

**Donington Cowley Endowed Primary School****Pupil Premium Strategy 2025-2026**

<b>2025-2026</b>		
<b>PP Budget for academic year:</b> £139,098- PP/FSM £345- Service £138 LAC £10,280 PLAC <b>£149,861 Total</b>	<b>Number of pupils on roll-</b> <b>257- July 2025</b>	<b>Dates of most recent external review:</b> March 2023 (J Marston LEAD PP Review) March 2025 (Ofsted)
<b>PP Lead- Sophie Foston</b> <b>Inclusion Governor- Rob Cole</b>	<b>Number of pupils eligible for PP funding –</b> 103 (July 2025)	<b>Dates of internal reviews:</b> Autumn term 2024 Spring Term 2025 Summer Term 2025

2025-2026 DONINGTON	Number of pupils eligible for PP funding 25/26 July 2025 December 2025	PP % of cohort 25/26 July 2025 December 2025
Reception 33	4	12.12%
Year 1 31 33	6 11	19.35% 33.33%
Year 2 26 27	11 12	42.30% 44.44%
Year 3 38 38	13 14	34.21% 36.84%
Year 4 42 42	18 18	42.85% 42.85%
Year 5 45 46	19 20	42.22% 43.47%
Year 6 41 40	19 19	46.34% 47.50%
Whole School 257 259	103 98	40.07% 37.83%

## Assessment Data Summary 2024-2025

### 2024-2025 Summary

	% Achieved GLD <b>Whole Cohort</b> PP
Reception	<b>72%</b> 50%

Phonics Screening Check	% Achieved 32 or above <b>Whole Cohort</b> PP
Year 1	<b>88%</b> 70%
Year 2	<b>16%</b> 0%

KS1	% Achieving expected standard and above <b>Whole Cohort</b> PP	% Achieving a higher standard <b>Whole Cohort</b> PP
Reading	<b>86%</b> 33%	<b>12%</b> 0%
Writing	<b>85%</b> 33%	<b>3%</b> 0%
Maths	<b>77%</b> 33%	<b>12%</b> 0%
Combined	<b>68%</b> 17%	<b>3%</b> 0%

Y4 Multiplication Times Table Check	% <b>Whole cohort</b> % PP
20+ out of 25	<b>63%</b> 63%
25 out of 25	<b>26%</b> 16%

KS2	% Achieving expected standard and above <b>Whole Cohort</b> PP	% Achieving a higher standard <b>Whole Cohort</b> PP	Average Point Score
Reading	<b>56%</b> 56%	<b>21%</b> 17%	<b>102.3</b> 101.64
Writing	<b>71%</b> 67%	<b>29%</b> 33%	N/A
Maths	<b>68%</b> 61%	<b>15%</b> 11%	<b>102.24</b> 101.47
Combined	<b>41%</b> 28%	<b>12%</b> 6%	N/A
Spelling, Punctuation and Grammar	<b>53%</b> 44%	<b>14%</b> 11%	<b>100.58</b> 101.07

**Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2025-2028**

2025-2026	2026-2027	2027-2028
<ul style="list-style-type: none"> <li>The vocabulary gap by the end of EYFS between PP and Non-PP pupils is notably closed.</li> <li>PP pupils are effectively supported to make rapid progress and minimise the gap in outcomes between PP and Non PP pupils at all stages</li> <li>Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences</li> <li>Persistent and severe absence affecting PP pupils is reduced</li> </ul>	<ul style="list-style-type: none"> <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 the gap between PP and Non- PP achieving GLD is narrowed</li> <li>% of disadvantaged pupils achieving ARE+ at KS2 is significantly increased</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils make exceptional progress across all areas of the curriculum</li> <li>Disadvantaged pupils are aspirational and ambitious- they have accessed opportunities within and beyond the curriculum and are inspired by these</li> <li>% of disadvantaged pupils achieving GDS has increased</li> </ul>
<b>Key challenges for disadvantaged pupils</b>		
<b>Internal Challenges</b>		
Lower attainment upon entry to school		
Increased SEND		
KS2 outcomes for combined RWM		
Literacy development and skills- including vocabulary acquisition, communication, language, reading and writing.		
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 2025	Spring 2026	Summer 2026
Teaching					
Improved pupil outcomes and increased progress and attainment at all stages of development	Teaching staff are experts in their practice which is underpinned by consistent pedagogical approaches	High quality, targeted CPD ensures that teachers are skilful in presenting curriculum content to ensure all pupils learn progressively and build upon prior knowledge	Analysis of IDSR and ASP demonstrates that there is no notable gap in KS2 pupils attaining ARE, however a gap has emerged with those achieving GDS. Current assessments show that PP pupils continue to make good progress and there is the gap between PP and Non-PP continues to be minimised, particularly at KS2. Targeted teaching for more able pupils is accelerating progress in UKS2 and is continuing to have a positive impact. Review and discussion to take place to consider if this would be beneficial for LKS2. Assessment processes continue to be effective, and teachers are broadly accurate in these. Further work to be undertaken to support assessment analysis to ensure that there is increased accuracy in forecasting.		
	Assessment is effectively utilised to support our pillars of great teaching-adaptivity and ambition	Assessment system is embedded and impact evidenced			
	Improved outcomes for all pupils; ensuring ambition for every child	Assessment in the moment practices are refined and embedded to support 'adaptivity' and responsiveness to pupil learning needs			
		Outcomes for PP pupils in core curriculum are improved at all stages and attainment gap between PP and Non- PP is narrowed			
All staff are highly skilled and have strong curriculum expertise,	Adaptive teaching ensures all pupils make strong progress and gaps	Teaching staff are highly skilled in utilising assessment to identify pupil learning needs and skilfully adapt teaching	Teaching and support staff have received focused CPD in relation to adaptive teaching and this has been a significant focus across the curriculum, including within		

<p><b>ensuring that all pupils are effectively supported, gaps in learning are addressed and progress is accelerated.</b></p>	<p>in learning are quickly addressed.</p> <p>Disadvantaged pupils receive effective support to ensure they make strong progress in all areas of the curriculum at all stages.</p>	<p><i>to address gaps in learning and accelerate progress.</i></p> <p><i>Support staff are highly trained and effectively deployed to provide targeted support within lessons and enhance adaptive teaching within the classroom.</i></p> <p><i>All staff delivering RWINc have accessed training to ensure high quality teaching</i></p> <p><i>RWInc is taught systematically within small groups which are reviewed in line with assessments to ensure progress</i></p> <p><i>Adults working in KS2 are utilised to support focused group teaching in core curriculum areas leading to strong progress</i></p>	<p>foundation subjects. Consequently their confidence and skill have increased and this is directly impacting upon pupil progress within and across lessons, as evidenced in monitoring. The impact of grouping within UKS2 has been particularly effective and has enabled focused, targeted teaching- engaging learners well, including those who may find core subjects challenging. This has been evidenced in pupil, staff discussion and in progress across the term.</p>		
<p><b>To effectively support disadvantaged pupils in Reception to make rapid progress from EYFS baseline</b></p>	<p>Teaching Staff in Early Years demonstrate strong expertise and skill and ensure that high quality teaching supports accelerated progress from</p>	<p><i>GLD is in line with National and there is a narrowed gap between PP and Non- PP</i></p> <p><i>Pupils have received targeted support leading to rapid progress across prime and specific areas of learning</i></p>	<p>Progress from baseline assessments for pupils in EYFS is strong. All pupils are accessing a broad and ambitious curriculum and provision is of a consistent high quality across the 7 areas of learning. This has been evidenced in monitoring.</p> <p>The EYFS team have engaged in targeted CPD to support their own</p>		

