpe Infant School



Pupil Premium Grant 2025-26 – AUTUMN TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact	
Academic					
Supporting Qft <ul style="list-style-type: none"> Reading, Writing & Phonics interventions. 	£93k <i>Annual staff salary contribution & contribution to CPD</i> £2000 Resources	<u>Year 2 - READING</u> Classroom provision and intervention (including Spotlight activities) to target 13 x PP children.	6 chn to be 'Year 2 AT' by December. 7 chn to make at least 2 steps progress by December.	4/6 children achieved 'Year 2 AT'. 2/6 children working just below ARE. 2/7 children achieved targeted progress. Of the 5 who didn't, SEND assessments are being completed.	
		<u>Year 2 – PHONICS</u> Classroom provision and intervention (including Spotlight activities) to target 7 x PP children.	Chn can use taught phonemes and recalling digraphs.	2/7 children are using taught phonemes + blend. 3/7 children have filled gaps in knowledge but not yet secure. 2 children are not making sufficient progress – SEND assessments being completed.	
		<u>Year 2 - WRITING</u> Classroom provision and intervention (including Spotlight activities) to target 12 x PP children.	6 chn to be 'Year 2 AT' by December. 6 chn to make at least 2 steps progress by December.	All 6 children are now working at 'Year 2 AT'. 3/6 children have made targeted progress. 1/6 has made some progress. 2 children are not making sufficient progress – SEND assessments being completed.	
		<u>Year 1 – PHONICS</u> Classroom provision and intervention (including Spotlight activities) to target 16 x PP children.	10 chn to be able to read 20 words on PSC by December. 5 chn to be able to blend CVC words by December (1 child with 2 targets). 2 chn to know SATPIN by December.	Of these 10 chn, 1 child has left the school. 5/9 children are able to read over 20 words, with 3 reading 25+ words. The children who did not achieve this target will have additional intervention in the Spring term. 2/5 children targeted are not confidently blending CVC words. 1 child is now secure with these phonemes.	
		<u>Year 1 – WRITING</u> Classroom provision and intervention to target 8 x PP children for targeted letter and number formation practice.	Chn can form letters and numbers correctly.	Of these 8 chn, 1 child has left the school. 4/7 children are now using accurate letter and number formation. 1 child has made good progress but is not yet consistent. 2 children continue to need support.	
		Staff delivering SALT programmes to 8 x PP pupils (groups and 1:1), supported by SALT as appropriate.	All children to achieve targets and make progress within their individual programme.	Child 1: Achieved targets and now discharged. Child 2, 3 +4: Working towards language targets, making relevant progress. Child 5 + 6: Achieved targets and new targets set. Child 7: Achieved 1 of 2 targets. Continuing to work towards second target and new target set. Child 8: Slow progress due to attention span. Completing phonological awareness activities to support with this and continuing to work towards target.	
		4 x PP children to attend Attention & Engagement ('bucket') sessions with Specialist Support Teacher x 2 a week.	All children to make progress within programme demonstrating increased attention and engagement.	Child 1+2: Able to maintain focus through AA stages 1,2+3. Child 3: Inconsistent attention and engagement but making progress. With adult support, can direct some attention and engagement up to AA stage 2. Child 4: Arrives in school after AA start time.	
		<ul style="list-style-type: none"> Developing Speech, Language and Communication skills 			

		4 x PP children to attend Sensory Story sessions with Specialist Support Teacher x 3 a week.	All children to be able to sustain interest and engagement for 6/8 interactive story pages for the specific sensory story.	<i>One child has left our school.</i> Child 1: Inconsistent attention depending on mood. With support, could begin to demonstrate interest in preliminary activities. Child 2: Enjoys structure of the session. Beginning to sustain interest for short periods of time but not yet consistently. Child 3: Beginning to sustain interest for short periods of time but not yet consistently.
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Well-being & Enrichment

Breakfast club	£5300 <i>Staffing & Food costs for the year</i>	11 x PP pupils invited to daily breakfast club for one term. Focus on healthy eating, positive transition into school and developing social skills.	Improvement in attendance, learning behaviours, self-confidence and self-esteem.	8/11 children invited attended regularly. Feedback from teachers shows that this provision supports children to feel confident and ready for learning. It also enables children who are more anxious to have a calmer start to the day which has a positive impact in the classroom. All children benefit from the small group and adult time.
National Schools Breakfast Programme	£1000 <i>(20% contribution)</i>	All children are offered a piece of bagel for breakfast when they arrive at school.	Children's basic needs are met to support them to be ready for learning.	Bagels continue to be popular as a morning snack when children arrive and also as a snack during the day.
Trips/visitors	£1700 <i>allocated for the year</i>	Contribution towards Autumn term topic events: EYFS – Atomic Tom (A2) Y1 – Seaside day (A2) Y2 – Fire of London virtual experience (A2) W/S – Pantomime (A2)	All PP pupils to access curriculum experiences. Positive feedback from children about trips/visitors (use of Chatterpix on SeeSaw).	Mrs Singh, EYFS: The visit from Atomic Tom provided the awe and wonder for children at the start of their new topic, investigating how air moves around and creating fun, different shaped bubbles and large bubbles that children could fit inside. This supported their scientific understanding within EYFS U+W. The panto was inspiring as almost all children had never been to a live performance and seen people acting on a stage. This supported EYFS C&L skills. Miss Gattuso: Year 1: Seaside Day contributed to excitement, enthusiasm for the topic and motivated children to contribute during topic discussions. It supported Geography in terms of developed an understanding of the features of a coastline in the UK and the use of geographical language spoken and recorded in Double Page Spread assessments. Mrs Akintomide: Year 2: The children found the virtual Fire of London experience beneficial. Feedback from them was positive, they enjoyed the experience and it was interactive – all children joined in. They used this experience when creating their projects in History and in their double page spreads. Pantomime – children joined in with singing and repeated phrases. Lots of children expressed how much fun they had and how much they loved it.
Emotional Literacy Support	£34k	CWBC to support 7 x PP pupils through 1:1 and group sessions to develop social and emotional skills.	Progress evident in priority areas identified through staff discussions.	- Supported EYFS group to build resilience when faced with tricky situations. Allowed them to recognise it is ok to ask for support.

