

Dogsthorpe Infant School



Pupil Premium Grant 2024-25 – AUTUMN TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
Academic				
Supporting Qft <ul style="list-style-type: none"> Reading, Writing & Phonics interventions. 	£73,500 <i>Annual staff salary contribution & contribution to CPD</i> £2000 Resources	<u>Year 2 - READING</u> Classroom provision and intervention to target 4 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	To achieve 2b by the end of the Autumn term (on track to achieve 'expected').	All 4 children achieved 2b, with one achieving 2w and one 2b+.
		Classroom provision and intervention to target 8 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	To make at least 2 steps progress by the end of the Autumn term.	Of the 8 children: 1 achieved 2 steps progress 3 achieved 1 step progress. The other 4 made progress within their current level. All of these children are in our lowest 20% cohort. Various factors have affected delivery of interventions.
		<u>Year 2 – PHONICS</u> Classroom provision and intervention to target 6 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	To fill gaps in MP EYFS assessments.	5/6 achieved target and gaps have been filled.
		<u>Year 2 - WRITING</u> Classroom provision and intervention to target 8 x PP children for targeted Spotlight activities and phonics interventions.	To achieve 2b by the end of the Autumn term (on track to achieve 'expected').	Of the 8 children: 1 achieved 2b. 6 achieved 1s. 1 child is working at 1w+. The decision to stream in English in Autumn 2 is having a positive impact on quality of learning but this isn't yet evident in data.
		Classroom provision and intervention to target 8 x PP children targeted Spotlight activities and phonics interventions.	To make at least 2 steps progress by the end of the Autumn term.	Of the 8 children: 7 made 1 step progress. 1 child did not make sufficient progress to move levels. All of these children are in our lowest 20% cohort.
		<u>Year 1 - READING</u> Classroom provision and intervention to target 10 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	To make at least 3 steps progress by the end of the Autumn term.	Of the 10 children: 1 made 3 steps progress. 7 made 2 steps progress. 2 did not make progress. SEND assessments in progress.
		<u>Year 1 – PHONICS</u> Classroom provision and intervention to target 11 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	5 children to secure blending with P3 phonemes.	All 5 children are now securely blending with P3 phonemes.
			2 children to secure blending CVC words using P2 phonemes.	Target not achieved – progress made.
4 children to fill gaps in MP EYFS assessments.	2/4 children have filled gaps in EYFS assessments.			
<ul style="list-style-type: none"> Developing Speech, 		Staff delivering SALT programmes to 4 x PP pupils (groups and 1:1), supported by SALT as appropriate.	All children to achieve targets and make progress within their individual programme.	3/4 children's speech sound error resolved from direct intervention last term, now working on a different speech sound error.

Language and Communication skills		3 x PP children to attend Attention Autism sessions with Specialist Support Teacher x 3 a week.	All children to make progress within programme demonstrating increased attention and engagement.	1 child's attention skills improved over the term: now accessing up to stage 3 (with adult support) for AA - taking supported turns in the group. 1 child's engagement in the session is variable due to his external fixations on areas around the school which can impede on his ability to focus and engage fully in the session. 1 child fully engaged and focused throughout the session & able to act as a role model, leading pupil to the others in the group, for the turn taking activities.
		3 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.	1 child now able to access 6/8 interactive story features for the sensory story (with adult support) before needing to self-regulate through physical movement. 1 child not fully able to engage in the session due to wanting to physically touch all the interactive parts & disrupting the flow of the session. Instead, this child is now accessing colourful semantics 1:1 with a TA in this time slot to develop his language skills to use 2 words together in a sentence. 1 child able to fully engage with the interactive features. 8/8 pages, and independently without adult support in the group.

