

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	271
Proportion (%) of pupil premium eligible pupils	34.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	November 21
Date on which it will be reviewed	March 22
Statement authorised by	Rob Cole Chair of Governors
Pupil premium lead	Ingrid Williams
Governor / Trustee lead	Rob Cole

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112 770
Recovery premium funding allocation this academic year	£11 455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27 879
<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	£152 095

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for example targeted support through Third Space Learning for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Reading and writing stamina hence curriculum access as a result of COVID-19 measures
2	Learning recovery across the curriculum
3	Y5: 51% & Y1 22% PP pupils. 20% Y5 with moderate learning difficulties/ significant needs and/or on SEND register (2 Y5s have EHCPs) 6% of Y1 on the SEND register and one Y1 child that an EHCP has been applied for) Y6: 36% PP pupils, 29% pupils on SEND register with 4 pupils (9%) with an EHCP
4	Additional needs as a result of lockdown measures, particularly in early years and Y1 Mental health and well-being – particularly grief and loss, healthy minds More pupils accessing BOSS

## 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>Improve reading stamina and comprehension through the following foci: EYFS → Y3</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Reading through the sentence</li> <li>• To rehearse and practice texts to secure reading fluency</li> <li>• Rich selection of narratives and non-fiction to heighten enjoyment and interest (linked to school's reading spine)</li> </ul> <p>Y4 – Y6</p> <ul style="list-style-type: none"> <li>• Building up stamina for reading through short reads and timed reading (using reading running records)</li> <li>• Rich selection of narratives and non-fiction to heighten enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are on track to make expected progress from baseline assessments (end of phase and return to school following summer break)</li> <li>• Phonics progression is on track</li> <li>• Reading stamina returns to expectations by the end of Summer 2022 (as assessed from Autumn 2021 baselines)</li> </ul>

<p>and interest (linked to school's reading spine)</p>	
<p>Improve writing stamina through focus on oracy and storytelling moving into:</p> <p>Y1 – Y3:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>• Modelled writing</li> <li>• Shared writing</li> <li>• Controlled sentence development</li> <li>• Slow writes</li> </ul> <p>Spring onwards</p> <ul style="list-style-type: none"> <li>• Building up to longer writes through keeping children focused</li> <li>• Independent writes based on experiences and retelling of stories and other narratives known</li> </ul> <p>Y4 – Y6</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Power writes</li> <li>• Slow writes</li> <li>• Controlled sentence development</li> </ul> <p>Spring onwards</p> <ul style="list-style-type: none"> <li>• Building up to longer writes through keeping children focused</li> <li>• Ability to write across a range of genres with knowledge of grammatical structures and vocabulary which are relevant to the task</li> <li>• Coherence in the narratives with for maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are on track to make expected progress from baseline assessments (end of phase and return to school following lockdown)</li> <li>• Phonics into spelling is a focus within Y2 and Y3</li> <li>• Pupils understanding of the use of grammar and punctuation is revised, retaught and consolidated to improve coherence in narratives</li> <li>• Writing stamina returns to expectations by the end of Summer 2022 (as assessed in Autumn 2021)</li> </ul>
<p>Deep learning in the use of mathematical language to aid recovery of fluency in arithmetic and application to reasoning or solving problems. Particularly those who are PP and SEND</p>	<ul style="list-style-type: none"> <li>• Pupils are on track to make expected progress from baseline assessments (end of phase and return to school following summer break)</li> </ul>

	<ul style="list-style-type: none"> <li>• Overlearning of mathematical language and application of skills to ensure deep learning through the use of the NCETM progression ready guidance and the use of homework tasks to apply in interesting contexts</li> <li>• Small group teaching focuses on pre-teaching revision of concepts, skills and knowledge prior to the teaching sequence</li> </ul>
Additional support to recover learning as a result of school closures and isolation of bubbles due to COVID-19	<p>Pupils have recovered learning as ascertained through entry and exit tasks using:</p> <ul style="list-style-type: none"> <li>• National tutoring programme with 3<sup>rd</sup> Space Learning</li> <li>• Maths catch up programme (2 staff trained)</li> </ul>
Improving children's health and mental well being	<ul style="list-style-type: none"> <li>• SENCo trained in counselling and provides specific support for pupils identified</li> <li>• Video conferences delivered to pupils experiencing grief and loss</li> <li>• PSHE association &amp; Oak Academy resources used to support MH&amp;EW at class level</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: £20 583

