

Donington Cowley Endowed Primary School

Pupil Premium Strategy 2024-2025

|  |  |   |
|--|--|---|
| <b>2024-2025</b>                                       |  |   |
| PP Budget for academic year:<br>£148, 501              | Number of pupils on roll-<br>250- September 2024<br>251- November 2024<br>256- April 2025                  | Dates of most recent external review:<br>June 2019 (Ofsted)<br>March 2023 (J Marston LEAD PP Review)<br>March 2025 (Ofsted) |
| PP Lead- Sophie Foston<br>Inclusion Governor- Rob Cole | Number of pupils eligible for PP funding –<br>84(September 2024)<br>95 (November 2024)<br>102 (April 2025) | Dates of internal reviews:<br>Autumn term 2024<br>Spring Term 2025<br>Summer Term 2025                                      |

| 2024-2025<br>DONINGTON     | Number of pupils<br>eligible for PP funding<br>September 2024<br>November 2024 April<br>2025 | PP % of cohort<br>September 2024<br>November 2024 April<br>2025 |
|----------------------------|--|---|
| Reception<br>28<br>30      | 3<br>4<br>6  | 10.71%<br>14%<br>20%  |
| Year 1<br>26<br>25         | 7<br>10<br>10  | 26.92%<br>38%<br>40%  |
| Year 2<br>34<br>36         | 6<br>7<br>11   | 18.18%<br>21%<br>30.55%   |
| Year 3<br>43<br>43         | 17<br>18<br>18   | 39.53%<br>42%<br>41.86%   |
| Year 4<br>46<br>47         | 18<br>20<br>21   | 38.29%<br>43%<br>44.68%   |
| Year 5<br>40<br>41         | 17<br>19<br>19   | 42.5%<br>48%<br>46.34   |
| Year 6<br>34<br>34         | 16<br>17<br>17   | 48.48%<br>50%<br>50%  |
| Whole School<br>251<br>256 | 84<br>95<br>102  | 33.60%<br>38%<br>39.84%   |

## Assessment Data Summary 2023-2024

### 2023-2024 Summary

|           | % Achieved GLD<br><b>Whole Cohort PP</b> |
|-----------|--|
| Reception | <b>72%</b><br>43%                        |

| Phonics Screening Check | % Achieved 32 or above<br><b>Whole Cohort PP</b> |
|-------------------------|--|
| Year 1                  | <b>84%</b><br>40%                                |
| Year 2                  | <b>80%</b><br>50%                                |

| KS1      | % Achieving expected standard and above<br><b>Whole Cohort PP</b> | % Achieving a higher standard<br><b>Whole Cohort PP</b> |
|----------|---|---|
| Reading  | <b>81%</b><br>71%   | <b>16%</b><br>12%                                       |
| Writing  | <b>55%</b><br>71%   | <b>9%</b><br>12%  |
| Maths    | <b>65%</b><br>76%   | <b>12%</b><br>18%                                       |
| Combined | <b>49%</b><br>71%   | <b>7%</b><br>6%   |

| Y4 Multiplication Times Table Check | % Whole cohort<br>% PP |
|-------------------------------------|------------------------|
| 20+ out of 25                       | <b>72%</b><br>53%      |
| 25 out of 25                        | <b>44%</b><br>27%      |

| KS2                               | % Achieving expected standard and above<br><b>Whole Cohort PP</b> | % Achieving expected standard and above<br><b>Whole Cohort PP</b> | Average Point Score |
|-----------------------------------|---|---|---------------------|
| Reading                           | <b>59%</b><br>50%   | <b>15%</b><br>14%   | <b>103</b>          |
| Writing                           | <b>68%</b><br>55%   | <b>9%</b><br>9%   | <b>NA</b>           |
| Maths                             | <b>67%</b><br>50%   | <b>11%</b><br>9%  | <b>103</b>          |
| Combined                          | <b>52%</b><br>41%   | <b>7%</b><br>5%   | <b>NA</b>           |
| Spelling, Punctuation and Grammar | <b>63%</b><br>45%   | <b>24%</b><br>5%  | <b>104</b>          |

**Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2024-2027**

| 2024-2025   | 2025-2026  | 2026-2027   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• There is a narrowed gap in attainment between PP and Non PP in all core curriculum areas where there is no identified SEN.</li> <li>• Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences</li> <li>• There is improvement in the attendance of PP pupils</li> <li>• The vocabulary gap by the end of EYFS between PP and Non-PP pupils is notably closed.</li> <li>• All pupils make strong progress from EYFS baseline assessments in all areas including disadvantaged pupils</li> <li>• PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD</li> </ul> | <ul style="list-style-type: none"> <li>• The gap in attainment between PP and Non PP pupils, where there is no identified SEND, is narrowed.</li> <li>• Personal development continues to be prioritised and there is a strong focus upon pupil wellbeing and mental health</li> <li>• There is no notable difference between attendance of Non PP and PP</li> <li>• In EYFS There is no gap between PP and Non- PP achieving GLD</li> </ul> | <ul style="list-style-type: none"> <li>• Disadvantaged pupils make exceptional progress across all areas of the curriculum</li> <li>• In EYFS There is no gap between PP and Non- PP achieving GLD</li> </ul> |
| <b>Key challenges for disadvantaged pupils</b>  |  |   |
| <b>Internal Challenges</b>  |  |   |
| Lower attainment upon entry to school   |  |   |
| Literacy development and skills- including vocabulary acquisition, communication, language, reading and writing.  |  |   |
| Gaps in Mathematical Knowledge  |  |   |
| Challenges affecting mental health and well-being of pupils   |  |   |
| <b>External Challenges</b>  |  |   |
| Increase in levels of support needed for pupils and their families – including SEND and referrals to TAC, Early Help and other external services  |  |   |
| Persistent absenteeism and poor attendance  |  |   |

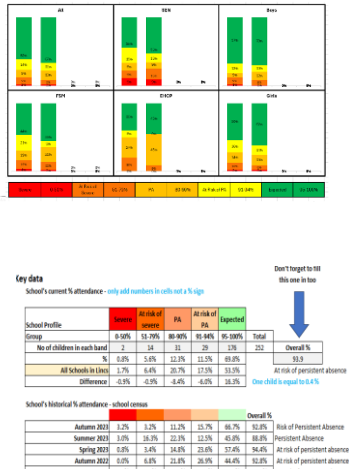
| Pupil Premium Priorities   | Desired Outcomes   | Success Criteria  | Evaluation  |  |                  |
|--|--|---|---|--|------------------|
|  |  |   | Autumn 2024-2025  | Spring 2025-2026   | Summer 2026-2027 |
| Teaching   |  |   |   |  |                  |
| To support disadvantaged pupils to make rapid progress from baseline | <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>Professional development of leaders, teaching staff and subject leadership is prioritised to ensure HQT.</li><li>Training and development needs are rapidly identified through appraisal to lead to improvement.</li><li>A cohesive approach to assessment ensures that no child is left behind</li><li>Learning gaps are quickly identified and adaptations are made to teaching to target learners- scaffolding yet providing stretch and challenge.</li><li>Pupils make good or better progress and a higher % attain ARE + in RWM in line with Local and National</li></ul> | <p>Staff CPD has continued to be prioritised several staff members have completed or are engaged in current NPQ programmes. These and other CPD opportunities identified through performance management and through school development planning have increased knowledge and understanding across areas of responsibility, contributing to school improvement.</p> <p>The revised approach to assessment has ensured greater collaboration and communication between leaders. Spotlight pupils and targets groups are clearly identified, and this supports provision mapping and planning. The implementation phase has been successful and as the year progresses and the assessment practices are embedded the impact on pupil progress will be further evaluated.</p> | <p>Further opportunities have been taken by staff members to complete NPQ programmes, both as an initial programme or following completion of previous NPQ- this serves to develop and strengthen leadership across the federation.</p> <p>The school is now engaged in an assessment project with LEAD to develop and embed effective assessment across all curriculum areas.</p> <p>The revised approach to assessment continues to be embedded and shows strong evidence of pupil progress in core subjects. Moderation has been effective in validating teacher assessment. Further refinement and review of foundation subject assessment is required as a next step.</p> |                  |

