

Dogsthorpe Infant School



Pupil Premium Grant 2024-25 – SUMMER TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
Academic				
Supporting QfT Reading, Writing & Phonics interventions.	£73,500 <i>Annual staff salary contribution & contribution to CPD</i> £2000 Resources	<u>Year 2 - READING</u> Classroom provision and intervention to target 11 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	To make at least 2 steps progress by the end of term.	Of the 11 children: 5 chn made 2+ steps progress. 2 chn made 1 step. 4 did not make any progress despite interventions. 2/4 have low attendance, 2/4 started in Y2 with little/no previous schooling and 1/4 has undiagnosed SEND.
		<u>Year 2 – PHONICS</u> Classroom provision and intervention to target 7 x PP children for additional reading, and phonics interventions.	To fill gaps in MP assessments.	Of the 8 children: 2 chn passed the PSC. 3 chn did not pass but increased score from Y1. 2 chn did not achieve target – both new to Y2 in Autumn term with little/no previous schooling.
		<u>Year 2 - WRITING</u> Classroom provision and intervention to target 5 x PP children for targeted Spotlight activities and phonics interventions.	To achieve 2W+ by the end of term.	Of the 5 children: 3 achieved 2W+ and above (1 achieved 2S) 1 made progress and achieved 2W.
		Classroom provision (streamed group working with Writing Lead) and intervention to target 10 x PP children targeted Spotlight activities and phonics interventions.	To make at least 3 steps progress by the end of term.	Of the 10 children: 4 chn did not make any progress. 3 chn made 1 step progress. 3 chn made 2 steps progress. At least 2 of them have undiagnosed learning needs. 3 of the group joined DIS in the Autumn term.
		<u>Year 1 - READING</u> Classroom provision and intervention to target 14 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	3 chn to achieve 1S by the end of term.	2 children achieved 1S and one child achieved 1W+ (just below).
			11 chn to make at least 3 steps progress by the end of term.	Of the 11 children: 2 chn made 3 steps progress. 5 chn made 2 steps progress. 2 chn made 1 step progress. 2 chn did not make any progress. At least 6 have undiagnosed learning needs. 4 children joined us during Year 1.
		<u>Year 1 – PHONICS</u> Classroom provision and intervention to target 14 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	7 chn to pass PSC.	6/7 passed the PSC. 1 made good progress and increased score.
			2 chn to recognise all P2 GPCs and blend 5+ words from Assessment 1.	1 achieved target.
			5 chn to pass MP Assessment 4 (GPCs and words).	2/5 achieved target. 4 chn in this group have undiagnosed learning needs.
		<u>Year 1 – MATHS</u> Classroom provision and intervention to target 4 x PP children for targeted Spotlight activities and additional guided work with teacher.	To achieve 1S by the end of term.	2 chn achieved 1S. 1 child achieved 1W and 1 child achieved 1W+.
		<u>EYFS – READING</u>	10 chn to make at least 3 steps progress by the end of term.	Of the 10 children: 1 did not make any progress (low attendance). 1 made 3 steps progress.

