

# Dogsthorpe Infant School



## Pupil Premium Grant 2019-2020 – AUTUMN TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
<b>Academic</b>				
<b>English and Maths Interventions</b>	Annual staff salary contribution £64,000 + Contribution of £16000 for smaller class sizes in Y2  CPD Allocation £500	<u>BRP - TA</u> 4 x Year 2 pupils to access 10 week reading intervention programme.	Children to secure Band 2b by end of term.	1 child achieved 2b. 2 children exceeded target and achieved 2b+. 1 child achieved 1s (2 steps progress from 1w).
		<u>BRP Stars – TA</u> 2 x Year 1 pupils to access twice weekly intervention.	Children to secure Band 1b+ by end of term	1 child exceeded target and achieved 1w. 1 child did not meet target achieving 1b.
		<u>Hot List Readers – TAs</u> 5 x EYFS pupils 7 x Y1 pupils 6 x Y2 pupils	Children to achieve their individual targets by end of term.	EYFS – all children targeted made progress. 3 made 1 step. 1 made 2 steps. 1 made 3 steps.  Year 1 3 (1 SEN) children made 0 steps progress. 1 child made 1 step progress. 2 children made 2 steps progress. (1 child left)  Year 2 1 child made 0 progress. 2 children made 1 step progress. 2 children made 2 steps progress. 1 child made 3 steps progress this term. 2 further children targeted both made 2 steps progress.
		<u>Phonics</u> 3 x Y1 Pupils 1:1 phonics twice weekly.	Children to secure gaps identified on the RAP plan.	All children achieved targets.
		<u>Phonics</u> 4 x EYFS pupils to access twice weekly intervention.	Children to be secure in all aspects of Phase 1.	3 out of 4 children achieved target.
		<u>Writing - Targeted support in class – T/TA</u> 4 x Y1 pupils  8 x Y2 pupils	Y1 pupils to secure Band 1b+ by the end of term. Y2 pupils to secure Band 2b by the end of term.	Year 1 1 child achieved 1b+ 3 children achieved 1b.  Year 2 All 8 children achieved at least 2b. 4 children exceeded and achieved 2b+.

		<u>Communication</u> 2 x EYFS pupils	Pupils to be secure with nouns from the first 100 words vocab list.	2 EYFS children have secured nouns from the first 100 list.
		<u>Handwriting – TAs</u> 3 x Y1 pupils to access 'Write from the start' handwriting intervention.	Children to make progress in scheme.	2 children need further intervention with handwriting. (1 child left)
		<u>Maths – Targeted support in class – T/TAs</u> 9 x Y2 pupils	Pupils to secure Band 2b by the end of term.	All children achieved at least 2b with 1 child achieving 2b+.
		<u>Maths – Targeted support in class – T/TAs</u> 5 x Y1 pupils	Children to secure Band 1b at the end of term.	All children achieved at least 1b with 4 children achieving 1b+.
		<u>Fine motor skills development</u> 2 x EYFS pupils	Children to make at least one step progress from Baseline by end of term.	1 child made 1 step progress. 1 child made 2 steps progress.
		<u>Gross Motor skills development (DMP)</u> 3 x EYFS pupils	Children to make at least one step progress from Baseline by end of term.	2 children made 1 step progress. 1 child made 3 steps progress.
<b>Developing Speech, Language and Communication skills</b>		TALK BOOST: up to 16 children to access Talk Boost intervention beginning in Autumn 2.	All children accessing Talk Boost make at least 10 points TB progress or to score within age expectations at end of programme.	Talkboost intervention to start in all year groups in Spring 1. Speech and Language interventions in EYFS have been successful. 5 children who received intervention now require no further intervention.
		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.	All children have made progress towards long term targets.

## Well-being

<b>Breakfast club</b>	£3000 <i>Staffing &amp; 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"> <li>- Children transition from adults more confidently in the morning.</li> <li>- Increased opportunities to think about school values and what they mean to us.</li> <li>- Children developing a wider circle of friends and are now sharing resources with everyone, not just those in their class/year group.</li> <li>- Children are participating in all activities.</li> </ul>
<b>Developing Parent Partnership</b>	£28,000 <i>over the year for staffing, resources &amp; 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.	FWBC has attended a range of meetings for PP families and carried out home visits linked to attendance as needed: 2 home visits 6 – Core Groups 8 – CIN meetings 3 – PEP meetings 1 – Professionals meeting 3 – Child Care Review