Well-being & Enrichment

Breakfast club	£4800 <i>Staffing & Food costs for the year</i>	9 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.	Of the 9 invited: 1 did not attend. 2 had limited engagement. Teachers of the 6 children who attended regularly have shared that they have seen an improvement in readiness to learn, positivity and regulated behaviour. It has supported some children to have calmer transitions from parents and some settling time before school begins.
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.	Children continue to enjoy this offer. A recent BBC radio interview with selected Y2 children showed that they understand that having something to eat will help them with their learning.
Trips/visitors	£1700 <i>allocated for the year</i>	Contribution towards Autumn term topic events: EYFS – Atomic Tom (A2) Y1 – Fire of London 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).	W/S Pantomime - children appeared to be enjoying this as they were joining in with songs etc. Positive feedback received. Year 2 feedback Fire of London virtual experience - children were engaged and learnt facts about the event. They referred to this during their topic lessons.
Emotional Literacy Support	£17,000 <i>over the year for staffing, resources & CPD</i>	CWBC to support 8 x PP pupils through 1:1 and group sessions to develop social and emotional skills.	Progress evident in priority areas identified through staff discussions.	Support given as much as timetable has allowed. Progress noted in children's ability to talk about their feelings and beginning to use self-regulation strategies.

SEMH targeted support	From £73,500 QFT & Intervention budget.	Deputy Head and 3 TAs support (on a rota basis) support 4 x PP pupils in a daily provision to support children with SEMH needs.	Targeted children make progress in being able to co-regulate, identify and talk about their emotions and work appropriately with others. Teachers observe positive changes in learning behaviours and capacity to learn.	Progress is evident i.e. children are beginning to name their emotions and developing a bank of calming activities. They are starting to respond more positively to adult instructions. This has enabled curriculum learning to take place in short bursts.
Reading enrichment	Costs met in staffing budget	Member of support staff to support 5 x PP children to access Therapy dog reading sessions	Progress evident in reading and learning behaviours – confidence, cooperation, resilience etc.	Children love to read to Ruby! This intervention has impacted positively on children's confidence.

Promoting Positive Family Life

Parent Partnership	£22,000 over the year for staffing, resources & CPD	FWBC to support PP families as the need arises through SCAN group referrals (including attendance) and EHAs.	Progress evident in priority areas identified for individual families.	FWBC overview: <ul style="list-style-type: none"> - Supporting a parent concerned about a change of behaviour at home. This led to a referral to EWBS. - Signposted parent to parenting course following concern raised about behaviour at home. - Support for food/present parcels at Christmas following parent request. - Supported parent to fill in DWP paperwork. - Discussions with parents re: Young Carers which led to 2 new children joining the group. - Issuing food bank vouchers. - Working on an EHA with 1 family.
		FWBC to support parental engagement in school life and supporting learning at home through: <ul style="list-style-type: none"> - Attendance at community coffee morning. - 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).	<ul style="list-style-type: none"> - FWBC has attended Community Coffee mornings on a fortnightly basis. Two DIS parents attend this (3 children). - No parent workshops held during the Autumn term, but FWBC has supported a National Literacy Trust group.
		FWBC to support targeted PP families where attendance is below 90%.	Improvement in attendance of PP group to close the gap between All children/PP/Non-PP. End of Year 2023-24: W/S = 92.63% PP = 90.43% Non-PP = 94.43% Gap between PP and Non-PP = 4%	End of Autumn term: W/S = 92.13% PP = 90.65% Non-PP = 93.47% Gap between PP and Non-PP= 2.82% Through increased focus on attendance and now having the capacity to follow this up at a quicker rate, we are beginning to close the gap.
		FWBC to support 5 x PP Young Carers through regular group sessions	Young Carers understand their important role. Young Carers give positive feedback about the group activities.	<ul style="list-style-type: none"> - Group engages in a range of fun activities and are given opportunities to talk. - The children seem settled and enjoy the group, but further work needed on helping the children to understand what a young carer is. Two children in the group know they support their parent and can talk about why. - FWBC to attend Young Carers CPD in January and will review provision following this, if needed.

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.	Families are supported as needed.
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