		Classroom provision and intervention to target 12 x PP children for additional reading and phonics interventions.		1 made 2 steps progress. 7 made 1 step progress.
			2 chn to make at least 2 steps progress by the end of term.	1 made 2 steps progress. 1 did not make any progress (low attendance).
		EYFS – PHONICS Classroom provision and intervention to target 14 x PP children for additional reading, targeted Spotlight activities and phonics interventions.	3 chn to blend focus words in MP Assessment 1 & 2.	2 children achieved target.
			3 chn to recognise all digraphs taught.	All 3 children achieved target.
			6 chn to recognise P2 phonemes.	2 children achieved target. Of the 4 who did not achieve – 1 has low attendance, 1 has high needs and 2 are on reduced timetables.
			2 chn to complete MP Assessment 3 (GPCs and words).	1 achieved GPCs target but not words. 1 achieved target.
		EYFS – WRITING/FINE MOTOR SKILLS Classroom provision and intervention to target 5 x PP children for interventions including 'Write from the Start', name writing, additional independent writing and guided writing.	3 chn to make at least 3 steps progress in Fine Motor Skills by the end of term.	All 3 children achieved target.
			2 chn to achieve ELG by the end of term.	1 achieved ELG. The other child achieved Rec W (just below).
		Staff delivering SALT programmes to 6 x PP pupils (groups and 1:1), supported by SALT as appropriate.	All children to achieve targets and make progress within their individual programme.	Child 1 - achieved target sounds. Child 2 - 3 sounds targeted & achieved. Child 3 - slow progress with language targets, hard to get consistency due to school absences, has disordered speech sounds. Child 4 - 4 sounds targeted and achieved, completing phonological awareness activities for consolidation period before reassessing speech sounds. Child 5 - achieved language target, new target set. Child 6 - achieved grammatical language targets.
		5 x PP children to attend Attention Autism sessions with Specialist Support Teacher x 3 a week.	All children to make progress within programme demonstrating increased attention and engagement.	Child 1 - good progress made, achieved up to stage 3 of AA - turn taking skills. Child 2 - frequent absence, but when present in school, able to consistently achieve up to stage 3 - turn taking. Child 3 - hard to engage in sessions, dysregulated and upset in sessions, target of stage 2 - attending to adult led task was achieved when he was calm and focused. Child 4 - inconsistent attention depending on mood, able to achieve stage 2 - attending to adult led task. Child 5 - inconsistent attention, with support could achieve stage 2 - attending to adult led task.
Developing Speech, Language and Communication skills		4 x PP children to attend Sensory Story sessions with Specialist Support Teacher x 3 a week.	All children to be able to sustain interest and engagement for 6/8 interactive story pages for the specific sensory story.	Child 1 - all targets achieved, sustained attention and engagement throughout & would join in with repeated refrains and key words from the text. Child 2 - all targets achieved, sustained attention throughout, enjoyed exploring the sensory items alongside the story. Child 3 - attention and engagement target achieved, would enjoy mouthing and exploring the sensory items. Child 4 - all targets achieved, can sustain attention through session.

Well-being & Enrichment

Breakfast club	£4800 <i>Staffing & Food costs for the year</i>	10 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.	Improvement noted in children's self-confidence and feeling more settled and ready for learning. For one child, the number of lates decreased. Children benefitted from the opportunity to socialise with peers.
National Schools Breakfast Programme	£1000 (20% contribution)	All children are offered a piece of bagel for breakfast when they arrive at school.	Children's basic needs are met to support them to be ready for learning.	Bagels continue to be popular as a morning snack when children arrive and as a snack during the day. Cereal provided through NSBP is used in WWR&S and also as snacks for key children who seek food to support regulation.
Trips/visitors	£1700 <i>allocated for the year</i>	Contribution towards Summer term topic events: EYFS – Trip Y1 – Seaside day/Trip Y2 – Pirates day/Animal experience	All PP pupils to access curriculum experiences. Positive feedback from children about trips/visitors.	EYFS Trip to Hamerton Zoo provided good opportunities for Communication and Language as children discussed the animals that they saw and how they were looked after. This led to children wanting to complete writing tasks linked to animals, use of descriptive language and development of EAD as children drew and painted animals and sea life, built animal sanctuaries and engaged in role-play. Year 1 Seaside Day engaged children with the new topic and children were eager to learn about coasts. Geographical language used independently in the Double Page Spread by all chn. Art and DT projects linked to the seaside were completed to a good standard. Year 2 Children were highly engaged through hands-on Geography activities, including compass directions and exploring continents and oceans. One child said, "I liked being a pirate and finding treasure with my map!" The animal experience gave pupils direct contact with real animals, sparking curiosity and deeper learning. A child shared, "The snake felt funny and was really dry, I wasn't expecting that, so I want to learn more about snakes and their skin!" Many children continued to revisit key ideas throughout the topic, showing sustained interest and growing understanding.
Emotional Literacy Support	£17,000 <i>over the year for staffing, resources & CPD</i>	CWBC to support 10 x PP pupils through 1:1 and group sessions to develop social and emotional skills.	Progress evident in priority areas identified through staff discussions.	Child 1 – beginning to talk about how she is feeling, sharing thoughts and expression. Child 2 - beginning to recognise when becoming dysregulated and able, sometimes, to identify body feeling to feelings: i.e.: "My head hurts when I am getting cross" Child 3 – able to identify what is making him feel cross/angry and unsure etc, confidently talking about what is making him feel as he does. Child 4 – able to self-regulate when things are going wrong, sometimes independently. More able to ask for help if things are starting to become tricky. Child 5 – beginning to recognise the things that make him cross/angry. More able to tell and adult what went wrong, after the event. Child 6 - beginning to recognise the things that make him cross, and in some cases will ask for support from known adult before becoming too dysregulated.