				<p>18 – Parent meetings 6 – TAF meetings 1 – ICPC 1 – RCPC 1 – Strategy meeting</p> <ul style="list-style-type: none"> <li>- As part of a PEP, the FWBC has supported a child through 'Drawing and Talking' (7 sessions).</li> <li>- The FWBC has developed a good trusting relationship with parents. In some cases, the parents are now contacting the school via text message if their child is going to be absent prior to this the parent was not contacting school.</li> <li>- The FWBC is supporting a parent during meetings to act as an advocate.</li> <li>- Parents are engaging during morning 'meet and greet' and informing FWBC of any issues or concern or general enquiries.</li> </ul>
		<p>Parent learning opportunities to support and enhance parenting skills: 3 x 'I'm a parent get me out of here' workshops planned for Autumn 1. Focus on:</p> <ul style="list-style-type: none"> <li>- Manners and Respect</li> <li>- Behaviour Management</li> <li>- Dealing with emotions &amp; outbursts</li> </ul>	<p>Parent feedback following workshops about impact on their parenting skills.</p>	<p>'I'm a parent get me out of here' sessions - 5 parents attended over the 3 sessions. Parents that attended reported the information had been beneficial to them and they had started to implement some of the advice given.</p>
<p><b>Emotional Literacy Support</b></p>	<p>£23,000 <i>over the year for staffing, resources &amp; CPD</i></p> <p>£1500 <i>Over the year</i></p>	<p>CWBC to support PP pupils through 1:1 and group sessions to develop social and emotional skills.</p> <p>55 x PP pupils to access fortnightly mindfulness sessions with external coach (within Y2 class sessions or target groups) to raise self-esteem/confidence and to enable them to develop a toolkit of calming strategies to support well-being.</p>	<p>Progress evident in priority areas identified through My Star assessments.</p> <p>Improvement in children's confidence and self-esteem. Children using mindfulness strategies when needed. (Seek feedback from children and staff)</p>	<p>Children have developed the skills to:</p> <ul style="list-style-type: none"> <li>- identify their own emotions and think of ways to self-regulate.</li> <li>- identify their feelings before and after intervention.</li> <li>- recognise when they are feeling sad/cross and talk about why.</li> <li>- recognise their own values and are able to share those with others.</li> <li>- work with others to sort out issues and understand what friendship means.</li> <li>- Children's engagement and responses improved over the course of the 6 sessions.</li> <li>- Evidence from Y2 classes shows that children are able to relate and respond to activities better. They are able to use breathing techniques and settle into learning more quickly.</li> </ul> <p><b>Feedback from Year 2 Team:</b> "The chn were able to express their feelings well, like I feel calmer, peaceful, happy, I don't feel worried, I feel it in my..."</p>

				<p>"I made a class jar of glitter too like the one used and often use that as the "feeling in a swirl" let's take a moment to calm down again."</p> <p>"The sessions gave me confidence to use mindfulness and not feel I may get it wrong and create anything negative."</p> <p>"The children enjoyed the sessions and were able to control their breathing and relax."</p>
<b>Other</b>	£500 over the year	<p>Family support e.g.</p> <ul style="list-style-type: none"> <li>- One-off sessions at before/after school club</li> <li>- Transport costs to support children coming to school</li> <li>- Uniform costs</li> </ul>	PP families supported in and out of school as appropriate.	Support given as needs arise.
<b>Enrichment</b>				
<b>Trips/visitors</b>	£1500 allocated for the year	<p>EYFS – Visitors to support 'Heroes' topic.</p> <p>Y1 – Trip to see 'The Snowman' at the New Theatre.</p> <p>Y2 – Cinema trip as part of 'Get into Films Festival'.</p>	<p>All PP pupils to attend trips and access visitors.</p> <p>Positive feedback from children about trips/visitors.</p>	<p>No costs involved for EYFS topic. However, the visit by a paramedic to EYFS gave the children a fantastic experience that they were talking about for weeks afterwards. Teachers reported that children, who previously did not talk much in the classroom, wanted to talk about the experience and used it in their play.</p> <p>Year 1 were excited to see real instruments used in an orchestra to accompany the film. "I had never seen anything like that before. I saw the cymbals banged together."</p> <p>The children in Year 2 enjoyed taking part in the 'Get into films festival' film and found it an enjoyable experience that they were keen to repeat. "It was a really good film. The best bit was when the monster gets back with his family."</p>
<b>Family Learning &amp; Well-being</b>	£2000 allocated for the year	Opportunities (at least one per term) for PP families to access learning and well-being activities.	<p>Families have opportunities to access activities they may not otherwise have the chance to do.</p> <p>Positive family relationships developed in co-learning opportunities.</p> <p>Increased PP parental engagement.</p>	6 parents attended the 'Time for Me' workshop – parent feedback was positive, they really enjoyed the session and will be trying the cake decorating at home with their children.