

Donington Cowley Endowed Primary School

Pupil Premium Strategy 2023-2024

2023-2024		
PP Budget for academic year: £167,871 (inclusive of carry forward £24,407)  <i>£143,465 allocation for 2023-2024</i>	Number of pupils on roll- 262	Dates of most recent external review: June 2019 (Ofsted) March 2023 (J Marston LEAD PP Review)
PP Leads- Sarah Ogden and Ingrid Williams Inclusion Governor- Rob Cole	Number of pupils eligible for PP funding – 95 (October 2022 Census)  85 (from September 2024)	Dates of planned internal reviews: Autumn term 2023 Spring Term 2024 Summer Term 2024  External Review (LEAD) September 2023

2023-2024 Year Group	Number of pupils eligible for PP funding September 2023	PP % of cohort September 2023
Reception	3	12%
Year 1	6	20%
Year 2	17	39%
Year 3	15	32%
Year 4	11	30%
Year 5	15	43%
Year 6	18	42%
Whole School	85	32%

## 2022-2023 Summary

	<b>% Achieved GLD Whole Cohort PP</b>
Reception	<b>62%</b> 17%

<b>Phonics Screening Check</b>	<b>% Attained 32 or above Whole Cohort PP</b>
Year 1	<b>73</b> 69
Year 2	<b>62</b> 75

<b>KS2</b>	<b>% Achieving expected standard Whole Cohort PP</b>	<b>% Achieving a higher standard Whole Cohort PP</b>	<b>Average 'Scaled Scores'</b>
Reading	<b>55%</b> 53%	<b>18%</b> 24%	97
Writing	<b>68%</b> 59%	<b>8%</b> 12%	
Maths	<b>45%</b> 47%	<b>8%</b> 18%	96
R+W+M Combined	<b>39%</b> 35%	<b>3%</b> 6%	
Spelling Punctuation and Grammar	<b>45%</b> 41%	<b>13%</b> 24%	97

<b>KS1</b>	<b>% Achieving expected standard or above Whole Cohort PP</b>	<b>% Achieving a higher standard Whole Cohort PP</b>
Reading	<b>72%</b> 67%	<b>20%</b> 13%
Writing	<b>65%</b> 67%	<b>13%</b> 7%
Maths	<b>72%</b> 73%	<b>24%</b> 13%
Combined	<b>61%</b> 60%	<b>7%</b> 0%

<b>Multiplication Times Table Check</b>	<b>% Whole cohort % PP</b>
20+ out of 25	<b>50%</b> 40%
25 out of 25	<b>12%</b> 6%

**Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2023-2026**

2023-2024	2024-2025	2025-2026
<ul style="list-style-type: none"> <li>Funding is used to support pupils in making accelerated progress in Maths and English</li> <li>Key Stage 2 outcomes are significantly improved and are broadly in line with Local and National</li> <li>Disadvantaged pupils access a wide and interesting curriculum and make accelerated progress in all subjects so attainment gaps are closed.</li> <li>Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues)</li> <li>ADPR processes are embedded and utilised to monitor and evaluate progress of PP pupils</li> <li>Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support.</li> </ul> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>All pupils make strong progress from 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> <li>Planning reflects upon how PP pupils can be supported to make accelerated progress</li> </ul>	<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>Outcomes continue to be in line with Local and National across all key stages.</li> <li>Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences.</li> <li>Interventions are purposefully planned, implemented and evaluated to ensure that all pupils make good or better progress across all subjects.</li> <li>Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support.</li> </ul> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>All pupils make strong progress from 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>Disadvantaged pupils make exceptional progress across all areas of the curriculum.</li> <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> </ul> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>There is no gap between PP and Non- PP achieving GLD (unless SEN)</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 2023-2024	Spring 2023-2024	Summer 2023-2024
Teaching					
To ensure strong leadership of teaching and learning across the school- teaching is consistently evaluated as at least good.	<p>Leaders are highly skilled in monitoring teaching and learning. They are able to develop teachers and support staff in skilfully identifying pupil needs and building upon what pupils know, can do and understand across all curriculum areas</p> <p>Investment in CPD for Teachers and School Leaders ensure high quality provision across the curriculum</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>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><li>There is no gap between PP and Non-PP pupil attainment</li></ul>			
To support disadvantaged pupils to make rapid progress from baseline	<p>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</p>	<ul style="list-style-type: none"><li>Staff training and development is prioritised to ensure that pupils have the best possible start.</li><li>There is a strong focus upon early language and vocabulary and this is effectively modelled and explicitly taught</li><li>Regular, accurate assessment shows that PP pupils are making strong progress in core areas.</li></ul>			