				Child 7 – able to share what makes him happy/sad. Time to talk given. Child 8 - beginning to identify what made him cross/angry after event but not yet able to self-regulate. Child 9 - beginning to recognise what makes him feel cross/angry. On occasions, can ask for support before the event. Child 10 – limited support given due to timetable.
SEMH targeted support	From £73,500 <i>QFT & Intervention budget.</i>	Deputy Head and TAs support (on a rota basis) support 2 x PP pupils in a daily provision to support children with SEMH needs.	Targeted children make progress in being able to co-regulate, identify and talk about their emotions and work appropriately with others. Teachers observe positive changes in learning behaviours and capacity to learn.	Child 1 - increased bank of emotional language. Regulating more quickly when with familiar adults. Engaged in talk activities and offered own experiences. Identified rules and shared these rules with adults and peers. Beginning to follow rules when calm. At times, shared strategies when another child was feeling cross or upset. Beginning to negotiate to solve problems during conflict with peers. Showed empathy for insects and responsibility during gardening tasks on most occasions. Completed planned Topic activities. Child 2 - more able to share with an adult what is making him feel sad/cross, relationships with adults improved and child was more open to support during times when he was becoming dysregulated. Able to share thoughts on others making the wrong choices and would talk about it rather than react negatively. Able to think about scenarios where things were going wrong and suggest a positive interaction to support rather than a negative. Showed empathy towards others when they were upset. Able to work with a small, select group of children, with adult supervision; taking turns and listening to what others were saying. Adult support still needed, at times, to regulate if something was really making him feel cross.
Reading enrichment	Costs met in staffing budget	Member of support staff to support 6 x PP children to access Therapy dog reading sessions	Progress evident in reading and learning behaviours – confidence, cooperation, resilience etc.	Group reduced to 4 due to limited engagement from 2 chn. Of the 4 who continued, all loved reading with Ruby and showed increased confidence.
Promoting Positive Family Life				
Parent Partnership	£22,000 <i>over the year for staffing, resources & CPD</i>	FWBC to support PP families as the need arises through PAWS referrals (including attendance) and EHAs.	Progress evident in priority areas identified for individual families.	Direct support and intervention with 2 families – 4 children: 1 family has been allocated a Family Support worker. 1 family – EHA in progress. Parent working with FWBC to gather sufficient information.
		FWBC to support parental engagement in school life and supporting learning at home through: - Attendance at community coffee morning. - Supporting NLT reading workshops.	Target parents to engage in sessions and impact evident in engagement in children's learning (i.e. reading at home, supporting Dojo activities etc).	31 Pupil Premium children attended the Summer Reading Café. Positive feedback received.
		FWBC to support targeted PP families where attendance is below 90%.	Improvement in attendance of PP group to close the gap between All children/PP/Non-PP. End of Year 2023-24: W/S = 92.63% PP = 90.43%	End of Summer Term data: W/S = 91.66% PP = 89.26% Non-PP = 94.20% Gap between PP and Non-PP = 4.94% 2024-25 Data: W/S = 91.56%

			Non-PP = 94.43% Gap between PP and Non-PP = 4%	PP = 89.22% Non-PP = 94.14% <i>Gap between PP and Non-PP = 4.92%</i> We are very aware that the gap between PP and Non-PP has increased again. We will use Studybugs to support further analysis of this group, including identifying which PP are also SEND etc.
		FWBC to support 5 x PP Young Carers through regular group sessions	Young Carers understand their important role. Young Carers give positive feedback about the group activities.	The group celebrated National Young Carers with a party. They have met every 2 weeks where the children choose an activity they would like to do. Children like attending and often seek out the Young Carers Champion to find out when the next session is.
Other	£350 <i>over the year</i>	Family support e.g. - Transport costs to support children coming to school. - Uniform costs.	PP families supported in and out of school as appropriate.	Families have been supported as the need arises.