

Dogsthorpe Infant School



Pupil Premium Grant 2018-19: SUMMER TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
Academic				
Literacy and Maths Interventions	Annual staff salary contribution £54,000	<u>BRP - TA</u> 4 x Year 1 pupils to access 10 week reading intervention programme.	Children to secure B1S by end of term.	1 out of 4 achieved 1s. 3 out of 4 achieved 1w+.
		<u>BRP – TA</u> 5 x Year 2 pupils to access 10 week reading intervention programme.	Children to secure B2S by end of term.	3 achieved 2S. 2 did not achieve B2s due to fluency of reading. However, both made progress in their sight vocabulary and comprehension.
		<u>BRP Stars - TA</u> 2 x Year 1 pupils to access weekly intervention.	Children to secure B1S by end of term.	1 made no progress in levels. This is being reviewed by the Intervention Manager. 1 moved from 1w to 1w+.
		<u>Reading Champions – TAs</u> 4 x EYFS pupils to access reading intervention.	Children to achieve ELG.	3 children achieved ELG. 1 child left the school.
		<u>Hot List Readers – TAs</u> 7 x EYFS pupils 4 x Y1 pupils 3 x Y2 pupils	EYFS children to achieved ELG. KS1 children to make expected progress by end of year.	EYFS - Of the 7 children targeted: 3 achieved ELG. 3 children didn't achieve ELG. However, 1 child progressed from 16-26w-40-60b within EYFS. 2 children achieved 40-60s. 1 child left. Y1 – 3 out of 4 moved book levels. 1 child remained on same level. SCAN referral made and remains under monitoring in Year 2. Y2 – 1 child made 7 steps of progress. 1 child made 6 and 1 made 3 steps from EOY1 – EOY2.
		<u>Phonics – TA</u> 8 x Year 1 pupils to access weekly Phase 3 phonics group in addition to daily Phonics lessons.	Children to be Phase 3 secure.	All children secure at Phase 3.
		<u>Precision Teach – TA</u> 4 x Year 2 pupils to access reading intervention.	All children to be secure with their individualised set of CEW by end of programme cycle.	3 out of 4 children were able to read words at over 30 words per minute within programme. 1 child made progress in number of words recognised but was not secure. Concerns about working memory and literacy difficulties were passed onto next school.
		<u>Writing - Targeted support in class – T/TA</u> 6 x Year 1 pupils 4 x Year 2 pupils	Y1 children to be B1S. Y2 children to be B2S.	Y1 = 1 child achieved 1s and 5 children achieved 1w+. Y2 = 2 achieved 2s. 1 child achieved 2w+.

				1 child achieved 2b+ (progress was limited due to behaviour).
		<u>Writing Champions – TAs</u> 3 x EYFS pupils to access writing intervention.	Children to achieve ELG.	All children achieved ELG.
		<u>Handwriting – TAs</u> 3 x Year 1 pupils to access weekly handwriting intervention.	All children to achieve their individual targets.	All made progress within handwriting scheme.
		<u>Maths – Targeted support in class – T/TAs</u> 7 x EYFS pupils – Number 8 x EYFS pupils – SS&M	Children to achieve ELG.	Number – 2 children on track to achieve ELG left the school. 4/5 achieved ELG and 1 child achieved 40-60s. SS&M – 2 children on track to achieve ELG left the school. 5/6 achieved ELG and 1 child achieved 40-60s.
		<u>Maths – Targeted support in class – T/TAs</u> 5 x Y2 pupils	Children to achieve B2S.	3 children achieved 2s. 1 child achieved 2w+. 1 child achieved 2w.
		<u>Maths – TAs</u> 6 x Year 1 pupils to access additional small group OMS activities.	Children to achieve B1S	1 child achieved 1s+ and exceeded target. 4 children achieved 1s. 1 child achieved 1w+.
Developing Speech, Language and Communication skills		TALK BOOST: 3 x Year 1 pupils to access intervention 3 times a week. TALK BOOST: 3 x EYFS pupils to access intervention 3 times a week.	All children accessing Talk Boost make at least 10 points TB progress.	All children made at least 10 points progress in the programme (18, 27, 30 pts). 2 PP pupils in a subsequent group achieved 22 and 32 pts progress. EYFS – all children made at least 10 points progress (11, 24, 31).
		Specialist Support Teacher to deliver SALT programmes to 6 x PP pupils (groups and 1:1) under the direction of Speech Therapists.	All 6 children to achieve targets and make progress within their individual programme.	Children working with Specialist Support Teacher in Summer 2 made at least expected progress against their SALT targets.
Well-being				
Breakfast club	£3300 <i>Staffing & Food costs for the year</i>	14 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.	<ul style="list-style-type: none"> - Children were more confident to leave their careers for transition into school which led to a calmer start to the learning day. - They enjoyed a range of social and independent activities which supported their social skills and confidence. - Children became more independent and supportive of new friendships during the course of the activities and thought about others. - The weekly "Star of the Week" award encouraged children to vote for their friends and consider reasons (e.g. who was the most helpful).

