

Donington Cowley Endowed Primary School

Pupil Premium Strategy 2024-2025

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

2024-2025 Year Group	Number of pupils eligible for PP funding September 2024 November 2024	PP % of cohort September 2024 November 2024
Reception 28	3 4	10.71% 14%
Year 1 26	7 10	26.92% 38%
Year 2 34	6 7	18.18% 21%
Year 3 43	17 18	39.53% 42%
Year 4 46	18 20	38.29% 43%
Year 5 40	17 19	42.5% 48%
Year 6 34	16 17	48.48% 50%
Whole School 251	84 95	33.60% 38%

Assessment Data Summary 2023-2024

2023-2024 Summary

	% Achieved GLD Whole Cohort PP
Reception	72% 43%

Phonics Screening Check	% Achieved 32 or above Whole Cohort PP
Year 1	84% 40%
Year 2	80% 50%

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

Y4 Multiplication Times Table Check	% Whole cohort % PP
20+ out of 25	72% 53%
25 out of 25	44% 27%

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

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"> • There is a narrowed gap in attainment between PP and Non PP in all core curriculum areas where there is no identified SEN. • Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences • There is improvement in the attendance of PP pupils • The vocabulary gap by the end of EYFS between PP and Non-PP pupils is notably closed. • All pupils make strong progress from EYFS baseline assessments in all areas including disadvantaged pupils • PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD 	<ul style="list-style-type: none"> • The gap in attainment between PP and Non PP pupils, where there is no identified SEND, is narrowed. • Personal development continues to be prioritised and there is a strong focus upon pupil wellbeing and mental health • There is no notable difference between attendance of Non PP and PP • In EYFS There is no gap between PP and Non- PP achieving GLD 	<ul style="list-style-type: none"> • Disadvantaged pupils make exceptional progress across all areas of the curriculum • In EYFS There is no gap between PP and Non- PP achieving GLD

Key challenges for disadvantaged pupils

Internal Challenges

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

External Challenges

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

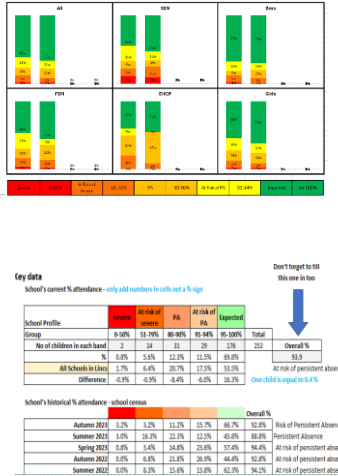
Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2024-2025	Spring 2025-2026	Summer 2026-2027
Teaching					
To support disadvantaged pupils to make rapid progress from baseline	<p>Teaching Staff demonstrate strong expertise and skill and ensure that high quality teaching 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"> Professional development of leaders, teaching staff and subject leadership is prioritised to ensure HQT. Training and development needs are rapidly identified through appraisal to lead to improvement. A cohesive approach to assessment ensures that no child is left behind Learning gaps are quickly identified and adaptations are made to teaching to target learners- scaffolding yet providing stretch and challenge. Pupils make good or better progress and a higher % attain ARE + in RWM in line with Local and National 	<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>		
To develop pupil aspiration,	Pupils are resilient and self-motivated.	<ul style="list-style-type: none"> Effective assessment and feedback is used 	Pupil interviews and internal monitoring have shown pupils to		

<p>self-motivation and independent learning strategies.</p>	<p>They take responsibility for their learning and are keen to progress. There is a strong sense of aspiration throughout the school.</p>	<p><i>skilfully to scaffold learning- building upon what pupils know can do and understand.</i></p> <ul style="list-style-type: none"> <i>Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.</i> <i>Pupils are eager to learn and are able to discuss their aspirations and achievements.</i> <i>Pupils have opportunities to build upon their skills and talents</i> 	<p>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>PSHE continues to be prioritised and is taught with consistency.</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"> <i>There is consistent programme for PSHE and SRE in place.</i> <i>PSHE is prioritised through assemblies, displays and in lessons.</i> <i>Pupils talk confidently about their learning and understanding of areas of the PSHE and SRE curriculum which they have been taught.</i> <i>Pupils are able to use and apply their knowledge to wider</i> 	<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>		

