

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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  | 259                                     |
| Proportion (%) of pupil premium eligible pupils   | 34%                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-23                                 |
| Date this statement was published   | September 22                            |
| Date on which it will be reviewed   | September 23                            |
| Statement authorised by   | Rob Cole<br>Chair of Governors          |
| Pupil premium lead  | Ingrid Williams<br>Sarah Ogden          |
| Governor / Trustee lead   | Kirsty Colbourn-Hayes                   |

### Funding overview

| Detail  | Amount                   |
|---|--------------------------|
| Pupil premium funding allocation this academic year   | £136 155                 |
| Recovery premium funding allocation this academic year  | Included within total PP |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £32 023                  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £168 178                 |

# 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.

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 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.

Our key objectives for our disadvantaged pupils are:

- To ensure high standards of teaching and learning across the school- teaching is consistently evaluated as at least good.
- 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
- Specific interventions are in place to address early language and communication difficulties.
- Interventions are effective in addressing gaps in learning and accelerating progress
- To improve mental health and well-being of pupils
- PSHE is prioritised and is taught with consistency.
- Attendance is significantly improved across all year groups

## 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                | Gaps in knowledge across core subjects as a result of disruption to learning (COVID, attendance, staff absence)                                  |
| 3                | Literacy development and skills- including vocabulary acquisition, communication, language, reading and writing.                                 |
| 4                | Challenges affecting mental health and well-being of pupils  |
| 5                | Low aspirations and learning resilience  |
| 6                | Increase in levels of support needed for pupils and their families – including SEND and referrals to TAC, Early Help and other external services |
| 7                | Significant increase in 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>Teachers are highly, developed and skilful in identifying pupil needs and building upon what pupils know, can do and understand</p> <p>Investment in CPD for Teachers and subject leads to ensure high quality provision across the curriculum</p> | <ul style="list-style-type: none"> <li>• <i>Professional development of staff and subject leadership is prioritised to ensure HQT and provision.</i></li> <li>• <i>Training and development needs are rapidly identified through appraisal to lead to improvement.</i></li> <li>• <i>Learning gaps are quickly identified and adaptations 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</i></li> </ul>          |
| <p>Pupils are resilient and self-motivated.</p> <p>There is a strong sense of aspiration throughout the school.</p> <p>School Values are explicitly taught and are embedded within the school ethos.</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 understand the school vision and values and are able to apply these to their learning.</i></li> </ul> |

|   |   |
|---|---|
| <p>High quality teaching in early years and KS1 leads to accelerated progress and narrows the gap.</p> <p>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>Early years and KS1 staff training and development is prioritised to ensure that pupils have the best possible start.</i></li> <li>• <i>There is a strong focus upon early language and vocabulary and this is effectively modelled and explicitly taught</i></li> <li>• <i>Regular assessment shows that PP pupils are making accelerated progress in core areas</i></li> <li>• <i>PP pupils make good progress through a systematic early reading programme (RWInc)</i></li> <li>• <i>APDR processes are embedded and are effectively used to track and support progression of PP pupils</i></li> </ul> |
| <p>Pupils benefit from phonics teaching within small groups- leading to accelerated progress</p> <p>Pupils are supported effectively within the classroom and benefit from 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 half termly to ensure progress</i></li> <li>• <i>Adults are deployed effectively within the classroom to support teaching and learning</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>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>   | <ul style="list-style-type: none"> <li>• <i>Emerging SLCN are identified quickly and are proactively addressed.</i></li> <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> </ul>  |
| <p>Interventions demonstrate measurable impact</p> <p>Gaps in learning are identified and addressed in a timely and effective manner</p> <p>Robust cycles of APDR evaluate impact</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> <li>• <i>APDRs track individual progress and targets</i></li> </ul>   |
| <p>Pupils mental health and well-being is prioritised</p> <p>ELSA trained assistants utilise strategies effectively to support pupils.</p> <p>Pupils feel safe, valued and reassured.</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>Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation</i></li> <li>• <i>Fixed term exclusions are rare.</i></li> </ul>  |
| <p>Pupils receive high quality PSHE provision which ensures that they develop the knowledge and awareness of key concepts and citizenship.</p>  | <ul style="list-style-type: none"> <li>• <i>There is consistent programme for PSHE 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 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> </ul>   |

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| <p>Improved attendance and no notable gaps between groups.</p> <p>Attendance concerns are addressed in a timely manner and in line with policy.</p> <p>Robust procedures are in place for managing persistent absenteeism.</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>Policies and procedures are followed</i></li> <li>• <i>Safeguarding is prioritised by all staff in relation to attendance.</i></li> </ul> |
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## 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: £87 516

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Ensure that leaders, teaching and support staff have access to high quality training and development opportunities</p> <p>Staff knowledge and skills should be developed to improve the quality of teaching and learning benefitting all learners leading to accelerated progress with all children having access to 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>1, 2, 3, 5, 6, 7</p>       |
| <p>Deployment of additional support staff to provide enhanced support within core subjects through focused small group tuition across all key stages</p>  | <p>Small group tuition EEF +4</p>  | <p>1, 2, 3, 4, 5, 6, 7</p>    |