Developing Parent Partnership	£25,000 <i>over the year (inc. 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"> - 2 PP families supported through SCAN referrals. <u>IMPACT:</u> 1 child's attitude improved in school parent had attended workshops and FWBC met with parent regularly to discuss their concerns and give strategies on dealing with behaviour. <p>In total 14 families were supported by FWBC on several different issues including:</p> <ul style="list-style-type: none"> - Anxiety – through being listened to the parent was able to work through their own issues and reduce their anxiety. - Parental disputes – parent felt less anxious dropping off and collecting their child. - Managing children's behaviour – through support the parent was able to make difficult but positive changes in the parenting of their child. - Emotional support during meetings – parent was able to voice their opinion more and felt supported through difficult meetings. - Domestic Abuse – parent felt more confident to call the police. - Drink/drug use – FWBC built up a good relationship with the parent. Since then the parent spoke honestly about reasons for their child's absence. Parent also started answering their phone from FWBC. - Through support, a parent was able to manage their feelings through challenging situations. - 4 parents were supported to deal with their anxiety through skilled helper sessions. - 2 grandparents supported through the Special Guardianship process.
	£2000 <i>over the year</i>	Parent learning opportunities to support well-being and enhance parenting skills. 2 x 'I'm a parent get me out of here' workshops planned for Summer 1. Focus on: <ul style="list-style-type: none"> - Emotions - Eating 	Parent feedback following workshops.	<ul style="list-style-type: none"> - Afternoon Tea for grandparents/carers with SGO attended by 3. This provides an opportunity for peer support as well as some well-being time. - 'Time for Me' afternoon tea for target PP families was attended by 4 parents. Opportunity to support well-being as well as informally discuss parenting strategies. - 7 parents attended the 'Dealing with Emotions and Tantrums' session. - 4 parents attended the 'Fussy eaters & over eaters' session.

				<ul style="list-style-type: none"> - Advice leaflets were given to parents to take home as a reminder of strategies to use.
Emotional Literacy Support	£23,000 <i>over the year</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 My Star assessments.	<ul style="list-style-type: none"> - ELSA assessments show that all children have made progress their Emotional Literacy and were better equipped to talk about how they were feeling and what made them feel certain emotions. - Strategies shared during sessions were transferred back to classroom and home to further develop personal coping skills. - Social skills and friendships developed, children felt more confident in talking to each other and explaining how they felt. - Children attending the 'Rainbow Stars' lunch club all gave positive feedback and there was a noticeable difference in the way they interacted with one another and also, for some, the amount of lunch they ate.
Other	£500	Additional support as required e.g. <ul style="list-style-type: none"> - One-off sessions at before/after school club - Transport costs to support children coming to school - Uniform costs 	PP families supported in and out of school as appropriate.	Support given as needed to PP families including access to holiday club provision and taxi to ensure attendance at school.
Enrichment				
Trips/visitors	£1000 allocated for the year	Year 1 – Hunstanton (Summer 1). Year 2 – Mountfitchet Castle (Summer 1) Forest Schools Club – Food & Farming Festival (Summer 2)	All PP pupils to attend trips and access visitors. Positive feedback from children about trips/visitors.	<ul style="list-style-type: none"> - Positive feedback received from PP attending trips. - Children were able to discuss the features of the seaside and castles with a meaningful first-hand experience – “I saw the lighthouse. It was really big.” “Some of the food that they had in the past is the same as us. But they can't cook it like us.” - Children accessed a range of different opportunities – ‘I milked a goat and did ferret racing. I never raced a ferret before.’