	<p>baseline assessments</p> <p>All pupils access an ambitious EYFS curriculum which Early identification of pupil needs</p>	<p><i>Continuous provision is of a consistent high quality and is reflective of pupil interests and pupil needs</i></p> <p><i>EYFS staff are confident in their roles and in ensuring high quality interactions with all children</i></p>	<p>professional development and ensure confidence and skill in their roles.</p> <p>Targeted support is in place and evaluated regularly within provision maps, following APDR processes. Support will continue to be effectively mapped out in response to pupil need and assessment, with focused evaluation ensuring impact.</p>		
<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.</p> <p>There is a strong sense of aspiration throughout the school.</p>	<p><i>Effective assessment and feedback is used skilfully to scaffold learning-building upon what pupils know can do and understand.</i></p> <p><i>Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.</i></p> <p><i>Pupils are eager to learn and are able to discuss their aspirations and achievements.</i></p> <p><i>Pupils have opportunities to build upon their skills and talents</i></p>	<p>Pupils are gaining confidence and resilience in their learning. They engage well and respond effectively to feedback and support.</p> <p>Pupil talents and interests are responded to, motivating and inspiring children to build upon these and apply this motivation across the curriculum. All pupils are encouraged to aim high. This will be further developed as the year progresses.</p>		
<b>Targeted Academic Support</b>					
<p><b>To utilise additional adults</b></p>	<p>All disadvantaged pupils, including the 'First 20%', are</p>	<p><i>Provision maps, informed by assessment, effectively identify pupil</i></p>	<p>Interventions have been implemented in response to assessment and are delivered with</p>		

<p><b>effectively to provide targeted interventions, leading to increased attainment in RWM</b></p>	<p>effectively supported and benefit from adaptive and guided practice, smaller groups and adult support within core subjects.</p> <p>Interventions demonstrate measurable progress</p>	<p><i>learning needs and ensure a robust cycle of evaluation and review.</i></p> <p><i>Maths and English interventions are taught within small groups which are reviewed half termly to ensure progress.</i></p> <p><i>Fast track phonics tuition ensures % of pupils achieving PSC remains in line with National</i></p> <p><i>The attainment gap between PP and Non-PP pupils is closed</i></p> <p><i>Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.</i></p>	<p>regularity. These are monitored through provision mapping and pupil progress is evidenced through focused assessment. Pupils are continuing to make strong progress in phonics with targeted support accelerating progress. Additional support will continue to be monitored and evaluated by subject leaders and Inclusion lead to ensure ongoing impact and appropriate targeting in response to ongoing assessment.</p>		
<p><b>Wider Strategies</b></p>					
<p><b>Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support.</b></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>	<p><i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i></p> <p><i>ELSA and Drawing and Talking trained assistants utilise strategies effectively to support pupils.</i></p> <p><i>Effective referral process is established to identify</i></p>	<p>Pupil wellbeing support and provision remains a strength. ELSA and Drawing and Talking continues to be in place for pupils as appropriate and this is regularly reviewed and evaluated to ensure positive impact. Additional support through Robin's nest provision has noticeably reduced behaviour incidents through focused self-regulation support and nurture. Evidenced in behaviour monitoring logs.</p>		

		<i>pastoral support required and regular evaluation ensures impact.</i>			
<b>Pupil aspiration is raised through inclusive, wide and varied enrichment opportunities for all.</b>	<p>Pupils have opportunity to build upon their own talents, skills and interests</p> <p>Pupils' awareness of career opportunities is increased</p> <p>Pupil cultural capital is enriched</p>	<p><i>All pupils have opportunities across a range of fields to build upon their talents and interests.</i></p> <p><i>Pupil motivation and enjoyment is increased.</i></p> <p><i>The proportion of disadvantaged pupils partaking in extracurricular clubs and activities is in line with non-disadvantaged.</i></p> <p><i>Careers based learning has increased pupil aspiration.</i></p>	<p>School continues to offer a wide range of opportunities for all children to access enrichment. This has included specifically identifying PP pupils expressing interest and talent in music for instrumental tuition. This academic year we have led 2 residentials for Y4 and for Y5/6 these were significantly subsidised to ensure participation of disadvantaged pupils. Inclusion leaders continue to monitor attendance and engagement of all groups to ensure equitable access and where appropriate discuss any barriers with families.</p>		
<b>Attendance is in line with National and % of severe and persistent absence is improved</b>	<p>There is a decreased gap between attendance of PP and Non-PP pupils</p> <p>Effective support in place to support families where children are at risk of persistent/ severe absenteeism.</p> <p>Families are effectively supported through TAC and EH</p>	<p><i>School leaders have ensured an effective strategy to monitor and evaluate attendance data.</i></p> <p><i>School attendance data is in line with National and Local and reduction in persistent/ severe absenteeism.</i></p> <p><i>There are strong networks of collaboration between home and school.</i></p>	<p>There is an improving picture in relation to attendance which remains in line with National average- 94.8% and there has been a reduction in persistent absenteeism to 14% which is below National. A marginal gap remains between PP and Non PP (3%). School leaders continue to engage effectively with Local Authority to support families where there are barriers in place . Due to support provided there has been a notable increase in attendance for some pupils who were persistently absent during the previous academic year.</p>		

