

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

2025-2026		
PP Budget for academic year: £139,098- PP/FSM £345- Service £138 LAC £10,280 PLAC £149,861 Total	Number of pupils on roll- 257- July 2025	Dates of most recent external review: March 2023 (J Marston LEAD PP Review) March 2025 (Ofsted) January 2026 (IQM assessment)
PP Lead- Sophie Foston Inclusion Governor- Rob Cole	Number of pupils eligible for PP funding – 103 (July 2025)	Dates of internal reviews: 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 March 2026 June 2026	PP % of cohort 25/26 July 2025 December 2025 March 2026 June 2026
Reception 33 35 36	4 6 9	12.12% 17.14% 25%
Year 1 31 33 33 34	6 11 11 12	19.35% 33.33% 33.33% 35.29%
Year 2 26 27 26 25	11 12 11 10	42.30% 44.44% 42.3% 40%
Year 3 38 38 37 37	13 14 12 12	34.21% 36.84% 32.43% 32.43%
Year 4 42 42 43 43	18 18 18 18	42.85% 42.85% 41.86% 41.86%
Year 5 45 46 46 46	19 20 20 20	42.22% 43.47% 43.47% 43.47%
Year 6 41 40 42 42	19 19 19 19	46.34% 47.50% 45.23% 45.23%
Whole School 257 259 262 263	103 98 96 100	40.07% 37.83% 36.64% 38.02%

Assessment Data Summary 2024-2025

2024-2025 Summary

	% Achieved GLD Whole Cohort PP
Reception	72% 50%

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

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

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

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

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

2025-2026	2026-2027	2027-2028
- The vocabulary gap by the end of EYFS between PP and Non-PP pupils is notably closed. - PP pupils are effectively supported to make rapid progress and minimise the gap in outcomes between PP and Non PP pupils at all stages - Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences - Persistent and severe absence affecting PP pupils is reduced	- 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 the gap between PP and Non- PP achieving GLD is narrowed % of disadvantaged pupils achieving ARE+ at KS2 is significantly increased	- Disadvantaged pupils make exceptional progress across all areas of the curriculum - Disadvantaged pupils are aspirational and ambitious- they have accessed opportunities within and beyond the curriculum and are inspired by these % of disadvantaged pupils achieving GDS has increased
Key challenges for disadvantaged pupils		
Internal Challenges		
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		
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 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.	Targeted, adaptive teaching has led to strong progress across all year groups. Current assessments show that presently 60% of pupils are on track to achieve RWM at end of KS2. In addition to the targeted, group approach being used within Year 5/6 additional after school booster sessions in Maths and Reading are now in place led by members of senior and executive leadership team. There is a gap in current attainment of PP and Non -PP across the core subjects at KS2, however this is also linked to overlapping SEND. School leaders including the SENDCo are closely monitoring pupil progress and PPMs are conducted to focus upon key pupils and groups.	The implementation of Pixl has provided focused diagnostic assessment of pupil needs and any gaps in learning and staff have begun to utilise the assigned therapies with pupils to target these. Whilst at an early stage of implementation, this approach is proving effective and particularly in UKS2 has supported our most vulnerable learners in ensuring individual needs are met. This practice will continue to embed over the forthcoming academic year. Pupil outcomes in Year 6 continue to show an attainment gap in core subjects, this is linked to cooccurring SEND. However, progress remains strong and this is evident in pupil progress over time.
	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		Recently we have invested in PIXL and have appointed a Raising Standards lead to further focus upon precision within assessment and utilise ‘therapy’ resources and specialist external support to ensure pupil needs are effectively targeted and supported.	