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| <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. 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>Pupil interviews and internal monitoring have shown pupils to be enthusiastic in their learning and confident in articulating their progress and what their next steps are. They are proud of the work they have completed. Feedback in books is effective and moves learning forward. Pupils are increasingly able to talk about their future aspirations and opportunities are sought to support pupils in furthering individual talents and interests. Including music lessons, sporting activities and roles and responsibilities around school eg. Reading ambassador, playground partners.</p> | <p>Pupils continue to show positive attitudes to learning. They are able to articulate their knowledge with confidence and reflect well upon prior learning.</p> <p>Feedback and marking continues to be used skilfully to support pupils in extending their learning further.</p> <p>A member of staff has completed the 'Start small, dream big' CPD and aims to roll out this project over the next academic year to further promote careers based learning and widen pupil aspiration.</p> |  |
| <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 wellbeing.</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> </ul>   | <p>A recent personal development audit evidenced the strength and quality of PSHE across the school. Jigsaw continues to provide a consistent approach to PSHE and SRE. PSHE leader is proactive in ensuring readiness for changes in policy for SRE. Children enjoy their learning in PSHE and talk confidently about this. Understanding of protected characteristics is greatly increased and pupils are more able to articulate their knowledge and understanding as has been evident in pupil discussion this term.</p>  | <p>Personal development continues to be a strength of the school and PSHE is taught to a consistent high standards. PSHE is passionately and proactively led and the subject lead has engaged effectively with CPD to further their own knowledge of leadership in this subject. Recently they have enrolled on the 'Kindness award' which will be worked towards over the next academic year.</p>   |  |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <ul style="list-style-type: none"> <li>Pupils are able to use and apply their knowledge to wider areas of the curriculum.</li> <li>Pupils demonstrate strong awareness and understanding of Protected Characteristics.</li> </ul>  |   |  |  |
| Targeted Academic Support  |  |  |   |  |  |
| To utilise additional adults effectively in order to provide targeted academic support | 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. | <ul style="list-style-type: none"> <li>All staff delivering RWINc have accessed training to ensure high quality teaching</li> <li>RWINc is taught systematically within small groups which are reviewed in line with assessments to ensure progress</li> <li>Maths and English interventions are taught within small groups which are reviewed half termly to ensure progress.</li> <li>Adults are deployed effectively within the classroom to support teaching and learning- adaptive teaching and guided practice ensures inclusion.</li> </ul> | <p>RWINc phonics continues to be taught to a consistent high standard. Key pupils have been identified for fast-track tuition and this is in place. Progression from October 24- December 24 is clear in recent assessments.</p> <p><b>Year 1 Phonics Screening</b></p> <div> <p>Autumn 1</p> </div> <div> <p>Autumn 2</p> </div> <p>27% of children already achieving 32+<br/>34.62% of children on track to achieve 32+</p> <p>Pupils in KS2 still requiring targeted support in phonics remain on the RWINc programme and progress is reviewed half termly within provision mapping.