	<p>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>	<p><i>School Leaders ensure every effort is made to encourage high attendance through robust policy and practice.</i></p>	<p>Robust monitoring and evaluation from Inclusion Leader, Governors and Local Authority ensures that every effort possible is made to promote and secure high attendance.</p>		
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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 and effective leadership.</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><i>EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching- securing teacher development</i></p>	Staff knowledge and skills across the curriculum will be developed, ensuring that there is expertise in all subjects and stages, leading to accelerated progress as a result of high-quality teaching and learning opportunities. Leadership models which contribute to a supportive, professional learning culture will increase staff knowledge, skill and confidence.	<p>CPD evaluation</p> <p>SEF</p> <p>LA and Governor visits</p> <p>Monitoring of teaching and learning</p> <p>Performance management</p>	Executive Headteacher, to identify training needs of staff through performance management and CPD mapping and evaluation	£27,000	Termly through and SIP evaluations and Governor reports Bi-annual performance reviews
Teaching	<p>Deployment of additional teaching and support staff to provide enhanced teaching support within core subjects through focused grouping and small group tuition across all key stages</p> <p>To include focused support to develop reading comprehension strategies and for pupils in KS2, working within smaller targeted groups</p> <p>(Small group tuition EEF +4 Reading comprehension strategies EEF +6))</p>	Additional support within the classroom and small group tuition will provide greater opportunity for focused support and address gaps in learning leading to increased attainment and progress.	<p>Moderation</p> <p>Monitoring of teaching and learning</p> <p>LA and Governor Visits</p> <p>SEF</p> <p>PPMs</p>	Class teachers Assessment lead PP Lead SENDCo Executive Headteacher	£30,000	Termly review of progress through moderation and assessment review to identify impact across RWM
Teaching	<p>Additional staff appointed to lead phonics across EYFS and KS1 to provide small group teaching based upon assessment.</p> <p>(Phonics EEF +5)</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>Phonics monitoring and coaching</p> <p>RWInc leader visits</p> <p>Phonics tracker and assessment data</p>	Phonics and English Leaders Class teachers	£20,000	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
Targeted Academic support	<p>Small group/ 1:1 tuition and intervention across RWM- Including RWInc phonics (1:1 tutoring)</p> <p>(Teaching assistant interventions EEF +4)</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>Provision mapping</p> <p>Intervention evaluations and observations</p> <p>Headteacher report to governors</p> <p>Assessment data</p>	PP Lead, English and Maths Leaders Class Teachers Assessment Lead	£15,000	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly in line with APDRs
Targeted Academic support	<p>Targeted support for emerging SLCN through language and communication programmes including ELKAN</p> <p>(Oral Language intervention EEF +6)</p>	Teachers quickly identify emerging SLCN and ensure that there is targeted intervention and support in place to address these. Staff delivering the programme have received appropriate high-quality training.	<p>Provision mapping</p> <p>CLL assessments</p> <p>Observations</p> <p>Assessment data</p>	SENDCo PP Lead English Lead Class Teachers	£10,000	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 and Rock Steady 1:1 instrumental tuition 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. Pupils who demonstrate individual talent and interest are identified for 1:1 instrumental tuition to build upon these. 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 and parental feedback Governor visits	Music Lead PP Lead	£7,000	Ongoing through pupil voice
<b>Wider strategies</b>	Targeted intervention- including ELSA and Drawing and Talking- to support well-being and pupil mental health. (Behaviour interventions EEF +4 and Social and Emotional Learning EEF +4)	ELSA and Drawing and Talking are used purposefully to support pupil wellbeing and support SEMH needs.	Intervention monitoring Provision maps Behaviour logs CPOMs	DSLs SENDCo DHT Inclusion Leader Class Teachers PSHE Lead	£10,000	Review half termly in line with provision map and APDR evaluations
<b>Wider strategies</b>	Inclusion Lead 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 DHT Inclusion Leader	£20,000	Supervision of safeguarding meetings each month (DSLs) Attendance data CPOMs
<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	£10,500	Termly evaluation
		Total			£149,500	