All staff are highly skilled and have strong curriculum expertise, ensuring that all pupils are effectively supported, gaps in learning are addressed and progress is accelerated.	Adaptive teaching ensures all pupils make strong progress and gaps in learning are quickly addressed. Disadvantaged pupils receive effective support to ensure they make strong progress in all areas of the curriculum at all stages.	<i>Teaching staff are highly skilled in utilising assessment to identify pupil learning needs and skilfully adapt teaching to address gaps in learning and accelerate progress.</i> <i>Support staff are highly trained and effectively deployed to provide targeted support within lessons and enhance adaptive teaching within the classroom.</i> <i>All staff delivering RWINc have accessed training to ensure high quality teaching</i> <i>RWInc is taught systematically within small groups which are reviewed in line with assessments to ensure progress</i> <i>Adults working in KS2 are utilised to support focused group teaching in core curriculum areas leading to strong progress</i>	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 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.	CPD for all staff remains linked to school development priorities and is monitored by school leaders to ensure impact. Recent teacher performance management reviews have been utilised to ensure there is focused discussion related to individualised career development. Support staff CPD is also prioritised through SDP and individual performance management. Having reviewed our approaches to assessment and to support teaching practice we have implemented PIXL and this is currently at a very early stage. Targeted grouping in Upper Key Stage 2 is continuing to demonstrate impact as is evident within spring term teacher assessments.	Our CPD strategy clearly aligns with school development priorities and has directly impacted upon the quality of teaching and learning through development of teaching and support staff pedagogical knowledge and skills. The CPD offered through PiXL has supported staff in focusing upon key areas of learning and targeted teaching. This is something we will continue to build upon as PiXL approaches embed. Support staff have all accessed appropriate CPD to enable them to provide classroom and group support and deliver intervention to a high standard. As a result of focused systematic teaching and quality CPD, high attainment in phonics has been maintained with 91% Year 1 achieving PSC, 90% of PP pupils achieving this standard. This exceeds local and national data and meets the aspirational DfE target.
To effectively support disadvantaged pupils in Reception to	Teaching Staff in Early Years demonstrate strong expertise and skill and	<i>GLD is in line with National and there is a narrowed gap between PP and Non- PP</i>	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	Progress continues to be strong across all areas of learning. Presently 83% of pupils are on track to achieve GLD. This includes	Progress across Reception and Nursery has been excellent. 85.7% pupils achieved GLD with 87.5% Pupil Premium

make rapid progress from EYFS baseline	ensure that high quality teaching supports accelerated progress from baseline assessments All pupils access an ambitious EYFS curriculum which Early identification of pupil needs	<i>Pupils have received targeted support leading to rapid progress across prime and specific areas of learning</i> <i>Continuous provision is of a consistent high quality and is reflective of pupil interests and pupil needs</i> <i>EYFS staff are confident in their roles and in ensuring high quality interactions with all children</i>	high quality across the 7 areas of learning. This has been evidenced in monitoring. The EYFS team have engaged in targeted CPD to support their own professional development and ensure confidence and skill in their roles. 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.	86% of pp pupils within this cohort, slightly above non-pp (82%). This is positive as it demonstrates that the disadvantaged gap is being closed right from the start through highly effective class teaching and high-quality support across the EYFS curriculum. PPMs have been utilised to review progress and targets of pupils to ensure achievement continues to be maximised.	pupils achieving this standard. This exceeds national and local standards and DfE targets. This high level of achievement demonstrates the quality of our EYFS provision.
To develop pupil aspiration, self-motivation and independent learning strategies.	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.	<i>Effective assessment and feedback is used skilfully to scaffold learning-building upon what pupils know can do and understand.</i> <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>	Pupils are gaining confidence and resilience in their learning. They engage well and respond effectively to feedback and support. 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.	Lesson monitoring and evaluation by school leaders, governors and external agencies continues to evidence that pupils are motivated learners. There are a wide range of clubs and enrichment opportunities available to all children. Attendance at these events is monitored by the inclusion lead and groups (SEND and PP) attending are proportionally in line with whole school representation-evidencing opportunity and inclusion for all. Within our recent IQM assessment the following evaluations were made: <i>IQM Feb 2026</i> <i>Donington Cowley Primary School provides a calm, inclusive and supportive environment where pupils feel valued and respected, and where they are encouraged to develop positive attitudes, strong</i>	Pupils continue to develop as independent learners. Pupil motivation is improving and this is evidenced in the progress made and through monitoring. There continues to be strong engagement in our enrichment offer and this continues to be accessed by all. A priority for next year will be a focus upon developing foundational knowledge to ensure all children have the bedrocks of learning, including executive function to be successful.

