

Dogsthorpe Infant School.

Pupil Premium Strategy Statement, 2023-24

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	DOGSTHORPE INFANT SCHOOL
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	36% (85 CHN)
Academic year that our current pupil premium strategy plan covers	2023-24
Date this statement was published	18/12/23
Date on which it will be reviewed	Termly reviews followed by final review in September 2024.
Statement authorised by	DR HELEN PRICE
Pupil premium lead	MRS BECKY WATERS
Governor / Trustee lead	MR LEE BOTRILL

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,675
Recovery premium funding allocation this academic year	£12,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£136,425

Part A: Pupil premium strategy plan

Statement of intent

We have a designated Pupil Premium Champion **MRS WATERS**, Headteacher. Mrs Waters works with the Learning and Teaching Managers to develop a termly action plan which addresses the needs of Pupil Premium children. Termly targets and actions are written in response to data with the aim of ensuring all children in receipt of funding are given every opportunity to make at least expected progress and to achieve the 'Expected Standard' in Reading, Writing and Maths relevant to their year group. Supported by the other members of SLT, the Pupil Premium Champion leads CPD for staff, monitors the quality of intervention programmes, analyses and tracks attainment and progress data, encourages parental engagement through parent/child learning events and workshops and carries out book looks and learning observations.

Funding will be allocated to:

- Ensure all children have good quality-first teaching in the classroom.
- Provide additional support through interventions (1:1 and groups) led by a teacher or TA.
- Provide pastoral support from 'The Rainbow Team' (pastoral support for children and families).
- Ensure all children have the opportunity to participate in enrichment activities such as after school clubs and school trips.
- Provide support to meet the needs of specific families in challenging circumstances.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Embedding QfT strategies, interventions and resources meet the needs of disadvantaged pupils (e.g. staff CPD)
2	Children's speech, language and communication skills are not age-expected. Many are language deprived and have limited vocabulary.
3	Due to the literacy skills or language skills of parents, many children are not supported with learning at home, especially reading.
4	Children have limited enrichment experiences (e.g. trips to the zoo, museum etc). This means they do not always have a wider understanding of the world.
5	Children can find self-regulation difficult and require support with their social, emotional and mental health needs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise attainment and accelerate rates of progress in Reading, Writing and Maths.	Children achieve their half-termly targets leading to achievement of their EOY targets.
To increase parental engagement in school events focusing on Reading.	Increased number of PP parents/carers attend Book Buzzes, workshops etc.
To raise aspiration, motivation and engagement in learning through a high-quality curriculum, including first-hand curriculum-based experiences.	All year groups access high-quality Music and Computing opportunities (Kapow). All year groups have topic related visitors and visits to bring the curriculum alive and enhance their learning.
To raise self-esteem and confidence of targeted pupils.	Children identified with SEMH needs impacting on progress are supported with strategies to manage these.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,583 (TAs & SENDCO)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through a programme of CPD and planning support, embed a range of current strategies to support effective QfT (e.g. Rosenshine)	<u>EEF - Improving Literacy in Key Stage 1, Guidance Report.</u>	1, 2 & 3
Embed Phonics scheme (2 nd year of Monster Phonics), including supporting parents.	Recommendations: 1 - Develop pupils' speaking and listening skills and wider understanding of language.	1, 2 & 3
Regular reviews of the teaching of Reading with teachers and Teaching Assistants and action CPD as necessary.	2 - Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills. 3 - Effectively implement a systematic phonics programme. 4 - Teach pupils to use strategies for developing and monitoring their reading comprehension. 7 - Use high quality information about pupils' current capabilities to select the best next steps for teaching. 8 - Use high quality structured interventions to help pupils who are struggling with their literacy.	1 & 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,609 (Specialist Support Teacher, Intervention TAs, resources/CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of reading interventions (BRP and 1:1 tutoring).</p>	<p><u>EEF - Improving Literacy in Key Stage 1, Guidance Report.</u></p> <p>Recommendations:</p> <p>2 - Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills.</p> <p>4 - Teach pupils to use strategies for developing and monitoring their reading comprehension.</p> <p>7 - Use high quality information about pupils' current capabilities to select the best next steps for teaching.</p> <p>8 - Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	<p>1 & 3</p>
<p>Communication, Speech and Language interventions:</p> <ul style="list-style-type: none"> ○ Quality 1:1/small group S&L sessions using bespoke or commercial interventions for children with identified S&L needs (working with SALT). 	<p><u>EEF - Improving Literacy: Supporting oral language development</u></p> <p><u>EEF - Improving Literacy in Key Stage 1, Guidance Report.</u></p> <p>Recommendations:</p> <p>1 - Develop pupils' speaking and listening skills and wider understanding of language.</p> <p>8 - Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	<p>1 & 2</p>
<p>Deliver 1:1 and small group Phonics and Reading interventions.</p>	<p><u>EEF - Improving Literacy in Key Stage 1, Guidance Report.</u></p> <p>Recommendations:</p> <p>2 - Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills.</p> <p>3 - Effectively implement a systematic phonics programme.</p> <p>4 - Teach pupils to use strategies for developing and monitoring their reading comprehension.</p>	<p>1, 2 & 3</p>

