

# Dogsthorpe Infant School



## Pupil Premium Grant 2017-18: SPRING TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
<b>Academic</b>				
<b>Literacy and Maths Interventions</b>	Annual staff salary contribution £59,000	<b>BRP - TA</b> 3 x Year 2 pupils to work access 10 week reading intervention programme.	Children to make at least 4 reading recovery book bands progress over 10 weeks.	All 3 made at least expected progress within reading recovery book bands.
		<b>Guided Reading/Reading Stars – Teacher/TA</b> 3 x Y1 pupils to access additional reading 2-3 times a week.	Children to make accelerated progress (3 steps) by end of term.	1 child met target of 3 steps progress. 1 child made 2 steps progress. 2 children made 1 step progress.
	ICT resources £2500	<b>Additional Reading – TA</b> 4 x Y2 pupils to access additional reading with an adult every day.	Children to achieve Band 2W by end of term.	All 4 Year 2 children achieved 2W at the end of the term.
		7 x Y1 pupils to access additional reading with an adult 3 times a week.	Children to achieve Band 1W by end of term.	5 children 1w/1w+. 2 children are working at 1b/1b+.
	<b>Literacy Support – Teacher</b> Intervention Manager to teach a small group of children working within Band 1 during Literacy each day. This will enable class teachers to focus on PP children in class who need to make accelerated progress.	7 x PP children in class to make accelerated progress (3 steps) by the end of term to be back on track for expected progress over the year.	1/7 made 4 steps progress. 3/7 made 3 steps progress. 2/7 made 2 steps progress. 1/7 made 1 step progress.	
	<b>Maths interventions – TAs</b> 3 x EYFS pupils to access SS&M intervention with focus on language of shape.	5 x PP children in focus Literacy group to make at least expected progress of 2 steps by end of term.	5 pupils in focus Literacy group: 2/5 made more than 2 steps progress. 1/5 made 2 steps progress. 1/5 made 1 step progress. 1/5 made 0 steps progress.	
2 x Y1 pupils to access 'Max's Marvellous Maths' intervention.	Children to make accelerated progress (3 steps) by end of term.	All 3 pupils made accelerated progress of 3 steps and achieved 40-60W. If expected progress can be maintained, this means they are back on track to achieve ELG by the end of the year.		
		Achieve 1W by end of Spring term.	1 pupil achieved 1W by end of term. 1 pupil did not achieve 1W but made 2 steps progress, which is expected.	

		5 x Y2 pupils – 1 <sup>st</sup> class @ number	Children to make accelerated progress (3 steps) by end of term.	4/5 pupils made accelerated progress. 1/5 made 1 step progress.
<b>Developing Speech, Language and Communication skills</b>		<b>Phonics – Teacher</b> 5 x Y2 PP pupils to access small group phonics daily.	All 5 children working confidently within Phase 5 by the end of the year.	All children on track to be working confidently within Phase 5.
		<ul style="list-style-type: none"> <li>- 6 x PP pupils access 1:1/small group S&amp;L intervention with Communication Mentor 2-3 times per week.</li> <li>- Communication Mentor to observe PP pupils in class to assess need.</li> </ul>	<p>SALT targets achieved.</p> <p>PP pupils who are in need of S&amp;L support have all been identified, assessed and a programme of support put in place.</p>	Staff changes have impacted on this target. A new TA is now working with small groups – too early to assess impact.
<b>Home learning</b>	£800	<ul style="list-style-type: none"> <li>- Intervention Manager to continue to monitor number of PP pupils who read at home. Liaise with parents of children not reading at home and offer support if necessary.</li> <li>- Set up an after school TEATIME family club (3:15-4pm) (reading, make a snack and play a game).</li> </ul>	<p>At least 50% of PP pupils are reading at home.</p> <p>Increase seen in reading at home as a result of the club.</p>	Number of PP children reading at home at least 3 x per week has risen to 42%. However, 62% of Non-PP children read regularly at home according to the latest snapshot. The amount of children reading regularly at home has risen but gap between PP and Non-PP has grown. Tea-Time club started in Spring 2 with 2 of the targeted families attending. Positive feedback from parents. 2 new families have started attending from Summer 1.
<b>Well-being</b>				
<b>Breakfast club</b>	£1500 (year)	7 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 (tracked via well-being assessment).	Good attendance of PP pupils at Breakfast Club. Children are ready to start the school day following a smooth transition.
<b>Developing Parent Partnership</b>	£18,000	PPC to work with parents of PP children whose attendance is below 94% and/or are late on a regular basis.	Attendance of target children is at least 95%. Reduction in lates.	<p>End of Spring Term Attendance: PP cohort = 92% Non-PP cohort = 94% Whole school = 93%</p> <p>Sept-March Attendance: PP cohort = 93% Non-PP cohort = 95% Whole school = 94%</p> <p>Whilst we acknowledge PP attendance remains below the target of 95%, it is not significantly below</p>