				<i>character and the skills needed for future success.</i> <i>At Donington Cowley Primary School, behaviour, attitudes to learning and personal development are strong and shaped by a caring and inclusive ethos</i>	
Targeted Academic Support					
To utilise additional adults effectively to provide targeted interventions, leading to increased attainment in RWM	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. Interventions demonstrate measurable progress	<i>Provision maps, informed by assessment, effectively identify pupil learning needs and ensure a robust cycle of evaluation and review.</i> <i>Maths and English interventions are taught within small groups which are reviewed half termly to ensure progress.</i> <i>Fast track phonics tuition ensures % of pupils achieving PSC remains in line with National</i> <i>The attainment gap between PP and Non-PP pupils is closed</i> <i>Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.</i>	Interventions have been implemented in response to assessment and are delivered with 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.	Interventions continue to be delivered in line with provision maps and in response to teacher assessment. There continues to be strong evidence of progress within these which is monitored by class teachers, subject leaders and the Inclusion leader. Monitoring of these interventions demonstrate consistent high quality, and this has been evidenced in recent learning walks conducted by leaders and governors. Phonics progression remains strong and current Y1 assessments show 88% of pupils are currently on track to achieve PSC standard, of these 60% of PP. Fast Track tuition is in place to support those pupils currently not on track or on the 'cusp'.	Interventions are appropriate and timely. These are monitored effectively through regular review and provision mapping to ensure impact is maximised. This is evidenced in the strong progress made within and across lessons. Phonics interventions effectively targeted 'cusp' pupils and resulted in 90% Year 1 pupils achieving the standard, including 83% SEND. Further embedding of PiXL and use of therapies based upon diagnostic assessment will provide additional support for staff leading interventions and ensuring appropriately targeted teaching.
Wider Strategies					
Pupil mental health and well-being needs are	Pupil personal development, mental health and	<i>Effective support and intervention addresses wellbeing and mental</i>	Pupil wellbeing support and provision remains a strength. ELSA and Drawing and Talking	Pupil wellbeing remains a priority across the school and there is strong evidence of effective	We continue to work effectively with children and families to support pupil

identified and continue to be met through high quality pastoral care and support.	well-being is prioritised. Pupils feel safe, valued and reassured. Emotional Literacy is developed	<i>health needs of our most vulnerable pupils.</i> <i>ELSA and Drawing and Talking trained assistants utilise strategies effectively to support pupils.</i> <i>Effective referral process is established to identify pastoral support required and regular evaluation ensures impact.</i>	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.	support and provision. This was a key area which was evaluated within our IQM assessment through observation, speaking with children and with parents. ELSA and drawing and talking continue to be in place and Robin's Nest continues to provide Inclusion base support for our most vulnerable pupils. There has consequently been a reduction in behaviour incidents and significantly in pupil suspension.	well-being. There is a graduated approach from universal pastoral care to targeted support including ELSA and working with external agencies for more specialised support. This ensures the wellbeing needs of all our children, including those who are most vulnerable are met. Robin's Nest continues to be used effectively to support pupil regulation- this will be further reviewed and developed this year in line with Inclusion Base guidance and internal evaluation.
Pupil aspiration is raised through inclusive, wide and varied enrichment opportunities for all.	Pupils have opportunity to build upon their own talents, skills and interests Pupils' awareness of career opportunities is increased Pupil cultural capital is enriched	<i>All pupils have opportunities across a range of fields to build upon their talents and interests.</i> <i>Pupil motivation and enjoyment is increased.</i> <i>The proportion of disadvantaged pupils partaking in extracurricular clubs and activities is in line with non-disadvantaged.</i> <i>Careers based learning has increased pupil aspiration.</i>	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 residential 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.	Analysis of attendance at clubs evidenced that PP attendance remains proportional to the representation within cohorts. Board Games club, Yoga and KS2 choir are the highest % of PP attendance. All clubs and enrichment opportunities are open to all and there are a wide range of activities available. We have found that attendance of PP pupils during events and activities within the school day are often higher and particularly within KS1, due to transport. Therefore, when planning events across the year we ensure this is considered.	Children continue to access wide and varied enrichment opportunities aimed raising aspiration and culturing talents and interests. This term these have included Year 6 Gala Dinner, Theatre trips, Sporting events, Forest school, Pop Rox and Whole school production. Many of these also offered opportunities to build parental partnership and community, including our Careers week; Children across the school had the opportunity to be involved in talks and workshops across a wide field of industry including, crime scene investigator, haulage,

