

Dogsthorpe Infant School



Pupil Premium Grant 2020-21 – AUTUMN TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
<p style="color: green; font-weight: bold;"><u>Academic</u></p> <p style="color: green; font-weight: bold;"><i>This section will be developed following assessments.</i></p>				
<p>Specialist Teaching and Interventions</p> <p><i>NB. This will be updated following assessments in Autumn 1.</i></p>	Annual staff salary contribution £80,000	Intervention TA to target Year 2 PP children for additional, in-depth reading sessions. Use this information to inform cohort for BRP.	Children identified for BRP make at least expected progress within the programme.	10 children were identified for BRP intervention, 8 of which were PP. 7/8 made at least 4 BRP levels progress within programme, 1/8 made 3 BRP levels progress.
	CPD Allocation £5000	Teacher allocated to deliver specialist teaching for children with additional needs (Star Pod).	Children accessing the Star Pod to make progress against EHCP/IPM targets.	3 PP children in Star Pod. All have made good progress academically, socially and emotionally. The greatest gains have been seen in their communication and interaction.
	Resources £1000	Intervention TA to target Year 1 PP children for additional read every week.	Children achieve set target for half-term/term.	TA was re-directed according to the needs of the school so this particular intervention was not possible.
		PP Champion to access support from English Consultant to develop an action plan to support PP writers.	PP children in KS1 have clear targets to move their writing forward.	PP Champion and English SL carried out KS1 writing book scrutiny. Strengths and areas for development were identified. This information was fed into the overall book scrutiny for Autumn 2 and English SL and PP Champion have shared feedback with teams. A new target system has been implemented for all children and teams have been advised about ensuring work set closely matches targets. PP Champion is now more confident to conduct a book scrutiny.
<p>Developing Speech, Language and Communication skills</p>		All EYFS children to be assessed using Silver Shoe S&L assessment. Outcomes to inform provision in class and interventions.	Children identified for interventions following assessments to make progress against set targets by end of term.	All children were assessed and action plan created for EYFS. Assessments led to children being identified for Talkboost and other S&L intervention. PP children were referred to SALT following assessment as appropriate. Interventions did not run for a sufficient amount of time to judge progress.
		Specialist Support Teacher to deliver SALT programmes to 8 x PP pupils (groups and 1:1) under the direction of Speech Therapists.	All 8 children to achieve targets and make progress within their individual programme.	All children have made progress towards long term targets. However, redeployment of SALT and also virtual sessions have impacted on the target review process.
<p style="color: orange; font-weight: bold;"><u>Well-being & Enrichment</u></p>				

Breakfast club	£3500 <i>Staffing & Food costs for the year</i>	6 x PP pupils invited to daily breakfast club for one term (<i>unable to have a larger group due to Covid restrictions</i>). Focus on healthy eating, positive transition into school and developing social skills.	Improvement in attendance, learning behaviours, self-confidence and self-esteem.	5/6 PP children attended 'Wakey, Wakey Rise and Shine' on a regular basis. Children engaged in a variety of activities including reading and craft. Healthy breakfast options on offer each day.
Trips/visitors	£3000 <i>allocated for the year</i>	Virtual Christmas Panto purchased for all children to watch during our 'Making Christmas Connections' week.	All PP pupils to attend trips and access visitors. Positive feedback from children about trips/visitors.	Positive feedback from staff and pupils. Children enjoyment was heard through their laughter. The virtual panto provided children with an experience they may otherwise not have had access to.
Emotional Literacy Support	£25,000 <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.	CWBC met with 4 PP children on a regular basis as bubble restrictions allowed. Activities were designed in response to children's needs. Needs of the school led to redeployment of CWBC.

Promoting Positive Family Life

Other	£3000 <i>over the year</i>	Family support e.g. - Transport costs to support children coming to school - Uniform costs - Support for medical needs - Support during Covid	PP families supported in and out of school as appropriate.	Food parcel for family who were self-isolating. Vouchers purchased for children who were self-isolating and during a year group bubble closure.
Developing Parent Partnership	£20,000 <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.	No referrals received via SCAN. FWBC continues to support families through the EHA process and as/when needed.
		Parent learning opportunities to support and enhance parenting skills (virtual sessions).	Parent feedback following workshops about impact on their parenting skills.	No workshops have taken place.