	<p>7 - Use high quality information about pupils' current capabilities to select the best next steps for teaching.</p> <p>8 - Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,124 (Rainbow Team, enrichment, pupil wellbeing, WWR&S, general support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wakey, Wakey, Rise and Shine Breakfast Club (nurture).</p>	<p><u>EEF - Improving Social and Emotional Learning in Primary Schools.</u></p> <p>Recommendations: 1 - Teach SEL skills explicitly.</p> <p><u>EEF - Improving Behaviour in School.</u></p> <p>Recommendations: 2 - Teach learning behaviours alongside managing misbehaviour.</p> <p>5 - Use targeted approaches to meet the needs of individuals in your school.</p>	5
<p>Subscribe to the National Schools Breakfast Programme - daily breakfast for every child.</p>	<p><u>Maslow's Hierarchy of Need (1943):</u> <i>'Maslow's hierarchy provides a model for how students are motivated to learn. Without the lowest layer of the hierarchy met, students cannot reach the next level. Each level allows students the ability and motivation to increase. Each student can move up in the hierarchy with the proper support of the teachers and school staff who must focus on Maslow's hierarchy of needs in teaching and education.'</i> <i>The E-Learning Network</i></p>	5
<p>Work in partnership with other agencies (e.g. Emotional Wellbeing Service) to support families and encourage further engagement with school.</p> <p>Lead a programme of parent workshops focusing on parenting skills, well-being and supporting learning at home.</p>	<p><u>EEF - Working with parents to support children's learning.</u></p> <p>Recommendations: 2 - Provide practical strategies to support learning at home.</p> <p>3 - Tailor school communications to encourage positive dialogue about learning.</p> <p>4 - Offer more sustained and intensive support where needed.</p>	3 & 5
<p>Support the social, emotional and mental health needs of children and parents (Pastoral Team).</p>	<p><u>EEF - Improving Social and Emotional Learning in Primary Schools.</u></p> <p>Recommendations: 1 - Teach SEL skills explicitly.</p> <p><u>EEF - Improving Behaviour in School.</u></p>	3 & 5

	<p>Recommendations: 2 - Teach learning behaviours alongside managing misbehaviour.</p> <p>5 - Use targeted approaches to meet the needs of individuals in your school.</p>	
Provide all children with enriching learning experiences (trips/visitors, including drama workshops for Y2 pupils).	<p><u>Ofsted Report (2008)</u> The report shows evidence in favour of well-planned visits to boost PSE when it was part of enhancing curriculum and integrated into classroom activities.</p>	4 & 5

