

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026-2027 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Donington Cowley Endowed Primary School
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	34.86%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027 3 year plan 2025-2028
Date this statement was published	September 26
Date on which it will be reviewed	September 27
Statement authorised by	Robert Cole Chair of Governors
Pupil premium lead	Sophie Foston (Executive Headteacher)
Governor / Trustee lead	Robert Cole (Inclusion Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,449.70
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4552.75
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,052.45

Part A: Pupil premium strategy plan

Statement of intent

At Donington Cowley Endowed Primary School we are ambitious for all learners and believe that all pupils should have access to learning opportunities which enable them to maximise their potential.

Our key objectives for our disadvantaged pupils are:

- To secure better outcomes in core subjects in each Key Stage
- To ensure high standards of teaching and learning across the school- teaching is consistently evaluated as at least good or better.
- To develop pupil aspiration, self-motivation and independent learning strategies.
- To support disadvantaged pupils to make rapid, accelerated progress from baseline entry.
- To utilise additional adults effectively in order to provide targeted academic support which address gaps in knowledge, skills and understanding and thereby accelerate progress.
- To address early language and communication difficulties through specifically targeted interventions and support.
- To improve mental health and well-being of pupils and prioritise personal development of all pupils.
- To ensure high levels of pupil attendance

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low baseline assessment upon entry to school
2	Increased SEND
3	KS2 outcomes for combined RWM
4	Literacy development and skills- including vocabulary acquisition, communication, language, reading and writing.
5	Challenges affecting mental health and well-being of pupils
6	Increase in levels of support needed for pupils and their families – including SEND and referrals to TAC, Early Help and other external services
7	Persistent absenteeism and poor attendance

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved pupil outcomes and increased progress and attainment at all stages of development, particularly KS2 Teaching staff are experts in their practice which is underpinned by consistent pedagogical approaches Assessment is effectively utilised to support our pillars of great teaching- adaptivity and ambition Improved outcomes for all pupils; ensuring ambition for every child	<i>High quality, targeted CPD ensures that teachers are skilful in presenting curriculum content to ensure all pupils learn progressively and build upon prior knowledge</i> <i>PiXL Assessment system is embedded and impact evidenced</i> <i>Assessment in the moment practices are refined and embedded to support 'adaptivity' and responsiveness to pupil learning needs</i> <i>Outcomes for PP pupils in core curriculum are improved at all stages and attainment gap between PP and Non- PP is narrowed</i>
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 Pixl assessment tools, including QLA and related therapies, 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 of early reading</i> <i>RWInc is taught systematically within small groups which are reviewed in line with assessments to ensure progress</i>
To effectively support disadvantaged pupils in Reception to make rapid progress from EYFS baseline Teaching Staff in Early Years demonstrate strong expertise and skill and ensure that high-quality teaching supports accelerated progress from baseline assessments There is a coherent and consistent approach to the teaching of foundational knowledge to ensure all	<i>GLD is in line with or above National and there is a narrowed gap between PP and Non- PP</i> <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>

children make the best possible start in their education Early identification of pupil needs	<i>EYFS staff are confident in their roles and in ensuring high-quality interactions with all children</i>
To develop pupil aspiration, self-motivation and independent learning strategies. Children develop executive function and skills for learning right from the start. As they progress, they demonstrate resilience and self-motivation in their learning. There is a strong sense of aspiration throughout the school.	<i>Assessment and feedback is used skilfully to scaffold learning- building upon what pupils know can do and understand.</i> <i>Pupils develop executive function and metacognitive approaches which enable them to use and apply independent learning strategies.</i> <i>Pupils have opportunities to build upon their skills and talents</i>
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. Pixl QLA informs planning for interventions and support Interventions demonstrate measurable progress	<i>Provision maps, informed by Pixl assessment, effectively identify pupil learning needs and ensure a robust cycle of evaluation and review.</i> <i>Maths and English interventions and Pixl therapies are delivered 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>
Pupil mental health and well-being needs are identified and continue to be met through high-quality pastoral care and support. Pupil personal development, mental health and well-being is prioritised. Pupils feel safe, valued and reassured. There is a strong sense of belonging. Inclusion Base supports our most vulnerable pupils Emotional Literacy support is developed	<i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i> <i>Inclusion Base support is in place for vulnerable learners, enabling them to succeed and access an appropriate curriculum</i> <i>ELSA 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> <i>There is evidence that pupils feel a strong sense of belonging and value within our school community</i>
Pupil aspiration is raised through inclusive, wide and varied enrichment opportunities for all	<i>Strategy for enrichment ensures all pupils have opportunities across a range of fields to build upon talents and interests, exceeding Enrichment Benchmarks</i>