</p> <p>The revised assessment system more easily identifies pupils who require additional support in RWM and provisions are mapped out and evaluated half termly. Further review following spring term assessment will evidence impact.</p> | <p>Whole school assessment shows ambitious predictions for PP pupils – broadly in line with Non- PP.</p> <p><b>Whole School Overview (Projected)</b></p> <div> <p>Spring - Whole School Projected</p> <p>18% of all children on track to achieve QOS.<br/>61% of all children on track to achieve EXP or above.</p> </div> <div> <p>Spring - SEN Projected</p> <p>32% of SEN children on track to achieve EXP.<br/>2% of SEN children on track to achieve QOS.</p> </div> <div> <p>Spring - PP Projected</p> <p>13% of PP children on track to achieve QOS.<br/>60% of PP children on track to achieve EXP or above.</p> </div> <p>Pupil progress meetings will be utilised to identify individual learning targets and provisions for 'spotlight pupils' who are working towards their targets.</p> <p>Children continue to make strong progress in RWINc Phonics as a result of high quality teaching and focused 'fast track' intervention.</p> <p><b>Year 1 Phonics Screening</b></p> <div> <p>Year 1 Phonics Screening (Projected)</p> <p>60% of children on track to pass in Autumn Term.<br/>70% of children on track to pass in Spring Term.</p> </div> <div> <p>Year 1 Phonics Screening (Projected)</p> <p>70% of children on track to pass in Spring Term.</p> </div> |  |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|   |   | <ul style="list-style-type: none"> <li>• The gap between PP and Non PP pupils is closed</li> <li>• Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.</li> </ul>   |   |   |  |
| <p><b>Specific interventions are in place to address early language and communication difficulties.</b></p> | <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>• Emerging SLCN are identified quickly and are proactively addressed.</li> <li>• Trained support assistants deliver high quality Speech, Language and communication support.</li> <li>• Pupil social communication needs are identified and appropriate and timely interventions are used to address these.</li> <li>• Vocabulary development through language exposure and experience is prioritised for all pupils.</li> </ul> | <p>ELKAN is in place to support pupils with specific SLCN and this is overseen by the SENDCo. 2 members of support staff have now completed ELKAN training. Where specific communication needs are identified interventions have been implemented through discussion with SENDCo including socially speaking and specific interventions linked to need, following advice from external agencies.</p> <p>Provisions are reviewed half termly and further evidence of impact will be evaluated next term.</p> | <p>Pupils continue to receive effective support in SLCN and there is provision and appropriate intervention in place. These are evaluated half termly and overseen by the SENDCo. There is strong evidence of impact.</p> <p>Early identification tools including PIVATs, VSEND and SNAP are utilised by school staff to support identification of needs.</p> <p>Where appropriate the school works with external agencies.</p> |  |
| <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</p>  | <ul style="list-style-type: none"> <li>• Provision maps, informed by assessment, effectively identify pupil learning needs and ensure a robust</li> </ul>   | <p>Monitoring of interventions evidences the quality of provisions in place and the knowledge and skills of support staff delivering. Assessment has identified key pupils to be targeted for next term and further review and</p>  | <p>Assessment and evaluation of provision maps continue to evidence impact.</p> <p>Pupil progress meetings focused upon 'spotlight pupils' will identify individualised targets and provisions to 'close the gap' as we</p>   |  |

