



Dogsthorpe Infant School

Pupil Premium Grant 2018-19: SPRING TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
Academic				
Literacy and Maths Interventions	Annual staff salary contribution £54,000	<u>BRP - TA</u> 2 x Year 2 pupils to access 10 week reading intervention programme.	Children to secure B2W by end of term.	1 x Y2 pupil achieved 2w. 1 x Y2 pupil achieved 4 reading recovery levels and moved from green to turquoise level books (currently 1s).
		3 x Year 1 pupils to access 10 week reading intervention programme.	Children to secure B1W by end of term.	2 pupils achieved 1w. 1 achieved 1w+ 1 achieved 1b+.
		<u>Precision Teach – TA</u> 5 x Year 2 pupils to access reading intervention.	All children to be secure with their individualised set of CEW by end of programme cycle.	2 identified pupils left the school. 2/3 pupils achieved their targets at the end of the cycle. 1/3 pupil has made some progress. 1 pupil joined the intervention and achieved targets set.
		<u>BRP Stars - TA</u> 5 x Y1 chn accessing weekly intervention.	3 chn to secure B1W. 2 chn to make 2+ steps progress.	2 children achieved 1w, 1 achieved 1b+. 2 children made 2 steps progress and are now 1b.
		<u>Phonics – TA</u> 3 x Y1 chn accessing weekly Phase 3 phonics group in addition to daily Phonics lessons.	Confidently use and apply 8 Phase 3 digraphs.	All children can use 8 Phase 3 digraphs.
		<u>Hot List Readers – TAs</u> 4 x EYFS chn 3 x Y1 chn 6 x Y2 chn	EYFS and Y1 chn to make at least 2 steps progress. Y2 chn to make 3 steps progress.	EYFS – 3 children made 2 steps progress. 1 child made 2 steps progress. Y1 – 1 child made 1 step, 1 child made 2 steps, 1 child made 3 steps. Y2 – 2 children made 2 steps progress, 1 made 1 step. 1 made 0 steps progress. 2 children in Y2 left the school. The children who have made 1 or 0 steps progress are SEND children. 1 has achieved his IPM targets and moved 1 book level. The other has struggled to achieve targets and provision is being adapted to attempt to meet needs.
		<u>Literacy – TAs</u> 10 x EYFS chn accessing reading and writing	Secure 40-60W by end of term.	7/10 children achieved 40-60w in both areas. 1 child achieved 40-60s in Reading and

		intervention.		40-60w in Writing. 2 achieved 40-60b in both areas.
		Maths – TAs 6 x EYFS chn accessing Number and SS&M gps.	Secure 40-60w by end of term.	<p><u>Number:</u> 6 chn targeted in RAP interventions. Of these 6: 3 achieved 40-60w 2 achieved 40-60b 1 achieved 30-50s</p> <p><u>SS&M:</u> 5 chn targeted in RAP interventions. Of the 5: 1 achieved 40-60s 2 achieved 40-60w 1 achieved 40-60b 1 achieved 30-50s</p> <p>Further investigation is being carried out to identify barriers to learning of child who did not make the progress expected.</p>
Developing Speech, Language and Communication skills		TALK BOOST: 4 x Y1 pupils accessing intervention 3 times a week. Specialist Support Teacher to deliver SALT programmes to 7 x PP children (groups and 1:1) under the direction of Speech Therapists.	All children accessing Talk Boost make at least 10 points TB progress. All 7 children to achieve targets and make progress within their individual programme.	Of the 3 children who completed the intervention (1 group continuing): 1 child made 32 points progress 1 child made 18 points progress. 1 child has scored maximum scores in 4/5 areas and the other in 3/5 areas. All children have made appropriate progress within programmes.
Well-being				
Breakfast club	£3300 <i>Staffing & Food costs for the year</i>	16 x PP pupils in KS1 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"> - Children attending WWRS transition into school calmer. - Separating from parents and carers has improved. - Children benefit from additional social interaction with children from other year groups, learn sharing and caring skills and show increased empathy at times of need. - 'Star of the week' introduced where the children get to vote to

				<p>decide which of their friends has been kindest and most helpful, they receive a certificate and are entered into a half-termly prize drawer. This has impacted positively on interactions and motivated children.</p> <ul style="list-style-type: none"> - Children enjoy eating together, choosing the menu and trying new healthy foods. - Free activities and shared activities promote sense of belonging and inclusion as everyone is actively involved in the chosen activities and story sessions.
Developing Parent Partnership	£25,000 <i>over the year</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.	<p>11 families – support given – behaviour strategies, emotional support, advice on attendance concerns, support during meetings, GDA referrals, Lead Professional on EHA, MASG panels attended and CSC meetings.</p>
	£2000 <i>over the year</i>	Parent learning opportunities for PP parents to support well-being and enhance parenting skills.	Parent feedback following workshops.	<ul style="list-style-type: none"> - 4 parents supported through – ‘I’m a parent get me out of here’ sessions – focusing on Behaviour strategies, Manners & Respect. - 5 parents attended session focusing on Sleep routines. - 4 carers attended the new Grandparents Group. - 9 parents attended ‘Time out for me’ wellbeing workshop (Wet felting). Parents said they enjoyed the workshop and were pleased with their bowls. They would be interested in doing more groups. The group provided parents with an opportunity to learn a new skill and meet with other parents socially.
Emotional Literacy Support	£23,000 <i>over the year</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 My Star assessments.	<p>Children are able to show increased level of self-regulation when dealing with their emotions: <i>“You help me calm down when I feel cross and sad”</i> <i>“I know how to calm down when I am cross, I can use my star and my safe space”</i> Shine Factory provides a safe area to</p>

				<p>express and discuss feelings and emotions.</p> <p>Using self-assessments, levels of self-regulation are increased.</p> <p>Before/after assessments demonstrate improvements in target areas e.g. one child focusing on emotional awareness scored 26/55 at baseline and 37/55 after intervention.</p>
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Enrichment

<p>Trips/visitors</p>	<p>£1000 allocated for the year</p>	<p>EYFS – Moor Farm trip (Spring 2).</p> <p>Whole School Science Week – Atomic Tom Science Workshops.</p>	<p>All PP pupils to attend trips and access visitors.</p> <p>Positive feedback from children about trips/visitors.</p>	<p>ATOMIC TOM – SCIENCE WORKSHOPS: <i>EYFS teacher: "The children loved the session and were intrigued as to how to make a water vortex and bubbles."</i></p> <p>YEAR 2 teachers: <i>"The children were engrossed in dissecting owl pellets and were able to identify some of the owl's prey!"</i></p> <p><i>"...they were all engaged and able to work in mixed groups to discuss their learning, using scientific vocab."</i></p> <p><u>Quotes from children:</u> <i>"It turned into nothing, how did that happen!" (EYFS PP child)</i></p> <p><i>"When asked what they knew about bubbles before the session started one child said, "They pop." Afterwards he was able to say, "You can make them from soap or washing up liquid." Another PP child also joined in and added "and water." (EYFS PP chn)</i></p> <p>EYFS FARM TRIP: Science subject leader and class teachers reported that the children were able to express how excited they were to have gone on the trip. Their understanding of weather and seasons developed. The most important thing was their ability to talk about the trip and explain the things that they had seen using the correct vocabulary. The children said how much they enjoyed it and were able to tell about their favourite parts "the cows" feeding the cows" "walking the dog" "going on the tractor".</p>
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