					dance teacher . Children engaged positively and were enthused and inspired. We will continue to build upon the success of this going forward.
Attendance is in line with National and % of severe and persistent absence is improved	There is a decreased gap between attendance of PP and Non-PP pupils Effective support in place to support families where children are at risk of persistent/ severe absenteeism. Families are effectively supported through TAC and EH processes and where appropriate external support is required. A robust approach to monitoring and evaluating attendance of key children is in place and actions taken demonstrate a direct impact in raising attendance.	<i>School leaders have ensured an effective strategy to monitor and evaluate attendance data.</i> <i>School attendance data is in line with National and Local and reduction in persistent/ severe absenteeism.</i> <i>There are strong networks of collaboration between home and school.</i> <i>School Leaders ensure every effort is made to encourage high attendance through robust policy and practice.</i>	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. Robust monitoring and evaluation from Inclusion Leader, Governors and Local Authority ensures that every effort possible is made to promote and secure high attendance.	Attendance remains broadly in line with National at 94.79% and there is a slight improvement in persistent absence at 13.88%. There remains a small gap between PP attendance which is currently 92.65% and persistent absence remains higher for this group at 20.21%. However, although persistent absence has risen, severe absence has fallen for all pupils including those eligible for FSM. Our school attendance team continues to work closely with families and local authority to ensure there is a robust and supportive approach to improving attendance. Governor oversight and understanding in relation to attendance is strong.	Attendance continues to remain in line with National (94.17%) and persistent absence remains below National (14.58%). PP attendance has continued to remain broadly in line with whole school at 92.08%. However persistent absence remains higher in this demographic group. Severe absence has fallen over the year. There is a strong understanding of attendance patterns across the attendance team and a focused and timely response, working closely with families to support in improving attendance. The local authority and governors work with attendance leaders to ensure there is oversight and the efforts of the attendance team in securing the highest possible attendance recognised through monitoring.

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 and effective leadership. <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>	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.	CPD evaluation SEF LA and Governor visits Monitoring of teaching and learning Performance management	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	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 To include focused support to develop reading comprehension strategies and for pupils in KS2, working within smaller targeted groups (Small group tuition EEF +4 Reading comprehension strategies EEF +6))	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.	Moderation Monitoring of teaching and learning LA and Governor Visits SEF PPMs	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	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 Class teachers	£20,000	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
Targeted Academic support	Small group/ 1:1 tuition and intervention across RWM- Including RWInc phonics (1:1 tutoring) (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	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	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 delivering the programme have received appropriate high-quality training.	Provision mapping CLL assessments Observations Assessment data	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

Wider strategies	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
Wider strategies	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 are delivered 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
Wider strategies	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
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	£10,500	Termly evaluation
		Total			£149,500	