**Dogsthorpe Infant School**

**Pupil Premium Grant 2017-18: AUTUMN TERM**

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| **Focus** | **Budget**  | **Actions** | **Success Criteria** | **Outcomes/Impact** |
| **Academic** |
| **Literacy and Maths Interventions** | Annual staff salary contribution£59,000 | BRP - TA6 x Year 2 pupils and 1 x Year 1 pupil to work access 10 week reading intervention programme. | Children to make at least 4 reading recovery book bands progress over 10 weeks. | All children made at least 4 reading recovery book bands progress over 10 weeks. |
| SPAG - Teacher10 x Year 2 pupils who are working just below EOY1 expectations to access twice weekly intervention. | Children to make at least expected progress (2 steps) by Dec. | 2 children made 2 steps progress. 7 children made 1 step progress.1 child made 0 steps progress. Following a review of the intervention at half-term, changes were made but not significant enough to have the desired impact. |
| Guided Reading - HLTA9 x Y2 HA pupils to access weekly guided reading with focus on Greater Depth skills. | 9 children to be working at Band 2W and above by Dec to be on track for Greater Depth. | All 9 children working at Band 2W or above and on track for Greater Depth. 5 at 2w+, 4 at 2W. |
| Additional Literacy Support – Teacher11 x Year 2 pupils to receive additional support during daily Literacy lessons. | Children to make at least expected progress (2 steps) in Writing by Dec. | 4 children made 2+ steps progress. 4 children made 1 step progress. 3 children made 0 steps progress (2/3 are identified as SEND)Whilst this target has not been met, 8 children have made at least 1step progress from Aut1 to Aut 2. Plans have been put in place to further support those who did not make progress. |
| Maths interventions – TAs3 x Y1 pupils to access maths intervention. | Children to make at least expected progress (1 step) by Dec. | All children have made 1 step progress (expected) between Aut1 and Aut2. |
| Phonics – Teacher3 x Y2 PP pupils to access small group phonics daily. | All 3 children working confidently within Phase 5. | Children are now secure Phase 3 and are now beginning Phase 4. They are on track for working confidently within Phase 5 by the end of the year. |
| **Developing Speech, Language and Communication skills** | * Communication Mentor to assess EYFS children using Silver Shoe and meet with each teacher to create a class action plan to address needs of PP children.
* Communication Mentor to lead CPD with TAs to support identification of communication needs.
* Communication Mentor to observe PP pupils in class to assess need.
 | At least 90% of PP children to be working at 30-50S and above in all 3 Communication & Literacy areas.PP pupils who are in need of S&L support have been identified, assessed and a programme of support put in place. | End of Autumn term data:L&A = 65%U = 73%Sp = 65%Whilst target of 90% hasn’t been achieved, all 26 PP chn made expected progress of 1 step Aut 1 to Aut 2.TA CPD sessions have led to an increase in referrals to Communication Mentor. |
| **Home learning** | £800 | * Intervention Manager to monitor number of PP pupils who complete CLOOS home learning projects and liaise with parents of children not completing projects to find out the reasons why. Consider home learning toolkits or parent/child club to support this.
* Intervention Manager to monitor the number of PP pupils reading at home and offer support to those not reading at home (link with PPC as appropriate)
 | At least 85% of PP pupils are reading at home and completing CLOOS. | On average, 67% of PP children are completing homework compared to 83% of Non-PP children. 42% of PP children read at home 3 or more times each week compared to 55% of Non-PP children. Target not achieved; focus for SLT in Spring term. |
| **Well-being** |
| **Breakfast club** | £1500 | 9 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 (before/after questionnaire). | All pupils made improvements on social, emotional and relationship checklists, with teachers reporting children are more settled, confident and secure. |
| **Developing** **Parent Partnership** | £18,000 | PPC to work with parents of PP children whose attendance is below 94% and/or are late on a regular basis.Support PP families as the need arises through EHAs. | Attendance of target children is at least 94%.Reduction in lates.Improvements seen in My Star/Family Star assessments. | Autumn Term attendance for PP children = 94.38% compared to 95.13% for All pupils and 95.44% for Non-PP pupils. PPC is in process of developing support packages for key families. Focus has been on positive engagement initially before moving onto EHA process. |
| **Emotional Literacy Support** | £11,500 | Identified PP pupils to access weekly support from ELSA to develop social and emotional skills. | Progress seen in pupil questionnaires. | Teacher feedback shows that target children have made progress against their individual targets. All children are happier to come to school and showing greater confidence in their learning. |
| **Target Talk Time****sessions** | None (absorbed in staff costs) | Each teacher to be allocated 1 hour per term to meet with PP children in class (1:1 or as a group) to Learning and Progress in WRITING. Sessions to take place week beg 27/11/17. | Achievement of Target Talk Time goals every term & pupil writing outcomes over time. | Teachers reported finding the time very beneficial to engage children in discussion about their next steps and target setting.  |
|  **Enrichment**  |
| **Termly activity** | £500 allocated for the year***Cinema £150*** | All KS1 PP pupils to be offered the opportunity to go to the cinema as part of the Film Festival season. | PP pupils enjoy cinema experience. | 44 PP chn in KS1 attended the trip. When asked, pupils said they enjoyed the trip. For some it was their first visit to the cinema. Others expressed how much they liked going with their friends as it made the trip more exciting! |
| **Family Learning** | Costs absorbed within ‘Developing Parent Partnership’ | PPC to lead ‘Let’s get cooking’ for 7 PP families with focus on cooking healthy meals on a budget. Offer individual support to families as appropriate. | 100% attendance at cooking group.Improvements in parents’ knowledge of healthy food/cooking seen in before/after questionnaire. | Y2 attendance = 89%Y1 attendance = 52% - one reason for lower attendance was timing of group – just before Christmas.90% of parents who attended tried out new recipes at home as a result of the group.90% said the group encouraged them to cook at home more with their children.All parents said they enjoyed attending:*“Brilliant!”**“Very good lessons and a great time to learn ourselves”* |
| **Trips** | £1000 allocated for the year | Support Y1 PP pupils to attend Old Hunstanton trip. | All PP pupils to attend trips.Positive feedback from children about trips. | All Y1 PP children accessed the trip.Pupils reported that they enjoyed the trip. They said that their writing was better because they had seen the features of the seaside. It also aided them in other curriculum areas e.g. Art. |