

Dogsthorpe Infant School



Pupil Premium Grant 2025-26 – SUMMER TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
Academic				
Supporting QfT Reading, Writing, Phonics & Maths interventions.	£93k <i>Annual staff salary contribution & contribution to CPD</i> £2000 Resources	<u>Year 2 - READING</u> Classroom provision and intervention (including Spotlight activities) to target 15 x PP children.	4 chn to achieve 'Year 2 AT' by EOY.	All 4 chn achieved Year 2 AT.
			11 chn to fill gaps in GPCs and blend with known graphemes.	All 11 chn achieved their targets.
		<u>Year 2 – PHONICS</u> Classroom provision and intervention (including Spotlight activities) to target 8 x PP children.	4 chn targeted to pass PSC.	3/4 chn passed the PSC.
			4 chn to close gaps in EY/Y1 Monster Phonics assessments.	3/4 chn closed the gaps in MP assessments. 1 child passed the PSC.
		<u>Year 2 - WRITING</u> Classroom provision and intervention (including Spotlight activities) to target 17 x PP children.	7 chn to achieve 'Year 2 AT' by EOY.	All 7 chn achieved Year 2 AT.
			10 chn to be able to write simple captions/sentences (according to level they are working at).	9/10 chn achieved their targets.
		<u>Year 2 – MATHS</u> 1st Class @ Number intervention with 4 x PP children, twice a week.	Children started the year as 'pre-Key Stage' so their target is to achieve 'Working Towards'. Skills to secure: use place value knowledge to read, write, compare and order numbers to 100, and solve addition and subtraction problems within 100 using appropriate strategies and equipment with increasing independence.	All 4 chn achieved their target and working at Year 2 Below which is 'Working Towards'. Progress was evident in Sandwell assessment.
		<u>Year 1 – READING</u> Classroom provision and intervention (including Spotlight activities) to target 6 x PP children.	All children to achieve 'Year 1 AT' by EOY.	5/6 achieved Year 1 AT.
		<u>Year 1 – PHONICS</u> Classroom provision and intervention (including Spotlight activities) to target 19 x PP children.	10 chn to pass PSC in June.	8/10 passed the PSC. 1 child was impacted due to low attendance, and the other child is now on the referral pathway.
			9 chn to recognise P3 and P4 GPCs and blend P3 and P4 focus words.	1/9 chn achieved P3 and P4 target. 2/9 chn achieved P3 target. 1/9 chn secure with GPCs but not words. 5 chn did not achieve – 2 of these chn are being monitored for low attendance, 1 only started school in the Autumn term and the SENDCO is supporting the other 2.
		<u>Year 1 – WRITING</u> Classroom provision and intervention (including Spotlight activities) to target 6 x PP children. Focus on, handwriting, simple sentences, confidence and independence.	All children to achieve 'Year 1 AT' by EOY.	3/6 chn achieved Year 1 AT. The 3 who did not achieve made progress but need to develop key skills such as handwriting.

Developing Speech, Language and Communication skills		<u>Year 1 – MATHS</u> Classroom provision and intervention – daily practical Maths activities (including Spotlight activities) to target 6 x PP children.	Chn to recognise numbers to 20, count 1:1 to 20 and subitise to 10.	2/6 achieved targets. 4 chn did not achieve – 1 of these chn is being monitored for low attendance, 1 only started school in the Autumn term and the SENDCO is supporting the other 2.
		<u>EYFS – READING</u> Classroom provision and intervention to target 10 x PP children.	3 chn to confidently blend Assessment 2 words.	All 3 chn achieved target.
			7 chn to blend 12/15 focus words in Assessment 1.	4/7 chn achieved target. 3 chn did not achieve – 1 of these chn is being monitored for low attendance and the other 2 are being monitored for possible SEND.
		<u>EYFS – PHONICS</u> Classroom provision and intervention to target 10 x PP children.	4 chn to be secure recognition of digraphs in Assessment 2 and 3.	All 4 chn achieved target.
			6 chn to recognise all Assessment 2 graphemes.	4 chn achieved target and 2 chn partly achieved target.
		<u>EYFS – WRITING</u> Classroom provision and intervention to target 8 x PP children.	4 chn to be able to independently write a simple caption.	2/4 chn achieved target and met ELG. 2 chn who did not achieve made progress but are not yet secure in writing a caption independently.
			4 chn to be able to write their name independently.	3/4 chn can write their own name but not consistently. 1/4 chn is forming some recognisable letters in their name.
		Staff delivering SALT programmes to 8 x PP pupils (groups and 1:1), supported by SALT as appropriate.	All children to achieve targets and make progress within their individual programme.	All children made progress within individual sessions. 6 achieved all targets. 2 achieved one out of 2 targets. 3 were referred and accepted to SALT for further support.
		4 x PP children to attend Attention & Engagement ('bucket') sessions with Specialist Support Teacher x 2 a week.	All children to make progress within programme demonstrating increased attention and engagement.	1 child unable to attend main session due to attendance but began to engage in a bespoke session at stage 1, overseen by SALT specialist teacher. The other 3 children made progress over the year and were able to engage in all 4 stages.
		3 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.	Children were able to join in with SEN Explorers sessions as a precursor to sensory stories. Attention and engagement grew over the year. Children may now be ready for sensory stories.