	over the year for staffing, resources & CPD			<ul style="list-style-type: none"> - Supported Y1 group to develop their understanding of positive friendships, how to ask for support and to manage big feelings. - Supported Y1 group to build resilience when faced with tricky circumstances. Allowing them to recognise it is ok to be different and to ask for support, confidently. - Supported Y2 group children to develop understanding of positive friendships and allow them to develop strategies to support big feelings and to know it is ok to ask for help. All children are more aware of how to manage their big feelings and are asking for support from an adult 2/5 times. - Activities shared with classroom to ensure consistent approach by all adults.
SEMH targeted support		Daily provision led by CWBC and TAs (overseen by DHT) to support 4 x PP pupils with SEMH needs.	<p>Targeted children make progress in being able to co-regulate, identify and talk about their emotions and work appropriately with others.</p> <p>Teachers observe positive changes in learning behaviours and capacity to learn.</p>	Through targeted support, 2/4 children are beginning to use taught strategies to manage big feelings such as anger. They are able to talk about their own feelings and how their feelings may impact the feelings of others. 2/4 children are starting to share their thoughts on how they are feeling and through a light touch approach will talk about the strategies taught. These children continue to need support to manage big feelings when unable to regulate themselves. The attendance of these 2 children has impacted on the rate of progress made.

Promoting Positive Family Life

Parent Partnership	£28,500 over the year for staffing, resources & CPD	FWBC to support PP families as the need arises through PAWS referrals (including attendance) and EHAs.	Progress evident in priority areas identified for individual families.	<p>Direct family support as follows:</p> <ul style="list-style-type: none"> - Supported a parent to fill in forms for PIP payment. - Starting an EHA for one family after contact from the Early help support team at the local authority. - Support parents/carers to access the Christmas holiday HAF programme. - Supported any parental concerns were appropriate. - Home visits carried out to support attendance and wellbeing check-ins.
		FWBC to support parental engagement in school life and supporting learning at home through Literacy Champion role, parent workshops – supporting/ delivering sessions.	Target parents to engage in sessions and impact evident in engagement in children's learning (i.e. reading at home, supporting Dojo activities etc).	Our NLT community library is ready to launch and this will be done in conjunction with Emma Mortan from the NLT. During the last 2 weeks of the Autumn term, free books were hidden in and around the school community, when a child found it, they got to keep it. This created great excitement! CWBC joined some of the coffee mornings at Dogsthorpe Methodist Church where a small group of DIS attended.
		FWBC to support targeted PP families where attendance is below 90%.	<p>Improvement in attendance of PP group to close the gap between All children/PP/Non-PP.</p> <p>End of Year 2024-25: W/S = 91.56% PP = 89.22% Non-PP = 94.14% Gap between PP and Non-PP = 4.92%</p>	<p>Attendance meetings arranged but parents have not attended, now following school and LA policies and guidance regarding next steps. Home visits carried out to children who haven't been in school for 3 days, to offer support and wellbeing check in.</p> <p>End of Autumn term 2025: W/S = 91.96% PP = 89.78% Non-PP = 94.55%</p>

				<p>GAP BETWEEN PP and Non-PP = 4.77%</p> <ul style="list-style-type: none"> - The gap between PP and Non-PP is starting to close. - From January, the Attendance team will meet weekly to review data and set actions. Plans to increase parent communication regarding attendance are in place.
		FWBC to support 6 x PP Young Carers through regular group sessions	<p>Young Carers understand their important role.</p> <p>Young Carers give positive feedback about the group activities.</p>	<p>We now have 7 young carers who meet once every 2 weeks. The children have chosen the activities they would like to do in the sessions (e.g. movie & popcorn, drawing, playing games). The children are always keen and ask when the group is going to be. They have a good understanding of why they are coming to the sessions and share this when we meet. They love the activities and participate well.</p>
Other	£350 <i>over the year</i>	Family support e.g. transport costs to support children coming to school, uniform costs.	PP families supported in and out of school as appropriate.	<p>Families supported as needed with New2U uniform.</p> <p>Working in partnership with 3 local charities, we supported 39 PP families with Christmas gifts and food hampers.</p>