

# Dogsthorpe Infant School



## Pupil Premium Grant 2022-23 – SPRING TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
<b>Academic</b>				
<b>Supporting Qft</b>  • English  <i>(NB. Further Y2 interventions outlined on Recovery Funding Plan)</i>	Annual staff salary contribution & contribution to CPD £73,500  Resources £2000	<u>Year 2</u> Intervention TA to target 3 x PP children for BRP (three times a week).	Children make accelerated progress of at least 2 steps across the term.	2/3 children have made 1 step progress over the term. 1/3 child has made 2 steps progress.  The TA leading BRP and the Y2 teachers are positive about the impact of this intervention, particularly on confidence and enjoyment of reading.
		<u>Year 2</u> Intervention TA to target 4 x PP children for fine motor skills activities (once a week).	Improvement evident in accurate letter formation and improved pencil control.	Limited impact seen as the group could only run once a week. Therefore, the TA was re-directed to reading interventions.
		<u>Year 2</u> Class TAs delivering Phonics intervention to 8 x PP children.	On track to pass PSC by the end of term.	Of the 8 PP children accessing this intervention, 7 attended regularly. Of these 7, 5 are now on track to pass the PSC. 1 child has changed interventions as Phonics was not meeting need. 1 child has improved in terms of PSC score, but the teacher is exploring if there are other needs because progress is limited in other areas.
		<u>Year 2 – Spring 2</u> Phonics Lead delivering intervention to 9 x PP children (twice a week).	On track to pass PSC by the end of term.	8/9 children are now on track to pass the PSC. 3/9 scored above the usual pass rate of 32. The rest scored between 26-30.
		<u>Year 2</u> Reading Leader & Intervention TA to lead a weekly lunchtime reading club for 8 x PP children to encourage reading for enjoyment.	Before/after surveys show children's enjoyment of reading grows.	<i>For a variety of reasons, the club did not run consistently enough to have an impact. However, the children attending enjoyed the opportunity to work in a small group and participate in craft activities linked to a text.</i>
		<u>Year 1</u> Additional reading with 7 x PP children.	Achievement of Spotlight targets.	All 7 children achieved their Spotlight targets over the term. Progress seen through moving book levels, confidence and application of Phonics.
		<u>Year 1</u> Class TAs delivering writing interventions (handwriting, sentence structure, spelling) with 17 x PP children.	Achievement of Spotlight targets.	All 17 children achieved their Spotlight targets over the term.
		<u>EYFS</u> <b>SPRING 1</b> – Year group TAs delivering Phonics intervention to 10 x PP children.  <b>SPRING 2</b> – Year group TAs delivering Phonics intervention to 9 x PP children.	Achievement of Spotlight targets.	<b>SPRING 1</b> - Out of the 10 chn targeted: 4 chn fully achieved target. 6 chn have made progress, but not yet secure with focus skill.  <b>SPRING 2</b> - Out of the 9 chn targeted: 2 chn fully achieved target. 4 chn have made progress, but not yet secure with focus skill. 3 chn – pending assessment.
		<u>EYFS</u>	Achievement of Spotlight targets.	<b>SPRING 1</b> - Out of the 9 chn targeted: 3 chn fully achieved target.

		<b>SPRING 1</b> - Additional reading with 9 x PP children.		6 chn have made progress, but not yet secure with focus skill.
		<b>SPRING 2</b> - Additional reading with 10 x PP children.		<b>SPRING 2</b> - Out of the 10 chn targeted: 4 chn full achieved target. 6 chn have made progress, but not yet secure with focus skill.
• <b>Developing Speech, Language and Communication skills</b>		Staff delivering SALT programmes to 6 x PP pupils (groups and 1:1) under the direction of Speech Therapists.	All children to achieve targets and make progress within their individual programme.	All children are working towards long term targets and making progress.
		2 x Y1 children to attend daily Attention Autism sessions.  1 x Y2 child to attend daily Attention Autism sessions.	All children to make progress within programme demonstrating increased attention and engagement.	1 x Y1 child has now completed programme. 1 x Y1 child continuing to benefit from the programme – demonstrated increased attention and engagement. 1 x Y2 child continuing to benefit from the programme – demonstrated increased attention and engagement.