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1, 2, 3, 4

are interpreted and administered correctly.	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: £94 165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics <ul style="list-style-type: none"> <li>Additional small group phonics (catch up)</li> <li>Essential phonics pre-teach</li> </ul> Assessment to ensure on track for ARE Purchase of Read Write Inc resources and training	EEF toolkit: <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</a>  Reading motivation and engagement: UKLA research – Sarah McGeown <a href="https://ukla.org/wp-content/uploads/Mini38sample.pdf">https://ukla.org/wp-content/uploads/Mini38sample.pdf</a>	1, 2, 3

	<p>Reading stamina:</p> <p><a href="https://www.readingrockets.org/article/building-reading-stamina">https://www.readingrockets.org/article/building-reading-stamina</a></p> <p>The joy and the power of reading:</p> <p><a href="https://www.scholastic.co.uk/assets/a/0e/05/readingresearch-1327386.pdf">https://www.scholastic.co.uk/assets/a/0e/05/readingresearch-1327386.pdf</a></p>	
<ul style="list-style-type: none"> <li>• Additional small group SPAG interventions (Read, Write, Ink &amp; Classroom secrets)</li> <li>• Subscriptions to additional resources: Read Write Inc Literacy shed + Grammarsaurus Jane Consadine: Write now</li> </ul> <p>Assessment to ensure on track for ARE</p>	<p>Voice 21 – Oracy benchmarks:</p> <p><a href="https://voice21.org/wp-content/uploads/2020/06/Benchmarks-report-FINAL.pdf">https://voice21.org/wp-content/uploads/2020/06/Benchmarks-report-FINAL.pdf</a></p> <p>EEF literacy toolkit and Craft of writing project.</p> <p>See link to EEF reading above and:</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/craft-of-writing/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/craft-of-writing/</a></p> <p>Research evidence on writing:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</a></p> <p>Writing for pleasure:</p> <p><a href="https://writing4pleasure.com/2020/10/21/what-the-research-says-the-most-effective-ways-to-improve-childrens-writing/">https://writing4pleasure.com/2020/10/21/what-the-research-says-the-most-effective-ways-to-improve-childrens-writing/</a></p>	1, 2, 3 4
<p>Additional small group intervention</p> <p>Subscriptions to aid mathematics in a</p>	<p>Review of maths interventions:</p> <p><a href="https://www.nuffieldfoundation.org/project/a-review-of-interventions-to-improve-primary-school-maths-achievement">https://www.nuffieldfoundation.org/project/a-review-of-interventions-to-improve-primary-school-maths-achievement</a></p>	2

blended learning approach: Purple mash – times table Monster SATs for arithmetic GL and STAR maths assessments Staff CPD to secure understanding of number and pattern: Subitising CPD Number frames Cuisenaire	Improving maths at KS1 and KS2(&3) EEF: <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/</a>  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</a>  Improving Primary maths teaching: <a href="https://research.edgehill.ac.uk/en/publications/improving-primary-mathematics-teaching-and-learning-2">https://research.edgehill.ac.uk/en/publications/improving-primary-mathematics-teaching-and-learning-2</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37 347

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare and learning engagement checks Enhanced SMSC and PSHE provision Working with targeted families to enhance attendance officer	Young Minds <a href="https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf">https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf</a>  Mental health and well-being in schools <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747709/Ment">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747709/Ment</a>	3, 4

	<a href="#">al health and wellbeing provision in schools.pdf</a>	
Music lessons and orchestra	EBP demonstrates that music support creativity and calmness	3, 4
Working with education psychologist	Young Minds <a href="https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf">https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf</a>	
PGL orienteering activities	Mental health and well-being in schools <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747709/Mental_health_and_wellbeing_provision_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747709/Mental_health_and_wellbeing_provision_in_schools.pdf</a>	
Counselling for specific pupils to improve mental and emotional health	Mentally healthy schools: <a href="https://www.mentallyhealthyschools.org.uk/">https://www.mentallyhealthyschools.org.uk/</a>	
Grief and loss counselling		
STT service provision		

**Total budgeted cost: £ 152 095**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education caused by moving between schools which we addressed with targeted support. We bought four iPads to enable the children to access the internet both at school and at home
What was the impact of that spending on service pupil premium eligible pupils?	Assessments demonstrated progress in subject areas where extra support classes were provided.

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#) (the SENDCo). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.