|   |   |   |  |  |  |
|---|---|---|--|--|--|
|   | addressed in a timely and effective manner.   | <ul style="list-style-type: none"> <li>• cycle of evaluation and review.</li> <li>• Teaching assistants are skilful in the delivery of all interventions</li> <li>• Effective interventions in R, W, M address individual learning needs and support pupil progress.</li> </ul>   | evaluation will take place, overseen by the assessment lead in March 2025.   | move towards the end of the academic year and support readiness for the next stage of learning.  |  |
| <b>Wider Strategies</b>   |   |   |  |  |  |
| <b>Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support.</b> | <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>• Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</li> <li>• Pupils are confident and happy- they can all name a trusted adult they can go to.</li> <li>• ELSA trained assistants utilise strategies effectively to support pupils.</li> <li>• Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation</li> <li>• PIVATs PSED are used as an assessment tool and to target specific areas.</li> </ul> | <p>Opportunities for all children to be involved in enrichment opportunities continue to be provided. These have included Roots for Food and Indian Experience. Analysis of pupils attending extra-curricular clubs shows the % of PP pupils attending clubs outside of school hours and a focus on targeting pupils has led to increased uptake.</p> <p>Pupil voice indicates that children feel safe in school and have an adult they can go to. They feel their wellbeing is prioritised by school staff.</p> <p>ELSA is in place for specific pupils and Drawing and Talking will be introduced from January 2025 as a step before ELSA. PIVATs PSED should be used to identify pupils who are most in need of this support as part of class teacher assessment.</p> | <p>The school continues to provide widened opportunities beyond the curriculum. All KS1 and KS2 classes have had the opportunity to attend a school visit linked to their learning in history. Extra-curricular clubs continue to be well attended by all pupils (up to 50% PP pupils).</p> <p>Pupil wellbeing continues to be prioritised and this is reflected in pupil voice and in recent parental surveys.</p> <p>Children feel valued and are all able to articulate how school supports their wellbeing.</p> <p>Where appropriate interventions continue to be in place for specific pupils and external support is accessed as needed.</p> |  |