Total budgeted cost: £135,316

Remaining funding to allocate = £1109

Part B: Review of previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

ACTUAL PUPIL PREMIUM BUDGET (including Recovery Premium) REC'D = **£142,382**

Intended outcome	Evaluation, Nov 2023																																																																				
To raise attainment and accelerate rates of progress in Reading, Writing, Maths and Speaking and Listening.	<table border="1" data-bbox="721 685 1393 1021"> <thead> <tr> <th colspan="4">EYFS Attainment - % achieving ELG+</th> </tr> <tr> <th></th> <th>Cohort (86)</th> <th>PP (30)</th> <th>Non-PP (56)</th> </tr> </thead> <tbody> <tr> <td>Comprehension</td> <td>72</td> <td>57</td> <td>80</td> </tr> <tr> <td>Word Reading</td> <td>66</td> <td>57</td> <td>71</td> </tr> <tr> <td>Writing</td> <td>64</td> <td>53</td> <td>70</td> </tr> <tr> <td>Number</td> <td>71</td> <td>53</td> <td>80</td> </tr> <tr> <td>Numerical patterns</td> <td>69</td> <td>53</td> <td>77</td> </tr> </tbody> </table> <table border="1" data-bbox="751 1043 1362 1308"> <thead> <tr> <th colspan="4">Year 1 Attainment (% achieving EXPECTED and above)</th> </tr> <tr> <th></th> <th>Cohort (89)</th> <th>PP (32)</th> <th>Non-PP (57)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>49</td> <td>44</td> <td>53</td> </tr> <tr> <td>Writing</td> <td>38</td> <td>25</td> <td>46</td> </tr> <tr> <td>Maths</td> <td>53</td> <td>50</td> <td>54</td> </tr> </tbody> </table> <table border="1" data-bbox="751 1346 1362 1610"> <thead> <tr> <th colspan="4">Year 2 Attainment (% achieving EXPECTED and above)</th> </tr> <tr> <th></th> <th>Cohort (88)</th> <th>PP (39)</th> <th>Non-PP (49)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60</td> <td>49</td> <td>69</td> </tr> <tr> <td>Writing</td> <td>53</td> <td>33</td> <td>69</td> </tr> <tr> <td>Maths</td> <td>59</td> <td>44</td> <td>71</td> </tr> </tbody> </table> <ul data-bbox="639 1682 1449 2074" style="list-style-type: none"> • Despite our best endeavours, we acknowledge that we are not closing the gap between PP and Non-PP pupils. • Staff absences in Year 1 had a significant impact on the delivery of interventions meaning they were not as rigorous as we had planned them to be. • Following the implementation of 'Tutoring with Lightning Squad', monitoring and data analysis showed that this intervention was not having the desired impact. The SLT made the strategic decision to finish this programme and move to bespoke 1:1 reading, focusing on the needs of each pupil. • 'Mastering Number' (NCETM) sessions continue to have a positive impact on our children's ability to reason, explain and understand number. 	EYFS Attainment - % achieving ELG+					Cohort (86)	PP (30)	Non-PP (56)	Comprehension	72	57	80	Word Reading	66	57	71	Writing	64	53	70	Number	71	53	80	Numerical patterns	69	53	77	Year 1 Attainment (% achieving EXPECTED and above)					Cohort (89)	PP (32)	Non-PP (57)	Reading	49	44	53	Writing	38	25	46	Maths	53	50	54	Year 2 Attainment (% achieving EXPECTED and above)					Cohort (88)	PP (39)	Non-PP (49)	Reading	60	49	69	Writing	53	33	69	Maths	59	44	71
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	<ul style="list-style-type: none"> The new Monster Phonics scheme is becoming established and there is evidence of impact, particularly in EYFS and Year 2.
<p>To increase parental engagement e.g. attendance at parents' evenings, workshops and school events.</p> <p>To develop a positive relationship with parents and provide support as and when needed.</p>	<ul style="list-style-type: none"> Parents were invited to attend: <ul style="list-style-type: none"> Book Buzzes Learning looks Phonics and Maths workshops Parents evenings (virtual and face to face). Overall, there was good engagement from PP parents. SLT and FWBC are outside at the beginning and end of the school day. This enables positive conversations with all families, particularly our most vulnerable families. This has led to engagement in processes such as EHAs and the Emotional Wellbeing Service.
<p>To raise aspiration, motivation and engagement in learning through first-hand curriculum-based experiences.</p>	<ul style="list-style-type: none"> All year groups enjoyed their trips - Hamerton Zoo (EYFS), Cinema and Ferry Meadows (Y1), The New Theatre and The Great Fen (Y2). All year groups had specific curriculum visitors (in person and online) including: <ul style="list-style-type: none"> Planetarium - EYFS Atomic Tom - EYFS Fire of London online event - Y2 The whole school enjoyed a Christmas panto - something many children had not experienced before. Not only did these visits/visitors enrich the children's experiences, they enjoyed writing and talking about them.
<p>To raise self-esteem and confidence of targeted pupils.</p>	<ul style="list-style-type: none"> WWR&S ran throughout the year, with cohorts changing each term. Positive feedback was received from teachers who shared that attendance improved, children grew in confidence and were ready for learning. We continue to embed our therapeutic approach to behaviour management. Staff are using Emotion Coaching techniques to support children to self-regulate and develop awareness of their emotions. Safe spaces are being created within classrooms. The Rainbow Team supported pupils and their families as needed. The Family Wellbeing Champion has worked with target families to support attendance, strategies for behaviour, sleep etc. Through this work, parents have then engaged with the EHA process if appropriate. We have started to work with LITTLE VOICES - a music and drama company which focuses on building confidence and resilience. Y1 classes accessed some taster sessions during the Summer term and this has continued into 2023-24. Very positive feedback received from staff and children.

Externally provided programmes - N/A

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider