

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Donington Cowley Endowed Primary School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	33.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 3 year plan 2024-2027
Date this statement was published	September 24
Date on which it will be reviewed	September 25
Statement authorised by	Robert Cole Chair of Governors
Pupil premium lead	
Governor / Trustee lead	Robert Cole (Inclusion Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,501
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£148,501

# Part A: Pupil premium strategy plan

## Statement of intent

At Donington Cowley Endowed Primary School we are ambitious for all learners and believe that all pupils should have access to learning opportunities which enable them to maximise their potential.

Our key objectives for our disadvantaged pupils are:

- To secure better outcomes in core subjects in each Key Stage
- To ensure high standards of teaching and learning across the school- teaching is consistently evaluated as at least good or better.
- To develop pupil aspiration, self-motivation and independent learning strategies.
- To support disadvantaged pupils to make rapid, accelerated progress from baseline entry.
- To utilise additional adults effectively in order to provide targeted academic support which address gaps in knowledge, skills and understanding and thereby accelerate progress.
- To address early language and communication difficulties through specifically targeted interventions and support.
- To improve mental health and well-being of pupils and prioritise personal development of all pupils.
- To significantly improve pupil attendance

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower attainment upon entry to school
2	Literacy development and skills- including vocabulary acquisition, communication, language, reading and writing.
3	Gaps in Mathematical Knowledge
4	Challenges affecting mental health and well-being of pupils
5	Increase in levels of support needed for pupils and their families – including SEND and referrals to TAC, Early Help and other external services
6	Persistent absenteeism and poor attendance

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>To support disadvantaged pupils to make strong progress from baseline assessments</b></p> <p>Teaching Staff demonstrate strong expertise and skill and ensure that high quality teaching accelerates progress and narrows the gap between PP and Non PP</p> <p>Pupils in Early Years make good or better progress towards GLD</p> <p>Adaptive teaching and effectively targeted guided practice ensures that all pupils make good or better progress in R, W, M</p> <p>Increased attainment- higher % achieving ARE+</p> <p>Effective phonics teaching leads to better outcomes in reading and writing</p>	<ul style="list-style-type: none"> <li>• <i>Professional development of leaders, teaching staff and subject leadership is prioritised to ensure HQT.</i></li> <li>• <i>Training and development needs are rapidly identified through appraisal to lead to improvement.</i></li> <li>• <i>A cohesive approach to assessment ensures that no child is left behind</i></li> <li>• <i>Learning gaps are quickly identified and adaptations are made to teaching to target learners- scaffolding yet providing stretch and challenge.</i></li> <li>• <i>Pupils make good or better progress and a higher % attain ARE + in RWM in line with Local and National</i></li> </ul>
<p><b>To develop pupil aspiration, self-motivation and independent learning strategies.</b></p> <p>Pupils are resilient and self-motivated. They take responsibility for their learning and are keen to progress.</p> <p>There is a strong sense of aspiration throughout the school.</p>	<ul style="list-style-type: none"> <li>• <i>Effective assessment and feedback is used skilfully to scaffold learning- building upon what pupils know can do and understand.</i></li> <li>• <i>Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.</i></li> <li>• <i>Pupils are eager to learn and are able to discuss their aspirations and achievements.</i></li> <li>• <i>Pupils have opportunities to build upon their skills and talents</i></li> </ul>
<p><b>To utilise additional adults effectively to provide targeted academic support.</b></p> <p>All disadvantaged pupils, including the 'First 20%', are effectively supported and benefit from adaptive and guided practice, smaller groups and adult support within core subjects.</p>	<ul style="list-style-type: none"> <li>• <i>All staff delivering RWINc have accessed training to ensure high quality teaching</i></li> <li>• <i>RWInc is taught systematically within small groups which are reviewed in line with assessments to ensure progress</i></li> <li>• <i>Maths and English interventions are taught within small groups which are reviewed half termly to ensure progress.</i></li> <li>• <i>Adults are deployed effectively within the classroom to support teaching and learning- adaptive teaching and guided practice ensures inclusion.</i></li> <li>• <i>The gap between PP and Non PP pupils is closed</i></li> <li>• <i>Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.</i></li> </ul>
<p><b>Specific interventions are in place to address early language and communication difficulties.</b></p>	<ul style="list-style-type: none"> <li>• <i>Emerging SLCN are identified quickly and are proactively addressed.</i></li> </ul>

<p>Specific speaking and listening intervention is in place for pupils to address emerging SLCN.</p> <p>Targeted support focuses upon communication and social skills.</p> <p>The Vocabulary Gap is narrowed.</p>	<ul style="list-style-type: none"> <li>• <i>Trained support assistants deliver high quality Speech, Language and communication support.</i></li> <li>• <i>Pupil social communication needs are identified and appropriate and timely interventions are used to address these.</i></li> <li>• <i>Vocabulary development through language exposure and experience is prioritised for all pupils.</i></li> </ul>
<p><b>Interventions are effective in addressing gaps in learning and accelerating progress.</b></p> <p>Interventions demonstrate measurable impact.</p> <p>Gaps in learning are identified and pupils are effectively supported to make rapid progress</p>	<ul style="list-style-type: none"> <li>• <i>Provision maps effectively identify pupil learning needs and ensure a robust cycle of evaluation and review.</i></li> <li>• <i>Teaching assistants are skilful in the delivery of all interventions</i></li> <li>• <i>Effective interventions in R, W, M address individual learning needs and support pupil progress.</i></li> </ul>
<p><b>Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support.</b></p> <p>Pupil personal development, mental health and well-being is prioritised.</p> <p>Pupils feel safe, valued and reassured.</p> <p>Emotional Literacy is developed</p>	<ul style="list-style-type: none"> <li>• <i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i></li> <li>• <i>Pupils are confident and happy- they can all name a trusted adult they can go to.</i></li> <li>• <i>ELSA trained assistants utilise strategies effectively to support pupils.</i></li> <li>• <i>Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation</i></li> </ul>
<p><b>PSHE continues to be prioritised and is taught with consistency.</b></p> <p>Pupils receive high quality PSHE and SRE provision which ensures that they develop the knowledge and awareness of key concepts and citizenship and supports pupil well-being.</p>	<ul style="list-style-type: none"> <li>• <i>There is consistent programme for PSHE and SRE in place.</i></li> <li>• <i>PSHE is prioritised through assemblies, displays and in lessons.</i></li> <li>• <i>Pupils talk confidently about their learning and understanding of areas of the PSHE and SRE curriculum which they have been taught.</i></li> <li>• <i>Pupils are able to use and apply their knowledge to wider areas of the curriculum.</i></li> <li>• <i>Pupils demonstrate strong awareness and understanding of Protected Characteristics.</i></li> </ul>
<p><b>Attendance is significantly improved</b></p> <p>There is no gap between attendance of PP and Non-PP pupils and there is effective support in place to support families where children are at risk of persistent absenteeism.</p> <p>Families are effectively supported through TAC and EH processes and where appropriate external support is required.</p> <p>A robust approach to monitoring and evaluating attendance of key children is in place and actions taken demonstrate a direct impact in raising attendance.</p>	<ul style="list-style-type: none"> <li>• <i>Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils</i></li> <li>• <i>Reduction in persistent absenteeism.</i></li> <li>• <i>School attendance data is in line with National and Local</i></li> <li>• <i>Families are effectively supported through TAC and Early Help processes. There are strong networks of collaboration between home and school.</i></li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensure that leaders, teaching and support staff have access to high quality training and development opportunities through external CPD and opportunities for collaboration.</b></p> <p>Staff knowledge and skills across the curriculum will be developed, ensuring that there is expertise in all subjects leading to accelerated progress as a result of high-quality teaching and learning opportunities.</p>	<p><i>EEF Guide to Pupil Premium 2019- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium</i></p> <p><i>EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching-securing teacher development</i></p>	1,2,3
<p><b>Deployment of additional support staff to provide enhanced teaching support within core subjects through focused small group tuition across all key stages.</b></p> <p>Additional support within the classroom and small group tuition will provide greater opportunity for focused support and address gaps in learning.</p>	(Small group tuition EEF Toolkit +4)	1,2,3
<p><b>Additional staff appointed to lead phonics across EYFS and KS1 to provide</b></p>	(Phonics EEF Toolkit +5)	1,2,3

<p><b>small group teaching based upon assessment.</b></p> <p>Pupils benefit from small groups and this will allow for pupils to be grouped appropriately according to programme assessments thereby addressing learning needs and accelerating progress.</p>		
<p><b>Continue to embed a cohesive and progressive PSHE curriculum- Jigsaw- Year R-6</b></p> <p>There is a consistent approach to PSHE and SRE. Pupils develop knowledge and understanding of areas of personal, social, health and economic development and this in turn supports their wellbeing and understanding of citizenship.</p>	<p>(EEF Toolkit +4 Social and Emotional Learning)</p>	<p>4,5</p>