| <p>Attendance is significantly improved</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>• Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils</li><li>• Reduction in persistent absenteeism.</li><li>• School attendance data is in line with National and Local</li><li>• Families are effectively supported through TAC and Early Help processes.</li><li>• There are strong networks of collaboration between home and school.</li></ul> | <p>Analysis of attendance for pupil groups shows an improvement in attendance of PP and Non PP pupils. The % of Severe absentees has decreased. However as some of the pupils previously severe have moved this has increased % PA.</p> <p>Support is in place for families where attendance is a concern and policy followed to take robust action to address concerns.</p> <p>% are increase from the last 2 academic years and are above Local %</p> <div><p><b>Key data</b><br/>School's current % attendance - only add numbers in cells not a % sign</p><table><thead><tr><th>School Profile</th><th>Current</th><th>All risk of severe</th><th>PA</th><th>Expected</th><th>Total</th><th>Overall %</th></tr></thead><tbody><tr><td>No of children in each band</td><td>2</td><td>14</td><td>11</td><td>20</td><td>37</td><td>93.9</td></tr><tr><td>%</td><td>0.05%</td><td>0.45%</td><td>12.1%</td><td>11.3%</td><td>69.8%</td><td>93.9</td></tr><tr><td>All schools in band</td><td>1.7%</td><td>0.4%</td><td>20.7%</td><td>12.3%</td><td>31.3%</td><td>At risk of persistent absence</td></tr><tr><td>Difference</td><td>-0.3%</td><td>-0.9%</td><td>-8.4%</td><td>-0.2%</td><td>38.5%</td><td>One child is equal to 0.4%</td></tr></tbody></table><p>School's historical % attendance - school census</p><table><thead><tr><th></th><th>Current</th><th>PA</th><th>Expected</th><th>Overall %</th><th>Risk of Persistent Absence</th></tr></thead><tbody><tr><td>Autumn 2021</td><td>1.2%</td><td>0.2%</td><td>11.2%</td><td>66.7%</td><td>92.8%</td></tr><tr><td>Summer 2021</td><td>1.0%</td><td>0.5%</td><td>12.3%</td><td>63.8%</td><td>88.8%</td></tr><tr><td>Spring 2021</td><td>0.8%</td><td>0.4%</td><td>14.8%</td><td>57.4%</td><td>84.4%</td></tr><tr><td>Autumn 2022</td><td>0.0%</td><td>0.8%</td><td>21.8%</td><td>64.4%</td><td>92.8%</td></tr><tr><td>Summer 2022</td><td>0.0%</td><td>0.9%</td><td>15.6%</td><td>63.5%</td><td>84.1%</td></tr></tbody></table></div> | School Profile | Current                    | All risk of severe            | PA | Expected | Total | Overall % | No of children in each band | 2 | 14 | 11 | 20 | 37 | 93.9 | % | 0.05% | 0.45% | 12.1% | 11.3% | 69.8% | 93.9 | All schools in band | 1.7% | 0.4% | 20.7% | 12.3% | 31.3% | At risk of persistent absence | Difference | -0.3% | -0.9% | -8.4% | -0.2% | 38.5% | One child is equal to 0.4% |  | Current | PA | Expected | Overall % | Risk of Persistent Absence | Autumn 2021 | 1.2% | 0.2% | 11.2% | 66.7% | 92.8% | Summer 2021 | 1.0% | 0.5% | 12.3% | 63.8% | 88.8% | Spring 2021 | 0.8% | 0.4% | 14.8% | 57.4% | 84.4% | Autumn 2022 | 0.0% | 0.8% | 21.8% | 64.4% | 92.8% | Summer 2022 | 0.0% | 0.9% | 15.6% | 63.5% | 84.1% | <p>There continues to be marginal improvements in attendance of PP and Non-PP pupils. School attendance remains in line with National and there has been a decrease in pupils who are severely and persistently absent.</p> <p>Attendance policy and procedures continue to be followed with rigor.</p> <p>Attendance remains a whole school priority.</p> |
|---|--|---|---|----------------|----------------------------|-------------------------------|----|----------|-------|-----------|-----------------------------|---|----|----|----|----|------|---|-------|-------|-------|-------|-------|------|---------------------|------|------|-------|-------|-------|-------------------------------|------------|-------|-------|-------|-------|-------|----------------------------|--|---------|----|----------|-----------|----------------------------|-------------|------|------|-------|-------|-------|-------------|------|------|-------|-------|-------|-------------|------|------|-------|-------|-------|-------------|------|------|-------|-------|-------|-------------|------|------|-------|-------|-------|--|
| School Profile                              | Current  | All risk of severe  | PA  | Expected       | Total                      | Overall %                     |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |
| No of children in each band                 | 2  | 14  | 11  | 20             | 37                         | 93.9                          |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |
| %   | 0.05%  | 0.45%   | 12.1%   | 11.3%          | 69.8%                      | 93.9                          |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |
| All schools in band                         | 1.7%   | 0.4%  | 20.7%   | 12.3%          | 31.3%                      | At risk of persistent absence |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |
| Difference                                  | -0.3%  | -0.9%   | -8.4%   | -0.2%          | 38.5%                      | One child is equal to 0.4%    |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |
|   | Current  | PA  | Expected  | Overall %      | Risk of Persistent Absence |                               |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |
| Autumn 2021                                 | 1.2%   | 0.2%  | 11.2%   | 66.7%          | 92.8%                      |                               |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |
| Summer 2021                                 | 1.0%   | 0.5%  | 12.3%   | 63.8%          | 88.8%                      |                               |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |
| Spring 2021                                 | 0.8%   | 0.4%  | 14.8%   | 57.4%          | 84.4%                      |                               |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |
| Autumn 2022                                 | 0.0%   | 0.8%  | 21.8%   | 64.4%          | 92.8%                      |                               |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |
| Summer 2022                                 | 0.0%   | 0.9%  | 15.6%   | 63.5%          | 84.1%                      |                               |    |          |       |           |                             |   |    |    |    |    |      |   |       |       |       |       |       |      |                     |      |      |       |       |       |                               |            |       |       |       |       |       |                            |  |         |    |          |           |                            |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |             |      |      |       |       |       |  |