Pupils have opportunity to build upon their own talents, skills and interests, exceeding expectations within the Enrichment Benchmarks Pupils' awareness of career opportunities is increased Pupil cultural capital is enriched	<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>
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 and process 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>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £81,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that leaders, teaching and support staff have access to high-quality training, mentoring, resources 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>	1,2,3

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.	<i>EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching- securing teacher development</i>	
Deployment of additional support staff to provide enhanced teaching support within core subjects through focused small group tuition across all key stages. Additional support within the classroom and small group tuition will provide greater opportunity for focused support and address gaps in learning.	(Small group tuition EEF Toolkit +4)	1,2,3
Additional staff appointed to lead phonics across EYFS and KS1 to provide small group teaching based upon assessment. 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 EEF Toolkit +5)	1, 4

Targeted academic support

Budgeted cost: £27, 641

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/ 1:1 tuition and intervention across RWM- Including RWInc phonics (1:1 tutoring) Where there are specific gaps in learning additional intervention will be used to target these and support pupil progress across all core areas.	(Teaching assistant interventions EEF Toolkit +4)	1, 3
Additional staff to provide targeted support for emerging SLCN through language and communication programmes within EYFS Teachers quickly identify emerging SLCN and ensure that there is targeted intervention and support in place to address these. Use of communication aids, such as widgets and colourful semantics to support	(Oral Language intervention EEF Toolkit +6)	2,4

Wider strategies

Budgeted cost: £54,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. 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.	(Arts Participation EEF Toolkit +3)	2, 5
Targeted intervention- including ELSA and within our inclusion base - to support well-being and pupil mental health, including during lunch times Wellbeing interventions and support are delivered to support pupil wellbeing and support SEMH needs, increasing pupil belonging	(Behaviour interventions EEF Toolkit +4 and Social and Emotional Learning EEF Toolkit +4)	2,5
Attendance officer to ensure efficient processes which improve attendance, mental health and wellbeing and increase parental engagement. Family support increases parental engagement and is effectively impacts upon pupil wellbeing. Through working with families, pupil attendance improves.	(Parental Engagement EEF Toolkit +4 Social and Emotional Learning Toolkit EEF +4)	5,6,7
Breakfast Club provision for all pupils To ensure that all 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	National School Breakfast Programme	5,6,7

Total budgeted cost: £ 149,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Pupils have continued to benefit from high quality provision which matches their learning needs to facilitate progression. The gap in attainment between PP and Non-PP has been narrowed in many year groups.

EYFS

85.7% achieved GLD- 87.5% PP Pupils achieved GLD

PSC

91% of Year 1 children achieved the expected standard. This is an increased % for the fifth consecutive year following the implementation of RWINc. The gap in disadvantaged attainment is reducing- 90% PP achieved PSC.

KS2 Assessments:

There is a notable attainment gap between PP and Non- PP pupils outcomes at KS2. However these pupils made good progress from starting points and low attainment is broadly attributed to cooccurring SEND.

Investment in PiXL earlier this year has provided high-quality assessment tools and CPD for school leaders, teaching and support staff. This is being implemented and embedded. Impact upon outcomes going forward will be a focus of evaluation by our Raising Standards Lead.

Attendance has remained in line with National, 94% and persistent absence has improved and is now below National. Attendance of PP pupils has also improved narrowing the attendance gap with non-pp and is now 92%. This will continue to be a focus moving forward

Our most vulnerable children and families continue to be effectively supported through our excellent pastoral offer, including provision of an Inclusion Base, ELSA and Inclusive practices which were recognised in our achievement of the Inclusion Quality Mark (January 2026).

We pride ourselves upon our wide personal development and enrichment opportunities which are of an excellent standard- promoting pupil aspiration and cultural capital. We look to develop this further in line with the Enrichment Benchmarks over the forthcoming year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWInc phonics	RWInc
RWInc spelling	RWInc
RWInc Fast Track Tutoring	RWInc
PSHE	Jigsaw
White Rose Hub - Maths	White Rose Education
Language Angels	Language Angels
iMoves	iMoves
Timestables Rock Stars	Maths Circle- TTRS
PiXL	PiXL assessment

Further information

Please read this document in conjunction with our Pupil Premium Strategy 2026-2027 for further details