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small group/ 1:1 tuition and intervention across RWM- Including Fresh Start, RWInc phonics (1:1 tutoring) and comprehension and Get Writing, Ready to Progress (Mathematics).</b></p>	<p>(Teaching assistant interventions EEF Toolkit +4)</p>	<p>1,2,3</p>

Where there are specific gaps in learning additional intervention will be used to target these and support pupil progress across all core areas.		
<p><b>Targeted support for emerging SLCN through language and communication programmes including ELKAN.</b></p> <p>Teachers quickly identify emerging SLCN and ensure that there is targeted intervention and support in place to address these. Staff receive appropriate high-quality training.</p>	(Oral Language intervention EEF Toolkit +6)	1,2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enhanced Music and Drama provision through Act II Theatre Group to promote inclusion and widen experiences for all pupils.</b></p> <p>Access to a wide and varied music curriculum develops pupil knowledge, skills and appreciation of music. Involvement in the whole school production is important in developing language and communication skills and increasing confidence.</p>	(Arts Participation EEF Toolkit +3)	4

As a whole school, parental event this is also important in developing community cohesion and parental engagement.		
<p><b>Targeted intervention- including ELSA- to support well-being and pupil mental health.</b></p> <p>ELSA is used purposefully are delivered to support pupil wellbeing and support SEMH needs.</p>	(Behaviour interventions EEF Toolkit +4 and Social and Emotional Learning EEF Toolkit +4)	4,5
<p><b>Inclusion Leader to support attendance, mental health and wellbeing and increase parental engagement.</b></p> <p>Family support increases parental engagement and is effectively impacts upon pupil wellbeing. Through working with families pupil attendance improves.</p>	(Parental Engagement EEF Toolkit +4 Social and Emotional Learning Toolkit EEF +4)	4,5,6
<p><b>Breakfast Club provision. Children eligible for PP attend breakfast club free of charge.</b></p> <p>To ensure that disadvantaged pupils have a healthy, nutritious start to the day. The children can interact with their peers and have a calm and settled start to the day</p>	National School Breakfast Programme	4,5,6

**Total budgeted cost: £ 148,500**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupils have benefitted from high quality provision which matches their learning needs to facilitate progression. The gap in attainment between PP and Non-PP has been narrowed in many year groups.

#### **EYFS**

72% achieved GLD.

#### **PSC**

84% of Year 1 children achieved the expected standard. This is an increased % for the third consecutive year following the implementation of RWINc

80% of Year 2 achieved expected standard in PSC retakes.

This year there was a notable gap in attainment between PP and Non-PP however there are contextual issues which have affected this pupil group.

#### **KS1 Assessments:**

49% of Year 2 children achieved the expected standard in RWM combined- PP attainment was significantly higher with 71% of PP pupils in this cohort achieving the expected standard.

#### **KS2 Assessments:**

Achievement across RWM for PP pupils was broadly in line with Non-PP pupils. There was a significant improvement in KS2 outcomes, particularly in mathematics. 52% of pupils achieved the expected standard in RWM.

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Investment in high quality CPD for school leaders, teaching and support staff has ensured consistent high standards of teaching and learning across the school and ensured a high-quality curriculum offer across all subjects. Leadership is further being strengthened through the NPQ programmes which are being accessed teaching staff and school leaders.

Attendance remains a significant concern with persistent absenteeism remaining high. Analysis has shown that PP pupils are particularly affected. This will be a key focus of school improvement planning next year.

Our most vulnerable children and families are effectively supported through our excellent pastoral offer, including provision of an Inclusion Lead and ELSA. Personal development is prioritised throughout the school and this has been recognised through internal and external evaluations.

Our enrichment opportunities are wide, varied and of an excellent standard- promoting pupil aspiration and cultural capital.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
RWInc phonics	RWInc
RWInc spelling	RWInc
RWInc Fresh Start	RWInc
RWInc Fast Track Tutoring	RWInc
PSHE	Jigsaw
RE	Discovery RE
Computing	Purple Mash
White Rose Hub - Maths	White Rose Education
Language Angels	Language Angels
iMoves	iMoves
Timestables Rock Stars	Maths Circle- TTRS

## Further information (optional)

Please read this document in conjunction with our Pupil Premium Strategy 2024-2025 for further details and termly evaluations and details of our 3 year plan.