		<ul style="list-style-type: none"> areas of the curriculum. Pupils demonstrate strong awareness and understanding of Protected Characteristics. 																			
Targeted Academic Support																					
<p>To utilise additional adults effectively in order to provide targeted academic support</p>	<p>All disadvantaged pupils, including the 'First 20%', are effectively supported and benefit from adaptive and guided practice, smaller groups and adult support within core subjects.</p>	<ul style="list-style-type: none"> All staff delivering RWINc have accessed training to ensure high quality teaching RWInc is taught systematically within small groups which are reviewed in line with assessments to ensure progress Maths and English interventions are taught within small groups which are reviewed half termly to ensure progress. Adults are deployed effectively within the classroom to support teaching and learning- adaptive teaching and guided practice ensures inclusion. The gap between PP and Non PP pupils is closed Effective scaffolding and adult support in 	<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 style="text-align: center;">Year 1 Phonics Screening</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Autumn 1</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Off Track</td><td>15.00%</td></tr> <tr><td>On Track</td><td>39.00%</td></tr> <tr><td>Passed</td><td>46%</td></tr> </table> </div> <div style="text-align: center;"> <p>Autumn 2</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Off Track</td><td>27%</td></tr> <tr><td>On Track</td><td>38.46%</td></tr> <tr><td>Passed</td><td>34.62%</td></tr> </table> </div> </div> <p style="font-size: small;">27% of children already achieving 32+ 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>	Category	Percentage	Off Track	15.00%	On Track	39.00%	Passed	46%	Category	Percentage	Off Track	27%	On Track	38.46%	Passed	34.62%		
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		<i>R, W, M addresses individual learning needs and supports pupil progress.</i>			
Specific interventions are in place to address early language and communication difficulties.	<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"> • <i>Emerging SLCN are identified quickly and are proactively addressed.</i> • <i>Trained support assistants deliver high quality Speech, Language and communication support.</i> • <i>Pupil social communication needs are identified and appropriate and timely interventions are used to address these.</i> • <i>Vocabulary development through language exposure and experience is prioritised for all pupils.</i> 	<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>		
Interventions are effective in addressing gaps in learning and accelerating progress	<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"> • <i>Provision maps, informed by assessment, effectively identify pupil learning needs and ensure a robust cycle of evaluation and review.</i> • <i>Teaching assistants are skilful in the delivery of all interventions</i> 	<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 evaluation will take place, overseen by the assessment lead in March 2025.</p>		

		<ul style="list-style-type: none"> Effective interventions in R, W, M address individual learning needs and support pupil progress. 			
Wider Strategies					
<p>Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support.</p>	<p>Pupil personal development, mental health and well-being is prioritised.</p> <p>Pupils feel safe, valued and reassured.</p> <p>Emotional Literacy is developed</p>	<ul style="list-style-type: none"> Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils. Pupils are confident and happy- they can all name a trusted adult they can go to. ELSA trained assistants utilise strategies effectively to support pupils. Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation PIVATs PSED are used as an assessment tool and to target specific areas. 	<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>Attendance is significantly improved</p>	<p>There is no gap between attendance of PP and Non-PP pupils and there is effective support in</p>	<ul style="list-style-type: none"> Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils 	<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</p>		