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|--|--|-------------------------|
| <p>Additional support within the classroom and small group tuition will provide greater opportunity for focused support and address gaps in learning.</p>  |  |                         |
| <p>Technology to support high quality teaching and learning – includes additional interactive whiteboards for shared areas and additional laptops for all teaching staff (HLTAs)</p> <p>Additional learning areas allows for smaller teaching groups in order to target individualised learning needs</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>2, 5, 6, 7</p>       |
| <p>Additional staff appointed to lead phonics across EYFS and KS1 to ensure small group teaching based upon assessment.</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>Phonics EEF +5</p>  | <p>1, 2, 3, 5, 6, 7</p> |
| <p>Specialist Computing lead to ensure access for all pupils to high quality in this curriculum area across all key stages</p> <p>Disadvantaged pupils will benefit from access to high quality</p>  | <p><i>EEF Guide to Digital Technology ‘to improve learning, technology must be used in a way that is informed by effective pedagogy’</i></p>   | <p>2, 3, 5</p>          |

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| teaching and learning opportunities across a range of technologies |  |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27, 552

| Activity  | Evidence that supports this approach    | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Small group/ 1:1 tuition and intervention across RWM- Including Fresh Start, RWInc phonics (1:1 tutoring) and comprehension and Get Writing</p> <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>                              | Teaching assistant interventions EEF +4 | 1, 2, 3, 5, 6, 7              |
| <p>Targeted support for emerging SLCN through language and communication programmes including NELI, ELKAN, Time to Talk and Socially Speaking</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 +6       | 1, 2, 3, 4, 5, 6, 7           |

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

Budgeted cost: £53,110

| Activity   | Evidence that supports this approach        | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Enhanced Music and Drama provision through Act II Theatre Group to promote inclusion and widen experiences for all pupils</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> <p>As a whole school, parental event this</p> <p>Is also important in developing community cohesion and parental engagement.</p> | <p>Arts Participation EEF +3</p>            | <p>1, 4, 5, 6, 7</p>          |
| <p>Implement and embed a cohesive and progressive PSHE curriculum- Jigsaw- Year R-6</p> <p>There is a consistent approach to PSHE. Pupils develop knowledge and understanding of areas of personal, social, health and economic</p>  | <p>Social and Emotional Learning EEF +4</p> | <p>4, 5, 6, 7</p>             |



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| <p>development and this in turn supports their wellbeing and understanding of citizenship.</p>   |  |                            |
| <p>A range of targeted interventions to support well-being and pupil mental health</p> <p>Purposeful interventions are delivered to support pupil wellbeing.</p> <p>2 members of staff are ELSA trained to support our most vulnerable pupils.</p>                     | <p>Behaviour interventions EEF +4 and Social and Emotional Learning EEF +4</p> | <p>4, 5, 6, 7</p>          |
| <p>Appointment of Senior SEND Inclusion and Family worker to support mental health and wellbeing and increase parental engagement</p> <p>Family support increases parental engagement and is effectively impacts upon pupil wellbeing</p>                              | <p>Parental Engagement EEF +4 Social and Emotional Learning EEF +4</p>         | <p>4, 5, 6, 7</p>          |
| <p>Breakfast Club provision. Children eligible for breakfast club attend free of charge. This covers staff expenses.</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</p> |  | <p>1, 2, 3, 4, 5, 6, 7</p> |

|                                      |  |  |
|--------------------------------------|--|--|
| calm and settled start<br>to the day |  |  |
|--------------------------------------|--|--|

**Total budgeted cost: £ 168 178**

## 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 2021 to 2022 academic year.

Our internal and external assessments during 2022/23 suggested that the performance of both disadvantaged and non-disadvantaged pupils was lower than in previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points in part to the ongoing impact of COVID-19, alongside long-term staff absences and high levels of illness and absences amongst the disadvantaged pupils.

Focused assessment and planning has enabled gaps in learning to be identified and addressed. Pupils have benefitted from high quality provision which matches their learning needs to facilitate progression. Consequently, at the end of Foundation Stage teacher assessment shows that of 69% PP pupils achieved GLD; 70% of Year 1 PP children passed the phonics assessment; 56% of Year 2 PP children achieved ARE in RWM.

Throughout 2021-22 Third Space Learning was used for disadvantaged pupils from Year 5s and Year 6s; in the KS2 SATs PP children achieved 63% in Maths which shows very good progress.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, in part 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             |
|------------------------------|----------------------|
| Maths Intervention Programme | Third Space Learning |

|                |       |
|----------------|-------|
| RWInc phonics  | RWInc |
| RWInc spelling | RWInc |

## 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**

Please read this document in conjunction with our Pupil Premium Strategy 2022-2023 which includes our 3 Year plan for termly evaluations and further details that will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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.