	<p>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>Adaptive practice ensures that no child is left behind.</i></li> <li>• <i>Guided teaching within core subjects effectively supports all children to make strong progress towards individualised targets</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>			
<b>To develop pupil aspiration, self-motivation and independent learning strategies.</b>	<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 understand the school vision and values and are able to apply these to their learning.</i></li> </ul>			
<b>Targeted Academic Support</b>					
<b>To utilise additional adults effectively in order to provide targeted academic support</b>	<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> </ul>			

		<ul style="list-style-type: none"> <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>			
<b>Specific interventions are in place to address early language and communication difficulties.</b>	<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>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> <li>• <i>Vocabulary development through language exposure and experience is prioritised for all pupils.</i></li> </ul>			
<b>Interventions are effective in addressing gaps in learning and accelerating progress</b>	<p>Interventions demonstrate measurable impact.</p> <p>Gaps in learning are identified and addressed in a timely and effective manner.</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> </ul>			

		<ul style="list-style-type: none"> <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 and ensure maximised impact.</i></li> </ul>			
<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>	<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> <li>• <i>Fixed term exclusions are rare.</i></li> <li>• <i>PIVATs PSED are used as an assessment tool and to target specific areas.</i></li> </ul>			
<b>PSHE continues to be prioritised and is taught with consistency.</b>	<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>			



		<ul style="list-style-type: none"> <li>• <i>Pupils are able to use and apply their knowledge to wider areas of the curriculum.</i></li> <li>• <i>Personal Development remains of a consistent high standard across the school.</i></li> <li>• <i>Pupils demonstrate strong awareness and understanding of Protected Characteristics.</i></li> </ul>			
<b>Effective support is in place for families to support inclusion and promote pupil attendance.</b>	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. Families are effectively supported through TAC and EH processes and where appropriate external support is required.	<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>Families are effectively supported through TAC and Early Help processes.</i></li> <li>• <i>External services are accessed appropriately to support families.</i></li> <li>• <i>There are strong networks of collaboration between home and school.</i></li> </ul>			

Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx./ proposed spending)	Review Date
<b>Teaching</b>	Ensure that leaders, teaching and support staff have access to high quality training 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 Lesson observation Work scrutiny External visits	Headteacher, Senior Leaders and Subject Leaders to identify training needs of staff	£6,700	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 EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching- securing teacher development		Pupil Progress meetings Governor monitoring Subject leader monitoring and action plan evaluations LA review	through appraisal and monitoring and through School Improvement planning and monitoring		
<b>Teaching</b>	Improve curriculum leadership in core and foundation subjects through specific teaching and learning responsibilities and subject leader development.  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 EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching- securing teacher development	Leaders are champions of their areas of responsibility and demonstrate secure understanding of these, effectively supporting other members of staff to increase staff confidence and ensure consistent high-quality teaching and learning.	Subject leader monitoring and action plan evaluations LA review SEF Governor monitoring	Key Stage and Subject Leaders	£8,000	Termly through subject leader action plans and SIP evaluations
<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 (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 Monitoring of teaching and learning English and Maths leader monitoring LA Visits SEF Governor monitoring	Class teachers Assessment lead Pupil Premium Leaders Headteacher	£26,300	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. (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 RWInc leader visits Phonics tracker and assessment data	Phonics and English Leaders SLT Class teachers	£25, 400	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
<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) (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 Intervention evaluations and observations Headteacher report to governors	Pupil Premium Leaders English and Maths Leaders Class Teachers Assessment Lead	£28,750	Review with regularity with ongoing assessment-provision maps to be reviewed at least half

			Assessment data			termly in line with APDRs
<b>Targeted Academic support</b>	Targeted support for emerging SLCN through language and communication programmes including ELKAN (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 CLL assessments Observations Pupil discussion Assessment data	SENCo Pupil Premium Leaders English Lead Class Teachers SLT	£19,250	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 Parental questionnaires Governor visits	Music Lead	£6,300	Annually
<b>Wider strategies</b>	Continue to embed a cohesive and progressive PSHE curriculum- Jigsaw- Year R-6 (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 Pupil voice Teacher evaluation Learning walks PSHE monitoring	Class teachers PSHE Lead Personal development review LA and Governor monitoring	£1,000	Review impact half termly
<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 APDRs Provision maps Behaviour logs CPOMs	DSLs SLT Inclusion Leader Class Teachers PSHE Lead	£20,000	Review half termly in line with provision map and APDR evaluations

<b>Wider strategies</b>	Inclusion Leader to support 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.	APDRs Provision maps Behaviour logs CPOMs TAC/ Early Help records of meetings Attendance data HT reports to governors LA monitoring	DSLs SLT 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 Pupil voice	Pupil Premium lead Inclusion Leader	£6,200	Termly
			Total		£167,900	