## Well-being & Enrichment

<b>Breakfast club</b>	£4370 <i>Staffing &amp; Food costs for the year</i>	10 x PP pupils invited to daily breakfast club for one term (further invites being sent).  Focus on healthy eating, positive transition into school and developing social skills.	Improvement in attendance, learning behaviours, self-confidence and self-esteem.	Children are more settled coming into school and transition to the classroom more ready to learn. Skills of independently getting breakfast and socialising in appropriate manner has improved throughout the year, Children are more confident and able to ask for support either emotionally or physically and have good relationships with key adults.
<b>National Schools Breakfast Programme</b>	£1000 <i>(20% contribution)</i>	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.	Most children access bagels either at the start of the day or at key times – after PE, before home time during story time. Children are more ready to learn after bagels and settle quicker in the morning.
<b>Trips/visitors</b>	£1500 <i>allocated for the year</i>	Contribution towards Spring visits/visitors: EYFS – Atomic Tom/Planetarium Y2 – Fire of London virtual workshops	All PP pupils to attend trips and access visitors.  Positive feedback from children about trips/visitors (use of Chatterpix on SeeSaw).	<b>EYFS (Teachers)</b> "Both events were great and really got the children engaged and enthused about the topics." "It could be seen in their learning when mixing their own potions." "They (visitors) introduced new language and ideas...it has increased their questioning."  <b>Year 2 (Teachers)</b> "It's interactive which keeps the children focused." "They give key facts that we don't cover. The children retain and remember, retrieving them in their double page spreads."  <b>Year 2 (Children)</b> "I liked it when Samuel Pepys told us information." "I found it interesting that Samuel Pepys told us that King Charles' hair was getting tangled." "My favourite fact was that the maid came up to him and said the fire was coming closer."
<b>Emotional Literacy Support</b>	£23,500 <i>over the year for staffing,</i>	CWBC to support 5 x PP pupils through 1:1 and group sessions to develop social and emotional skills.	Progress evident in priority areas identified through ELSA assessments.	ELSA assessment not completed due to limited timetable. However, children are able to show progress, in general, through social interaction, turn taking, asking for emotional support when required and using learnt strategies.

	resources & CPD	Spring 1 - 5 x KS1 PP chn to participate in Therapy dog reading sessions (weekly).	Progress evident in reading and learning behaviours – confidence, cooperation, resilience etc.	All children have made good progress with reading, confidence and social skills. Interaction between therapy dog and handler and children has immensely improved. All children look forward to their sessions.
		Spring 2 – 6 x KS1 chn to participate in Therapy dog reading sessions (weekly).		
		5 x KS1 PP chn to access lunchtime lego club with CWBC to focus on social skills and positive play.	Progress evident in priority areas identified through ELSA assessments.  Progress evident in learning behaviours – confidence, cooperation, resilience etc.	Unable to run this group due to CWBC's new teaching timetable.

## Promoting Positive Family Life

<b>Developing Parent Partnership</b>	£17,600 over the year for staffing, resources & CPD	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.	18 families with parenting strategies, behaviour management, attendance, TAF meetings, MASG, safeguarding. Parents have reported an improvement in their child's behaviour at home and they are feeling more confident now they have strategies to use. This has reduced their anxiety. Children's attendance has improved, and any patterns of absence have been addressed.
		FWBC to support parental engagement in school life and supporting learning at home though: - Attendance at community coffee morning - Parent workshops (with children) - Parent groups (i.e. cooking on a budget).	Target parents to engage in sessions and impact evident in engagement in children's learning (i.e. reading at home, supporting Dojo activities etc).	Despite several invites, unfortunately no PP parents have attended the community coffee mornings.  The FWBC has not led any parent groups during the Spring term. However, we have worked in partnership with City College. They led a 'Family Science' course which one PP family attended. We intend to target families when we hold another course later in the year.
		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.  <b>EOY data:</b> W/S = 91% PP = 89.78% Non-PP = 91.71%	- FWBC has supported 5 children during this term. - The patterns of days off have stopped. - Lates have slightly improved. - Absences have reduced and there has been an improvement in attendance.  <b>Spring Term data: (Autumn in brackets)</b> W/S = 92.48% (91.06%) PP = 89.76% (88.34%) Non-PP = 93.98% (92.55%)  - Whilst the gap between PP and Non-PP has increased from 4.21% to 4.22%, we have seen an overall improvement in PP attendance of 1.42%.
<b>Other</b>	£500 over the year	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 needed, including paying for a bus pass to ensure a child can attend school. - We have been able to provide uniform due to the gifting of second-hand items from families.