

Dogsthorpe Infant School



Pupil Premium Grant 2025-26 – SPRING TERM

Focus	Budget	Actions	Success Criteria	Outcomes/Impact
Academic				
Supporting Qft <ul style="list-style-type: none"> Reading, Writing & Phonics 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 12 x PP children.	5 chn to achieve/maintain being 'Year 2 AT' by the end of term. 7 chn to achieve individual targets set by end of term.	Despite additional support, the 5 targeted children are not working at 'Year 2 AT'. Of the 7 targeted chn, 4 have achieved their targets.
		<u>Year 2 – PHONICS</u> Classroom provision and intervention (including Spotlight activities) to target 7 x PP children.	4 chn can use taught phonemes and recalling digraphs. 3 chn targeted to pass PSC will score at least 22/40.	3 of the 4 chn targeted are making progress in using taught phonemes and recalling digraphs. This is evidenced in increased scores in PSC practice. 4 chn targeted – all 4 scored 22+ in PSC with 2 scoring over 30.
		<u>Year 2 - WRITING</u> Classroom provision and intervention (including Spotlight activities) to target 13 x PP children.	7 chn to achieve/maintain being 'Year 2 AT' by the end of term. 6 chn to be able to write simple captions/sentences (according to level they are working at).	Of the 7 targeted chn: 5 are now working at 'Y2 AT'. 2 are working at 'Y2 BELOW' (one step behind) 7 chn targeted – 5 chn achieved targets.
		<u>Year 1 – READING</u> Classroom provision and intervention (including Spotlight activities) to target 7 x PP children.	All children to achieve 'Year 1 AT' by the end of term.	Of the 7 chn targeted: 5 chn are working at 'Y1AT'. 2 chn are working at 'Y1 BELOW' (one step behind)
		<u>Year 1 – PHONICS</u> Classroom provision and intervention (including Spotlight activities) to target 20 x PP children.	4 chn to fill gaps in Monster Phonics Assessment 2 and 3. 6 chn to score at least 28/40 in the practice PSCs. 10 chn to fill gaps in GPC knowledge and blend Phase 2 CVC words.	All 4 chn have filled gaps in assessments and are on track to pass the PSC with scores over 30. 2 of the 6 chn have achieved target. 1 child scored 23 and 1 child scored 24. 8/10 chn have filled gaps in GPC knowledge and 3/10 are now confidently blending CVC words. Of the 7 chn not yet secure, 1 is a new arrival. 4 have SEND needs and 2 have low attendance.
		<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 chn to achieve 'Year 1 AT' by the end of term.	Of the 6 chn targeted: 3 chn are working at 'Y1AT'. 3 chn are working at 'Y1 BELOW' (one step behind)
		<u>EYFS – READING</u> Classroom provision and intervention to target 11 x PP children.	9 chn to read Assessment 2 and 3 focus words and at least 18 HFW in Assessment 2. 2 chn to blend words in Assessment 1.	1 child has left. Of the remaining 8 chn, 3 have achieved target. 1 child has achieved target.
		<u>EYFS – PHONICS</u> Classroom provision and intervention to target 7 x PP children.	6 chn to be secure in graphemes in Assessments 2 and 3. 1 child to secure Phase 2 phonemes.	1 child has left. Of the remaining 5, 4 have achieved the target. Child has achieved the target.

