

# Dogsthorpe Infant School



## Pupil Premium Grant 2021-22 – SUMMER TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
<b>Academic</b>				
<b>Specialist Teaching and Interventions</b>	Annual staff salary contribution £81,500  Resources £3000	<b>TWLS – online reading intervention (continued from Spring).</b> 6 x Y2 PP children 8 x Y1 PP children <i>(Due to staffing pressures, one of the Y2 TAs will take over the Y1 TA's groups)</i>	All children to make at least 2 steps progress in their reading attainment.	<b>Year 2</b> - 2 children left the school, of the remaining 4: - 2 made 1 step progress. - 1 made 2 steps progress - 1 made 6 steps progress.  <b>Year 1</b> - 1 child made 3 steps progress. - 6 children made 2 steps progress. - 1 child made 0 steps progress.
		In addition to QfT, each class teacher to organise in-class Spotlight target interventions for Reading, Writing and Maths supported by class TA.	All PP children to achieve at least 3 Spotlight targets over the term.	Due to the ongoing staff absences which significantly impacted on the consistent delivery of interventions, it became unrealistic to track achievement of spotlight targets. When the support was in place and the target was closely matched to the individuals, good progress was made.
	<b>Developing Speech, Language and Communication skills</b>		Staff covering delivery of SALT programmes to 9 x PP pupils (groups and 1:1) under the direction of Speech Therapists.	All children to achieve targets and make progress within their individual programme.
		2 x EYFS children to attend daily Attention Autism sessions.	All children to make progress within programme demonstrating increased attention and engagement.	Both children made progress within intervention. Stage 4 achieved.
<b>Well-being &amp; Enrichment</b>				
<b>Breakfast club</b>	£4044 <i>Staffing &amp; Food costs for the year</i>	8 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.	7/8 children have been attending regularly. Teachers have shared children: - have grown in confidence. - are happier in school and more settled. - are ready for learning. - have used the time before school to practice skills they found tricky in class. - are on time for school which means engagement in register activities. - are eating well at WWR&S and lunchtimes.
<b>Trips/visitors</b>	£1000 <i>allocated for the year</i>	Contribution towards topic events: - EYFS: Hamerton Zoo trip - KS1: Rockpool School online sessions - KS1: Ferry Meadows trips	All PP pupils to attend trips and access visitors. Positive feedback from children about trips/visitors.	<b>EYFS</b> All children attended the zoo trip and were very excited to see a range of animals. They were able to transfer what they had seen into their learning – particularly in English.  <b>KS1</b>

				<p>Rockpool – Children had the opportunity to learn about a variety of sea creatures which enhanced the topic and brought learning to life.</p> <p>Ferry Meadows – Children returned from the day saying it was the 'best day ever!'. They accessed a range of science, art and forest school related activities as well as enjoying time playing games together.</p>
<b>Emotional Literacy Support</b>	£23,500 <i>over the year for staffing, resources &amp; CPD</i>	CWBC to support PP pupils through 1:1 and group sessions to develop social and emotional skills.	Progress evident in priority areas identified through ELSA assessments.	<ul style="list-style-type: none"> <li>- Targeted Year 1 children had three transition sessions: two before and one after transition day.</li> <li>- We talked about feelings around moving year groups. Shared thoughts and ideas about what we can do to help each other.</li> <li>- A tour of Year 2 and to meet staff was included.</li> <li>- Children were supported to develop their own skills and resources to help them to self-regulate.</li> <li>- The group shared ideas of what we can do if we feel sad, angry, and anxious.</li> </ul> <p><b>SEPT</b> – Targeted children are settling into Y2 well.</p>
<b>Gardening project (links to English &amp; Science)</b>	Contribution of £250 <i>(£160 for 10 weeks =£1600. £1350 paid by Sports Premium)</i>	<p>Premier Sports Coach working with 8 x KS1 PP children to develop an allotment area which will feed into Summer 2 topic. Sessions to include physical activities, gardening and recording.</p> <p>Sports coach will also support each year group's playtime on those two mornings.</p>	<p>Positive feedback from teachers re: impact of learning behaviours and attitudes.</p> <p>Positive feedback from children including explaining what they have learnt and how they felt being an expert in Summer 2 topic.</p> <p>Playtimes – observations show pupil engagement in structured play activities.</p>	<p>The targeted children all benefited from these sessions. Key feedback:</p> <ul style="list-style-type: none"> <li>- Coach was a positive male role-model.</li> <li>- Children were encouraged to work together and created a team ethos.</li> <li>- Increased confidence which children took back into the classroom.</li> <li>- Increased independence in learning.</li> <li>- Children were calmer and more settled after the physical sessions.</li> <li>- Greater participation and engagement in learning.</li> <li>- Developed sense of responsibility for looking after the allotment.</li> <li>- Children proudly shared their learning with their peers in Science.</li> <li>- Greater resilience and willingness to 'have a go'.</li> <li>- All children loved the sessions!</li> </ul>
<b>Promoting Positive Family Life</b>				
<b>Other</b>	£500 <i>over the year</i>	<p>Family support e.g.</p> <ul style="list-style-type: none"> <li>- Support during Covid</li> <li>- Transport costs to support children coming to school, uniform costs etc</li> <li>- Support for medical needs</li> </ul>	PP families supported in and out of school as appropriate.	<p>Children with medical needs have appropriate snacks purchased for them to support this and also ensure they can participate in class activities involving food.</p> <p>No other financial support given during the term.</p>
<b>Developing Parent Partnership</b>	£20,400 <i>over the year for staffing, resources &amp; CPD</i>	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.	<ul style="list-style-type: none"> <li>- 6-weekly TAF meetings held for 3 of the families with an EHA.</li> <li>- Kept in regular contact with parents, offering emotional and practical support.</li> <li>- Supported parent through CSC process.</li> </ul>

				<ul style="list-style-type: none"> <li>- Attended Core group meetings, Child in need and Child Protection Conference.</li> <li>- Regular check-ins with children to gain their voice.</li> <li>- Supported 4 children through 1:1 sessions.</li> <li>- Contributed to SCAN action points with 4 children.</li> <li>- MASG review reports completed for 3 families.</li> <li>- Transition support 3 sessions completed with 8 children to familiarise them with their new school.</li> <li>- 3 new EHA's completed.</li> </ul> <p>As an outcome of this work, there has been the following impact:</p> <ul style="list-style-type: none"> <li>- Parents receiving family support from Barnados for EBPP and advice on parenting strategies.</li> <li>- Children have been referred to external agencies as appropriate (YOUnted, Barnardos).</li> <li>- Referral for parent access online EBPP, parent is accessing this.</li> <li>- Children are now more familiar with their new school and less anxious about starting.</li> </ul> <p><u>FWBC meetings attended:</u>  RCPC – 1  Core Groups – 5  CIN - 4  TAF – 6</p>
		FWBC to support targeted PP families where attendance is below 90%.	Improvement in attendance of PP group. Autumn data = 90.27%, increase to at least 92%.	<ul style="list-style-type: none"> <li>- Fortnightly meetings with Attendance Co-ordinator to identify children whose attendance has dropped.</li> <li>- Home visits completed and joint working with Dogsthorpe Academy has increased 3 children's attendance by up to 5%.</li> <li>- Summer term data = 87.76%. Covid, chicken pox and some extended absences contributed to this decline.</li> <li>- 2021-22 date = 89.78% compared to 91.71% for Non-PP cohort. We acknowledge that we seen a decline in PP attendance. However, the EOY data for the whole school was only 91%, demonstrating a decline across all groups.</li> </ul>