| Linked Priorities | Action  | Rationale   | Monitoring  | Staff Lead  | Cost (approx./proposed spending) | Review Date  |
|-------------------|---|---|---|---|----------------------------------|--|
| Teaching          | Ensure that leaders, teaching and support staff have access to high quality training, mentoring and development opportunities through external CPD and opportunities for collaboration. | 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. | Learning walks<br>Lesson observation<br>Work scrutiny<br>External visits<br>Pupil Progress meetings | Headteacher, Senior Leaders and Subject Leaders to identify training needs of staff through | £10,000                          | Termly through subject leader action plans and SIP evaluations |

|                                  |   |  |   |  |         |  |
|----------------------------------|---|--|---|--|---------|--|
|                                  | 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<br>EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching- securing teacher development |  | Governor monitoring<br>Subject leader monitoring and action plan evaluations<br>LA review   | appraisal and monitoring and through School Improvement planning and monitoring          |         |  |
| <b>Teaching</b>                  | Deployment of additional support staff to provide enhanced teaching support within core subjects through focused small group tuition across all key stages<br>(Small group tuition EEF +4)  | Additional support within the classroom and small group tuition will provide greater opportunity for focused support and address gaps in learning.   | Assessment<br>Monitoring of teaching and learning<br>English and Maths leader monitoring<br>LA Visits<br>SEF<br>Governor monitoring | Class teachers<br>Assessment lead<br>Pupil Premium Leader<br>SENDCo<br>Headteacher       | £35,000 | Termly review of progress through moderation to identify impact across RWM   |
| <b>Teaching</b>                  | Additional staff appointed to lead phonics across EYFS and KS1 to provide small group teaching based upon assessment.<br>(Phonics EEF +5)   | 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.  | Phonics monitoring and coaching<br>RWInc leader visits<br>Phonics tracker and assessment data                                       | Phonics and English Leaders<br>SLT<br>Class teachers                                     | £26,000 | 6 weekly assessments and review of groupings and pupils identified for 1:1 tuition                                   |
| <b>Teaching</b>                  | Continue to embed a cohesive and progressive PSHE curriculum- Jigsaw- Year R-6<br>(EEF +4 Social and Emotional Learning)  | 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. | Assemblies<br>Pupil voice<br>Teacher evaluation<br>Learning walks<br>PSHE monitoring  | Class teachers<br>PSHE Lead<br>Personal development review<br>LA and Governor monitoring | £1,000  | Review impact half termly  |
| <b>Targeted Academic support</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)<br>(Teaching assistant interventions EEF +4)   | Where there are specific gaps in learning additional intervention will be used to target these and support pupil progress across all core areas.   | Provision mapping<br>Intervention evaluations and observations<br>Headteacher report to governors<br>Assessment data                | Pupil Premium Leaders English and Maths<br>Leaders<br>Class Teachers<br>Assessment Lead  | £25,500 | Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly in line with APDRs |
| <b>Targeted Academic support</b> | Targeted support for emerging SLCN through language and communication programmes including ELKAN<br>(Oral Language intervention EEF +6)   | 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.   | Provision mapping<br>CLL assessments<br>Observations<br>Pupil discussion<br>Assessment data   | SENCo<br>Pupil Premium Leaders<br>English Lead<br>Class Teachers<br>SLT                  | £8,500  | Review with regularity with ongoing assessment-provision maps to be reviewed at least half                           |

|                         |   |  |   |  |          |   |
|-------------------------|---|--|---|--|----------|---|
|                         |   |  |   |  |          | termly in line with APDRs   |
| <b>Wider strategies</b> | Enhanced Music and Drama provision through Act II Theatre Group to promote inclusion and widen experiences for all pupils (Arts Participation EEF +3)                   | 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. As a whole school, parental event this is also important in developing community cohesion and parental engagement. | Pupil interview<br>Parental questionnaires<br>Governor visits   | Music Lead   | £5,000   | Annually  |
| <b>Wider strategies</b> | Targeted intervention- including ELSA- to support well-being and pupil mental health. (Behaviour interventions EEF +4 and Social and Emotional Learning EEF +4)         | ELSA is used purposefully are delivered to support pupil wellbeing and support SEMH needs.   | Intervention monitoring<br>Provision maps<br>Behaviour logs<br>CPOMs  | DSLs<br>SLT<br>Inclusion Leader<br>Class Teachers<br>PSHE Lead | £10,000  | Review half termly in line with provision map and APDR evaluations  |
| <b>Wider strategies</b> | Inclusion Leader to improve attendance, mental health and wellbeing and increase parental engagement. (Parental Engagement EEF +4 Social and Emotional Learning EEF +4) | Family support increases parental engagement and is effectively impacts upon pupil wellbeing. Through working with families pupil attendance improves.   | Provision maps<br>Behaviour logs<br>CPOMs<br>TAC/ Early Help records of meetings<br>Attendance data<br>HT reports to governors<br>LA monitoring | DSLs<br>SLT<br>Inclusion Leader                                | £20,000  | Supervision of safeguarding meetings each month (DSLs) SLT meetings fortnightly to review. Attendance report to Governors and LA termly |
| <b>Wider strategies</b> | Breakfast Club provision. Children eligible for PP attend breakfast club free of charge.  | 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   | Parental engagement / voice<br>Pupil voice  | Pupil Premium lead<br>Inclusion Leader                         | £7,500   | Termly  |
|                         |   |  | Total   |  | £148,500 |   |