<ul style="list-style-type: none"> • Developing Speech, Language and Communication skills 		EYFS – WRITING Classroom provision and intervention to target 6 x PP children.	4 chn to be able to independently write CVC words. 2 chn to be able to write their name using recognisable letters.	All 4 chn are making good progress and can segment to spell. Next step is to build independence. Both chn can write their names.
		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.	<ul style="list-style-type: none"> - 1 child has reached all of their speech targets and after reassessment is able to be discharged from SALT programme. - 3 children working on language skills have been referred to SALT and have been accepted for assessment. They will continue to work in a small group on new targets given by the SALT for the summer term. - 3 children are making progress with their speech sounds and have received new targets for the summer term. - 1 child is making progress with their language targets and has received new targets for the summer term.
		3 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.	<ul style="list-style-type: none"> - 1 child is showing increased attention and is now able to remain seated during stage 1 and sometimes during stage 2 and 3. - 2 children are able to remain engaged through stages 1, 2 and 3. They have begun to join in with key phrases during the session and demonstrate increased enjoyment with each stage.
		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.	<ul style="list-style-type: none"> - 1 child is demonstrating increased interest in the format of the session and enjoys working with the teacher to identify what is happening next. - 1 child has begun to sometimes join in with key phrases throughout the session. - 1 child has shown increased engagement at certain points throughout the session, this can vary from session to session.

Well-being & Enrichment

Breakfast club	£5300 <i>Staffing & Food costs for the year</i>	12 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.	Increased group to 14 chn over the half-term. Positive feedback from teachers in terms of readiness to learn, increased confidence, developing social skills and enabling a calm and settled start to the day. One teacher describes impact on one child as a 'game changer' as he now happily comes into class. Feedback from a parent: <i>"both children really love going to Wakey, Wakey Club, they wake up early every morning and get excited...they love the activities..."</i>
National Schools Breakfast Programme	£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.	Bagels continue to be popular as a morning snack when children arrive and also as a snack during the day.

<p>Trips/visitors</p>	<p>£1700 <i>allocated for the year</i></p>	<p>Contribution towards Spring term topic events: EYFS – Pirate day Y1 – Sparkly starts - Fire of London Day & Dinosaur Dig Y2 – Sparkly start – Food tasting</p>	<p>All PP pupils to access curriculum experiences.</p> <p>Positive feedback from children about trips/visitors (use of Chatterpix on SeeSaw).</p>	<p>EYFS The opportunity for children to be able to immerse themselves into a pirate world by tasting food that pirates would have eaten made the learning very real, and helped support language development by having a core memory to refer back to in further discussions about pirates and the way they lived. Children were able to recall the taste sensations and used these as reference points throughout the topic.</p> <p>Year 1 Spring 1 – The 'Great Fire of London' Day. This supported children to understand traditional crafts such as bread making and sewing by having real-life experiences. The excitement of the day including dressing up in clothes that were similar to those worn in 1666 engaged children with the topic. Children made links to previous learning about London and used the knowledge that they learnt about the Great Fire of London to record facts to create presentations using technology and within their Double Page Spreads.</p> <p>Spring 2 - The 'Digging for Dinosaurs' Sparkly Start. This linked to the core text used in English which created enthusiasm for the book used and motivation to write. The resources used such as 'dinosaur' bones, 'dinosaur' skulls and real fossils enabled children to use their imagination in Play to Learn activities and interact using topic vocabulary. The children have transferred what they learnt about carnivores, herbivores and reptiles to the current animals topic.</p> <p>Year 2 The food tasting activity supported the children's understanding of healthy, balanced diets and provided a practical context for applying learning in Science and DT, including food preparation and safe cutting skills. The children were able to try a range of alternative salad options and choose their favourites.</p>
<p>Emotional Literacy Support</p>	<p>£34k <i>over the year for staffing, resources & CPD</i></p>	<p>CWBC to support 8 x PP pupils through 1:1 and group sessions to develop social and emotional skills.</p>	<p>Progress evident in priority areas identified through staff discussions.</p>	<p>CHILD 1 - worked on resilience and how to ask for help. More able to ask for support when things are tricky. CHILD 2 - able to share feelings and what went wrong. Supported to identify big feelings and ask for help when noticing. CHILD 3 - able to share thoughts and feelings and work on strategies to support those feelings, such as talking to key adults. CHILD 4 - supported to understand difference between being hurt and accident incidents. Able to share feelings with key adults and know what to do if things are tricky. CHILD 5 – beginning to understand how he is feeling when things get tricky, working towards identifying these feelings before they become an issue. Better at talking to adults and asking for help.</p>