	<p>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"> • Reduction in persistent absenteeism. • School attendance data is in line with National and Local • Families are effectively supported through TAC and Early Help processes. • There are strong networks of collaboration between home and school. 	<p>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>  <p>Key data School's current % attendance - only add numbers in cells not a % sign</p> <table border="1"> <thead> <tr> <th>School Profile</th> <th>Current</th> <th>All risk of absence</th> <th>PA</th> <th>All risk of PA</th> <th>Expected</th> <th>Total</th> <th>Overall %</th> </tr> </thead> <tbody> <tr> <td>Group</td> <td>0.00%</td> <td>15.10%</td> <td>80.90%</td> <td>85.84%</td> <td>85.80%</td> <td>252</td> <td>93.9</td> </tr> <tr> <td>No of children in each band</td> <td>2</td> <td>14</td> <td>15</td> <td>20</td> <td>176</td> <td>213</td> <td></td> </tr> <tr> <td>All Schools in Lines</td> <td>0.7%</td> <td>6.4%</td> <td>20.7%</td> <td>17.5%</td> <td>13.5%</td> <td></td> <td>At risk of persistent absence</td> </tr> <tr> <td>Difference</td> <td>-0.7%</td> <td>-5.4%</td> <td>-4.4%</td> <td>-0.7%</td> <td>18.3%</td> <td></td> <td>One child is equal to 0.4%</td> </tr> </tbody> </table> <p>School's historical % attendance - school census</p> <table border="1"> <thead> <tr> <th></th> <th>Current</th> <th>PA</th> <th>All risk of PA</th> <th>Expected</th> <th>Overall %</th> </tr> </thead> <tbody> <tr> <td>Autumn 2021</td> <td>0.7%</td> <td>3.2%</td> <td>11.2%</td> <td>15.7%</td> <td>88.7%</td> </tr> <tr> <td>Summer 2021</td> <td>1.0%</td> <td>16.3%</td> <td>21.3%</td> <td>23.0%</td> <td>80.0%</td> </tr> <tr> <td>Spring 2021</td> <td>0.8%</td> <td>3.4%</td> <td>14.6%</td> <td>17.4%</td> <td>84.4%</td> </tr> <tr> <td>Autumn 2022</td> <td>0.8%</td> <td>6.8%</td> <td>21.8%</td> <td>20.9%</td> <td>82.0%</td> </tr> <tr> <td>Summer 2022</td> <td>0.0%</td> <td>0.3%</td> <td>15.6%</td> <td>13.9%</td> <td>84.1%</td> </tr> </tbody> </table>	School Profile	Current	All risk of absence	PA	All risk of PA	Expected	Total	Overall %	Group	0.00%	15.10%	80.90%	85.84%	85.80%	252	93.9	No of children in each band	2	14	15	20	176	213		All Schools in Lines	0.7%	6.4%	20.7%	17.5%	13.5%		At risk of persistent absence	Difference	-0.7%	-5.4%	-4.4%	-0.7%	18.3%		One child is equal to 0.4%		Current	PA	All risk of PA	Expected	Overall %	Autumn 2021	0.7%	3.2%	11.2%	15.7%	88.7%	Summer 2021	1.0%	16.3%	21.3%	23.0%	80.0%	Spring 2021	0.8%	3.4%	14.6%	17.4%	84.4%	Autumn 2022	0.8%	6.8%	21.8%	20.9%	82.0%	Summer 2022	0.0%	0.3%	15.6%	13.9%	84.1%		
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Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx./proposed spending)	Review Date
Teaching	<p>Ensure that leaders, teaching and support staff have access to high quality training, mentoring and development opportunities through external CPD and opportunities for collaboration.</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> <i>EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching- securing teacher development</i></p>	<p>Staff knowledge and skills across the curriculum will be developed, ensuring that there is expertise in all subjects leading to accelerated progress as a result of high-quality teaching and learning opportunities.</p>	<p>Learning walks Lesson observation Work scrutiny External visits Pupil Progress meetings Governor monitoring Subject leader monitoring and action plan evaluations LA review</p>	<p>Headteacher, Senior Leaders and Subject Leaders to identify training needs of staff through appraisal and monitoring and through School Improvement planning and monitoring</p>	£10,000	Termly through subject leader action plans and SIP evaluations

Teaching	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 Leader SENDCo Headteacher	£35,000	Termly review of progress through moderation to identify impact across RWM
Teaching	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	£26,000	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
Teaching	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
Targeted Academic support	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 Assessment data	Pupil Premium Leaders English and Maths Leaders Class Teachers Assessment Lead	£25,500	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly in line with APDRs
Targeted Academic support	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	£8,500	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly in line with APDRs

Wider strategies	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	£5,000	Annually
Wider strategies	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 to support pupil wellbeing and support SEMH needs.	Intervention monitoring Provision maps Behaviour logs CPOMs	DSLs SLT Inclusion Leader Class Teachers PSHE Lead	£10,000	Review half termly in line with provision map and APDR evaluations
Wider strategies	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 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
Wider strategies	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	£7,500	Termly
Total					£148,500	