

Dogsthorpe Infant School



Pupil Premium Grant 2021-22 – SPRING TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
Academic				
Specialist Teaching and Interventions	Annual staff salary contribution £81,500 Resources £3000	TWLS – online reading intervention. 7 x Y2 PP children 8 x Y1 PP children	All children to make at least 2 steps progress in their reading attainment.	<p>Year 2:</p> <ul style="list-style-type: none"> - 2 children left the school. - 2 children made 1 step progress. - 2 children made 2 steps progress. - 1 child made 4 steps progress. <p>An additional child was added during the term. This child made 1 step progress.</p> <p>Year 1:</p> <ul style="list-style-type: none"> - 1 child made 0 steps progress (this is being followed up). - 4 children made 1 steps progress. - 3 children made 2 steps progress. <p>Both Year Groups have been impacted by staff absence affecting ability to deliver intervention.</p>
		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 4 Spotlight targets over the term.	<p>EYFS (CI focused targets)</p> <ul style="list-style-type: none"> - 12/28 chn achieved 2 targets and the rest achieved 1 target or did not make progress with their target. - Further discussions identified that targets are not specific enough, making it difficult for a child to achieve them within the 2-3 weeks period we have anticipated. - Going forward, EYFS will focus on Reading/Phonics targets with a clear and measurable focus. <p>Year 1 Reading 7/34 chn achieved 4 or more targets. 20/34 chn achieved 2 or 3 targets. 7/34 chn achieved 1 target.</p> <p>Writing 6/34 chn achieved 4 targets. 23/34 chn achieved 2 or 3 targets. 4/34 chn achieved 1 target and 1 child did not achieve any targets due to a long-term absence.</p> <p>Maths 6/34 chn achieved 4 targets. 23/34 chn achieved 2 or 3 targets. 4/34 chn achieved 1 target and 1 child did not achieve any targets due to a long-term absence.</p>

				<p>Year 2 Reading 4/29 chn achieved 4 or 5 targets. 21/29 chn achieved 2 or 3 targets. 3/29 chn achieved 1 target and 1 child did not achieve any targets due to other factors.</p> <p>Writing 5/29 chn achieved 4 targets. 19/29 chn achieved 2 or 3 targets. 4/29 chn achieved 1 target and 1 child did not achieve any targets due to other factors.</p> <p>Maths 13/29 chn achieved 4 or 5 targets. 12/29 chn achieved 2 or 3 targets. 3/29 chn achieved 1 target and 1 child did not achieve any targets due to other factors.</p> <ul style="list-style-type: none"> - Through discussions with SLT, we have concluded that there is some inconsistency in regards the writing of targets. Some teachers are not being specific enough, meaning it is harder for the children to achieve the target within the set period. This will be addressed at Team PPMs and cohort targets written together. - High levels of staff absences have impacted on supporting Spotlight target work. - Year 2 introduced a new 'Spotlight Target Time' x 3 a week. The above outcomes suggest this is having a positive impact.
		Intervention TA to target 1 x Year 2 PP children for BRP (twice weekly).	Children identified for BRP to make at least expected progress within the programme based on 2 sessions per week.	1 child made 3 steps progress.
Developing Speech, Language and Communication skills		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.	All children are making progress within their programmes.
		2 x EYFS children to attend daily Attention Autism sessions. 1 x Y1 children to attend Attention Autism sessions x 3 a week.	All children to make progress within programme demonstrating increased attention and engagement.	2 x EYFS moved through to stage 4 of programme. 1x Y1 child progressed beyond programme.
<u>Well-being & Enrichment</u>				

Breakfast club	£4044 <i>Staffing & 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.	6/8 children have been attending regularly. Teachers have shared that they have grown in confidence, they are happier in school, more settled and ready for learning.
Trips/visitors	£1000 <i>allocated for the year</i>	Contribution towards topic events: - EYFS: Atomic Tom - Year 2: Fire of London Workshop	All PP pupils to attend trips and access visitors. Positive feedback from children about trips/visitors.	EYFS - children enjoyed the session and were excited to talk about it for weeks afterwards. They were able to talk about changes to their mixture and used the new vocabulary they had been taught in their continuous provision activities. Year 2 – each class enjoyed an online workshop about 'The Great Fire of London' provided by 'Zoom through History'. The children loved joining in with the action and answering the questions. They were about to recall new facts about the fire and it inspired them to find out more. Samuel Pepys told them lots of information.
Emotional Literacy Support	£23,500 <i>over the year for staffing, resources & 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.	The needs of the school meant that the CWBC was required to cover classes due to high staff absences. Some 1:1 work was completed, but this was not done regularly enough to measure impact.
Promoting Positive Family Life				
Other	£500 <i>over the year</i>	Family support e.g. - Support during Covid - Transport costs to support children coming to school, uniform costs etc - Support for medical needs	PP families supported in and out of school as appropriate.	Food vouchers provided for children isolating due to own symptoms or being a close contact. Children with medical needs have appropriate snacks purchased for them to support this and also ensure they can participate in class activities involving food (e.g. Team time).
Developing Parent Partnership	£20,400 <i>over the year for staffing, resources & 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.	FWBC has closely supported 7 families (10 children) as follows: <ul style="list-style-type: none"> - Holding 6-weekly TAF meetings for 3 of the families with an EHA. - Providing emotional support for 1 child until external support is available. - Keeping in regular contact with parents, offering emotional and practical support. - Supporting parent through CSC process. - Attended Core group meetings. - Regular check-ins with children to gain their voice. - Supported application for school transfer when family circumstances changed. - Supported 5 children through 1:1 sessions (including use of Drawing & Talking). - Contributed to SCAN action points with 6 children. - MASG review reports completed for 3 families. As an outcome of this work, there has been the following impact:

				<ul style="list-style-type: none"> - Parents receiving family support from Barnados for EBPP and advice on parenting strategies. - Children have been referred to external agencies as appropriate (Behaviour panel, Oak, Embrace). - Referral for parent access online EBPP, parent is accessing this. <p>FWBC meetings attended: RCPC – 1 Core Groups – 8 TAF – 4 Behaviour panel – 1</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%.	<p>End of Spring term data = 89.78%.</p> <p>We recognise this has declined further. However, pupil attendance was low across all groups due to high numbers of Covid cases during the term.</p> <p>Actions taken by the FWBC:</p> <ul style="list-style-type: none"> - FWBC and Attendance officer set up fortnightly meetings to review attendance. - Completed daily checks on PP attendance and home visits were completed on absences of more than 2 days where school has not had any contact with the family. - 11 children in total were home visited. - Home visits have made some difference to attendance level and parents have been more proactive in keeping school informed. - Informed parents of school absence procedures.