				<p>CHILD 6 - working on self-esteem and knowing how to recognise big feelings and use strategies when things are tricky, asking for help from key adults and sharing how she is feeling.</p> <p>CHILD 7 - asking for help and knowing that the adults in school are there to support and help. Starting to ask for help when things are tricky, recognising big feelings and reacting appropriately.</p> <p>CHILD 8 - able to share how he is feeling and recognising when things are getting tricky. More able to ask for adult support.</p>
SEMH targeted support		Daily provision led by CWBC and TAs (overseen by DHT) to support 4 x PP pupils with SEMH needs.	<p>Targeted children make progress in being able to co-regulate, identify and talk about their emotions and work appropriately with others.</p> <p>Teachers observe positive changes in learning behaviours and capacity to learn.</p>	<p><i>One child has now left.</i></p> <p>CHILD 1 - more able to tell adults how he is feeling and what he needs before big feeling explode. Can share thoughts and ideas with another child and discuss with key adults, what makes him feel happy, sad and angry. Understands how and why rules and expectations are in place and is beginning to self-regulate and ask for activities that are grounding.</p> <p>CHILD 2 - starting to recognise the things that trigger negative emotions and use taught strategies to calm and ground himself. More able to share and talk about how he is feeling with key adults. Understands how and why rules and expectations are in place and is trying hard to follow them. During 1:1 sessions, child is more able to share how he is feeling and is starting to share using appropriate language and response. Beginning to understand that the adults in school are there to support him and help him.</p> <p>CHILD 3 – depending on how he is feeling, child is beginning to share with adults and talk about how he is feeling when things are going wrong. Starting to react in an appropriate way when things are not going to plan. Can work 1:1 with key adults but struggles with change and other children joining in.</p>

Promoting Positive Family Life

Parent Partnership	£28,500 over the year for staffing, resources & CPD	FWBC to support PP families as the need arises through PAWS referrals (including attendance) and EHAs.	Progress evident in priority areas identified for individual families.	<p>Direct family support as follows:</p> <ul style="list-style-type: none"> - One EHA referral submitted for a Family Support Worker which has been approved and a FSW worker starts in Summer 1. - Supported parents to access the HAF programme during the holidays. - Supported several parents to complete Year 3 applications and helped 1 parent complete a PIP application. - Responded to parent concerns and resolved by communicating with the appropriate agencies or staff member. - Home visits carried out in line with policies and procedures.
		FWBC to support parental engagement in school life and supporting learning at home through Literacy Champion role, parent workshops – supporting/ delivering sessions.	Target parents to engage in sessions and impact evident in engagement in children's learning (i.e. reading at home, supporting Dojo activities etc).	We launched our NLT community library in conjunction with Emma Morton from the NLT. This is being accessed by families every week.

		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%	<ul style="list-style-type: none"> - Attendance Co-ordinator making calls/carrying out home visits as needed. End of Spring Term 2026: W/S = 92.57% PP = 90.97% Non-PP = 94.42% GAP BETWEEN PP and Non-PP = 3.45% (Autumn term gap = 4.77%) <ul style="list-style-type: none"> - The gap between PP and Non-PP continues to close. - New systems and processes are now in place with an increased amount of FWBC's time being dedicated to attendance.
		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.	<ul style="list-style-type: none"> - Our YC group are always excited to come to the fortnightly sessions and often ask when the next session is and what they will be doing. - We celebrated National Young Carers Day on Wednesday 11th March 2026 by having a party with some food and activities, the children really enjoyed this, and we spoke about why they think they are YC and what they do to support their families. - Contact made with the YC champion at Hampton College who is going to let us know of any events they hold as a Trust, so we can attend if we wish.
Other	£350 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 supported as needed with New2U uniform.