

# Dogsthorpe Infant School.

## Pupil Premium Strategy Statement, 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	DOGSTHORPE INFANT SCHOOL
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	38%
Academic year that our current pupil premium strategy plan covers	2021-22
Date this statement was published	30 <sup>th</sup> Nov 2021
Date on which it will be reviewed	Termly reviews followed by final review in July 2022
Statement authorised by	DR HELEN PRICE
Pupil premium lead	MRS JO MARSHALL-SULLY
Governor / Trustee lead	MRS SUE HARTROPP

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,535.00
Recovery premium funding allocation this academic year	£13,485 <i>(Separate plan to track spend)</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,157.59
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£161,177.59</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We have a designated Pupil Premium Champion **MRS MARSHALL-SULLY** who is a member of the Senior Leadership Team and works with the Headteacher 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. Assisted by the 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	Ensuring 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, Maths and Speaking and Listening.	Children achieve their half-termly targets leading to achievement of their EOY targets.
To increase parental engagement e.g. attendance at parents' evenings, workshops and school events. To develop a positive relationship with parents and provide support as and when needed.	At least 50% of parents engage with Class Dojo. At least 75% of children read at home.
To raise aspiration, motivation and engagement in learning through first-hand experiences. To provide all children with additional learning experiences due to missed opportunities caused by pandemic.	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 supported by Child Wellbeing Champion meet their personal targets.

## 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: **£55,700** (TAs & SENDCO)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce a range of strategies to support effective QfT (including re-launch of Word Aware for S&L and colourful semantics)	<p><u>EEF – Improving Literacy in Key Stage 1, Guidance Report.</u></p> <p><b>Recommendations:</b>            1 - Develop pupils’ speaking and listening skills and wider understanding of language.            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.            8 - Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	1, 2 & 3
Relevant staff to CPD to support new interventions (NELI, TWLS)		1, 2 & 3
Implementation of new approach to teaching of Reading (whole class reading in Phonics groups)		1, 2 & 3
Further develop the teaching of Phonics through sharing good practice, team teaching, mentoring and CPD opportunities.		1 & 2

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

Budgeted cost: **£30,700** (SST, Intervention TA, resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of reading interventions (BRP, TWLS)	<p><u>EEF – Improving Literacy in Key Stage 1, Guidance Report.</u></p> <p><b>Recommendations:</b>            2 - Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills.</p>	1 & 3

	<p>4 - Teach pupils to use strategies for developing and monitoring their reading comprehension.</p> <p>8 - Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	
<p>Communication, Speech and Language interventions:</p> <ul style="list-style-type: none"> <li>- Staff accessing CPD to deliver NELI intervention in EYFS.</li> <li>- Quality 1:1/small group S&amp;L sessions for children with identified S&amp;L needs (working with SALT).</li> </ul>	<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><b>Recommendations:</b> 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>	1 & 2
<p>Establish 1:1 and small group Phonics/Reading interventions.</p>	<p><u>EEF – Improving Literacy in Key Stage 1, Guidance Report.</u></p> <p><b>Recommendations:</b> 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>8 - Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	1, 2 & 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£49,500** (Rainbow Team, enrichment, WWR&S)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-launch Wakey, Wakey, Rise and Shine Breakfast Club (nurture).</p>	<p><u>EEF – Improving Social and Emotional Learning in Primary Schools.</u></p> <p><b>Recommendations:</b> 1 - Teach SEL skills explicitly.</p>	5

	<u>EEF – Improving Behaviour in School.</u>  <b>Recommendations:</b> 2 - Teach learning behaviours alongside managing misbehaviour.  5 - Use targeted approaches to meet the needs of individuals in your school.	
Lead a programme of parent workshops focusing on parenting skills, well-being and supporting learning at home.	<u>EEF – Working with parents to support children’s learning.</u>  <b>Recommendations:</b> 2 - Provide practical strategies to support learning at home.  3 - Tailor school communications to encourage positive dialogue about learning.  4 - Offer more sustained and intensive support where needed.	3 & 5
Support the social, emotional and mental health needs of children and parents (Pastoral Team).	<u>EEF – Improving Social and Emotional Learning in Primary Schools.</u>  <b>Recommendations:</b> 1 - Teach SEL skills explicitly.  <u>EEF – Improving Behaviour in School.</u>  <b>Recommendations:</b> 2 - Teach learning behaviours alongside managing misbehaviour.  5 - Use targeted approaches to meet the needs of individuals in your school.	3 & 5
Provide all children with enriching learning experiences (trips/visitors).	<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.	4

**Total budgeted cost: £135,900**

*Balance to allocate (as at OCT 2021):*

*PP = £11,792*

*Recovery = £11,998.40*

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Supporting the whole child - Academic

- 23 children accessed BRP. 5 of these children accessed this online during lockdown so intervention had to be adjusted to work virtually. Of the 18 who completed the programme fully in school, all made at least expected progress. The 5 accessing this online all made progress in their use of reading strategies, retrieval and inference skills.
- All children on SALT programmes receiving support all made progress with their set targets as directed by external speech therapists.
- Children supported in the Star Pod intervention achieved identified targets and worked on other areas as advised by external professionals. All children's communication skills increased and teacher knowledge of how to support developing communication skills grew.
- Where interventions were completed for the set period of time (lockdown impacted on this), children accessing these all made progress. Progress was variable (some made 1 step progress, others 3 or more steps) but this was dependent on the frequency of the intervention and the attendance of the child.

#### Supporting the whole child - Well-being & Enrichment

- 5 children accessed our breakfast club in the Autumn term (this provision didn't continue in Spring/Summer due to lockdown and restrictions). Children engaged in a variety of activities including reading and craft. Healthy breakfast options were on offer each day. This provision gave these children a positive start to the school day.
- Child Wellbeing Champion supported 4 children throughout the year and also supported other PP children on a short-term basis (e.g. setting up a system if child was finding it hard to come to school). Lockdown led to the CWBC being directed to support key worker children and vulnerable pupils in bubbles. CWBC supported year groups with planning for wellbeing activities during these challenging months.
- School trips could not take place. When possible, enrichment activities were planned to support topic work (e.g. ice-creams for Y1's seaside topic and a visit from Doody the Clown for Y2's circus topic). Children were excited and engaged when experiencing these activities. All children were able to experience a virtual pantomime in December.

#### Supporting the whole child - Promoting Positive Family Life

- The restrictions limited the work of the Family Wellbeing Champion (i.e. no face to face meetings, home visits etc). However, 47 families were supported during the school year either to complete EHAs, wellbeing support, parenting advice etc. The FWBC carried out wellbeing calls throughout lockdown and followed up on any concerns.
- Support was offered to parents through the food voucher scheme when children were isolating and also packed lunches during lockdown.

### 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