		Support PP families as the need arises through EHAs.	Improvements seen in My Star/Family Star assessments.	<p>the attendance of 'All Pupils'.</p> <p>Improvements in attendance of individuals targeted by PPC, but attendance remains below 95%. However, there are other circumstances impacting on this.</p> <p>The Rainbow Team is currently working with 18 PP families offering varying levels of support. Some families are being supported by both members of the team, whilst others are just supported by one professional, this is assessed according to need.</p> <p>Using My Star/Family Star assessments, action plans are in place for families requiring a more intense level of support. Targets will be reviewed after a set period of timed intervention.</p>
<b>Emotional Literacy Support (inc CPD)</b>	£11,500	Identified PP pupils to access weekly support from ELSA to develop social and emotional skills.	Progress seen in 'My Star' assessments. Positive change in pupils observed by teachers. Increased attendance when appropriate.	<p>11 PP children have accessed emotional literacy support during Spring term for a range of barriers to learning including anxiety, attendance and behaviour.</p> <p>Teacher feedback demonstrates that targeted children are showing:</p> <ul style="list-style-type: none"> <li>- greater confidence in learning and social situations.</li> <li>- increased ability to share their feelings.</li> <li>- improved behaviour and there is a greater understanding about consequences of their behaviour.</li> </ul> <p>There has also been a noticeable decrease in the number of incidents involving the children being targeted for behavioural needs.</p>
<b>Target Talk Time sessions</b>	£500 cover costs for one term	Each teacher to be allocated 1 hour per term to meet with PP children in class (1:1 or as a group) to Learning and Progress in WRITING. Sessions to take place week beg 19 <sup>th</sup> Feb.	Achievement of Target Talk Time goals every term & pupil writing outcomes over time.	<p>All teachers have appreciated the focused time with their PP children.</p> <p>84% of Y2 PP have made at least expected progress (Aut 1 to Sp 2), 90% of Y1 &amp; 96% of EYFS in Writing.</p>
<b>Other Educational Provision</b>	£500 <i>Total funding for Spring &amp; Summer term</i>	Fund alternative educational provision for target PP children.	Targeted children to have positive experiences at alternative provision.	Less behaviour incidents recorded since alternative educational provision accessed.

## Enrichment

<b>Termly activity</b>	£500 allocated for the year <b>Cinema £150</b> <b>Atomic Tom £150</b>	All PP pupils participate in Atomic Tom science workshops during Science week.	PP pupils enjoy science workshops.	PP pupils really enjoyed the Science workshops: <i>"I am more interested in Science than before."</i> <i>"He's an expert and knew a lot."</i> <i>"He's a proper scientist."</i>
<b>Family Learning</b>	Costs absorbed within 'Developing Parent Partnership'	PPC to lead 'Let's get cooking' with focus on cooking healthy meals on a budget. Offer individual support to families as appropriate.	100% attendance at cooking group. Improvements in parents' knowledge of healthy food/cooking seen in before/after questionnaire.	The group ran for 3 weeks with a focus on 5 EYFS families. 3 attended Week 1, 5 in Week 2 and 2 in Week 3. All parents who attended said they had tried the recipes at home and the group had encouraged them to cook with their child at home.
<b>Trips/Visitors</b>	£1000 allocated for the year	Support Y1 PP pupils to access 'Off the Page' Toys day.  Support EYFS PP pupils to attend Sacrewell Farm trip.	All PP pupils to attend trips. Positive feedback from children about trips/visitors.	'Off the Page' day very enjoyable. Children were given the opportunity to explore toys from the past and also make some toys. This provided real experiences for the children to feed into their writing.  Teacher feedback shows that all PP pupils enjoyed the farm trip. The majority had never visited a farm before and at least 5 of the children said they had never seen a real-life farm animal. Some of the children had not been on a bus either. After the trip, the children were eager to write and even reluctant writers were keen to find photos of the visit and write about them. The quality of writing about the trip was good. One PP child shared that the family had used the free voucher given on the trip to go again during the holidays.
<b>Community project</b>	£100 Contribution towards resources	7 x PP children to access intergenerational gardening project at Olive Gardens (weekly sessions for 10 weeks).	Children make progress according to their individual targets (e.g. behaviour, confidence etc). Children make at least expected progress in UW and PSED areas.	Lead teacher targeted Speaking, Self-confidence and Self-awareness, Making Relationships and Understanding the World. Expected progress over the Spring term is 2 steps. Speaking: 5 made expected progress, 2 made accelerated progress. Self-confidence: 2 made expected progress, 5 made accelerated progress. Making Relationships: 1 made expected progress, 6 made accelerated progress. The World: all made accelerated progress.