Well-being & Enrichment

Breakfast club	£5300 <i>Staffing & Food costs for the year</i>	15 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.	14 chn attended regularly. Positive feedback from teachers: - Comes to classroom ready to learn, more engaged and focused. - Less dysregulated at the start of the day. - More grounded and settled. - Happy start to the day. - Benefits from the smaller group time and talking to adults. - Approaches adults more readily. - Good impact on confidence in class.
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. For some chn, the bagels supported self-regulation. NSBP HAS NOW FINISHED.
Trips/visitors	£1700	Contribution towards Summer term topic events:	All PP pupils to access curriculum experiences.	EYFS – Our zoo trip had a very positive impact on all children, but especially for the majority who had no or little

	allocated for the year	EYFS – Zoo trip Y1 – Ferry Meadows trip Y2 – Nature Reserve trip – UNABLE TO GO AHEAD DUE TO HEATWAVE. IN SCHOOL EVENT ORGANISED.	Positive feedback from children about trips/visitors (use of Chatterpix on SeeSaw).	experience of seeing real animals or experiencing coach travel or a day trip. The impact was positive for language development, with children able to recall and explain what they had seen and name and recognise animals. Development in UtW was effective with children recognising the role of a zoo and the keeper, and zoos of the past, and on respect for recognising and following zoo rules and signs. The children engaged positively with the topic and the trip supported real knowledge and understanding. Y1 – The Ferry Meadows trip enabled all children to spend time in outside in nature, to be physically active, through walking, building dens, and using the wooden equipment in the park to climb, balance, negotiate space and run. For some children this was an experience not readily available for them. For others the trip supported regulation and the opportunity to be successful. Knowledge gained in the classroom of plant names, deciduous and evergreen trees and features of a plant were applied in real contexts and scientific language was explored and developed. This knowledge was then used within topic projects and in their Double Page Spread. In addition, the children confidently applied values such as respect for each other and the environment, curiosity, cooperation and kindness throughout the day demonstrating the ability to transfer what they had learnt beyond the school setting. Y2 – Our Nature Discovery Day had a very positive impact on all children, particularly those who may have limited opportunities to engage with nature-based experiences outside of school. The day supported the children's scientific understanding through hands-on experiences linked to our learning about minibeasts, plants and the natural world. Children were able to explore fossils, discuss how they are formed and make links to their prior learning. The activities promoted curiosity, observation and the use of scientific vocabulary, with children enthusiastically sharing and explaining their discoveries. Learning about plants was strengthened through planting sunflower seeds, giving children a real-life opportunity to observe growth and change over time. The children demonstrated respect and care for the environment throughout the day and were highly engaged in all activities, supporting both knowledge development and positive attitudes towards the natural world.
Emotional Literacy Support	£34k over the year for staffing,	CWBC to support 9 x PP pupils through 1:1 and group sessions to develop social and emotional skills.	Progress evident in priority areas identified through staff discussions.	All children were able to recognise key emotions and started to recognise when things were becoming tricky. Children were more able to seek support from trusted adults when things were overwhelming for them.

SEMH targeted support	resources & CPD	Daily provision led by CWBC and TAs (overseen by DHT) to support 4 x PP pupils with SEMH needs. 5th child from May half-term.	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.	Children were more able to seek support when things began to be tricky, were more able to recognise how they were feeling and why, and use learnt strategies to support their behaviours. One child was starting to share how he was feeling about things and tell an adult when he started to feel dysregulated. He was more able to tell an adult what he needed/did not need. One child was able to tell an adult what he needed and when, he engaged well with the adults supporting him during daily provision. In the short time child was with us, he was able to tell an adult how he was feeling and recognised what made him feel certain ways by using "Scribble Spot" He engaged well with targeted activities.
Promoting Positive Family Life				
Parent Partnership	£28,500 <i>over the year for staffing, resources & CPD</i>	FWBC to support PP families as the need arises through PAWS referrals, including attendance, parental engagement, EHAs/referrals etc.	Progress evident in priority areas identified for individual families.	FWBC has: - supported a family through the EHA process, they have now been allocated a Family Support Worker. Regular TAF meetings attended. Support to continue into 26-27. - discussed attendance with parents of persistent absentees (phone calls and 5 x SAMs). - Supported parents in meetings with other members of staff or external professionals.
		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 2024-25: W/S = 91.56% PP = 89.22% Non-PP = 94.14% Gap between PP and Non-PP = 4.92%	- Whole school focus on attendance has continued. - Attendance Lead has held meetings with parents, completed home visits and phone calls. End of Year 2025-26: W/S = 91.4% PP = 89.3% Non-PP = 93.8% Gap between PP and Non-PP = 4.5% Whilst we are pleased that the gap has decreased by 0.4%, we need to be mindful that the attendance of the Non-PP group decreased by 0.34%.
		FWBC to support 6 x PP Young Carers through regular group sessions	Young Carers understand their important role. Young Carers give positive feedback about the group activities.	Our Young Careers have really enjoyed our sessions this term, especially our visit to the library. The children have asked to visit again!
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 supported as needed with New2U uniform, Foodbank vouchers and referrals to the local Pantry scheme. No funding needed for this support so funding redirected to staffing.