

Donington Cowley Endowed Primary School
Pupil Premium Strategy 2026-2027
PP Lead- Sophie Foston Inclusion Governor- Rob Cole

2025-2026	
PP Budget for academic year: £144,150 - PP/FSM £10,760 PLAC (£11028.78 inc carry forward) £3539.70 EYPP (£4550.70 inc carry forward) £158,449.70 Total Income for 26/27 £355- Service carry forward £2917.97 LAC carry forward £268.78 PLAC Carry forward £1011 EYPP Carry forward £4,552.75 Total carry forward £163,052.45 Total funding for 26/27 Including carry forward	Number of pupils on roll- 261 - September 2026 91- Number of pupils eligible for PP funding

2026- 2027 DONINGTON	Number of pupils eligible for PP funding 26/27	PP % of cohort 26/27
Reception 40	8	20%
Year 1 36	9	25%
Year 2 35	12	34.28%
Year 3 25	11	44%
Year 4 37	13	35.13%
Year 5 42	18	42.85%
Year 6 46	20	43.47%
Whole School 261	91	34.86%

Assessment Data Summary 2025-2026

	% Achieved GLD Whole Cohort PP
Reception	85.7% 87.5%

Phonics Screening Check	% Achieved 32 or above Whole Cohort PP
Year 1	91% 90%
Year 2	75% 66%

KS1	% Achieving expected standard and above Whole Cohort PP	% Achieving a higher standard Whole Cohort PP
Reading	60% 50%	24% 20%
Writing	60% 50%	20% 10%
Maths	60% 50%	20% 10%
Combined	56% 50%	16% 0%

Y4 Multiplication Times Table Check	% Whole cohort % PP
20+ out of 25	67% 61%
25 out of 25	40% 27%

KS2	% Achieving expected standard and above Whole Cohort PP	% Achieving a higher standard Whole Cohort PP	Average Point Score
Reading	55% 26%	10% 0%	100.13 95.25
Writing	67% 47%	14% 5%	N/A
Maths	48% 26%	7% 0%	98.12 93.53
Combined	48% 26%	7% 0%	N/A
Spelling, Punctuation and Grammar	55% 26%	14% 5%	99.07 94.06

Key challenges for disadvantaged pupils
Internal Challenges
Increased SEND
KS2 outcomes for combined RWM- Particularly mathematics
Literacy development and skills- including vocabulary acquisition, communication, language, reading and writing.
Low baseline assessment upon entry
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

3-Year Priorities 2025-2028

Teaching	Targeted Academic Support	Wider Strategies
Improved pupil outcomes and increased progress and attainment at all stages of development – particularly KS2 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. To effectively support disadvantaged pupils in Reception to make rapid progress from EYFS baseline To develop pupil aspiration, self-motivation and independent learning strategies.	To utilise additional adults effectively to provide targeted interventions, leading to increased attainment in RWM	Pupil mental health and well-being needs are identified and continue to be met through high-quality pastoral care and support Pupil aspiration is raised through inclusive, wide and varied enrichment opportunities for all Attendance is in line with National and % of severe and persistent absence is improved

Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2026	Spring 2027	Summer 2028
Teaching					
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	Adaptive teaching ensures all pupils make strong progress and gaps in learning are quickly addressed.	Teaching staff are highly skilled in utilising Pixl assessment tools, including QLA and related therapies, to identify pupil learning needs and skilfully adapt			

effectively supported, gaps in learning are addressed and progress is accelerated.	Disadvantaged pupils receive effective support to ensure they make strong progress in all areas of the curriculum at all stages.	<i>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	<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>			

	teaching of foundational knowledge to ensure all 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>			
Targeted Academic Support					
To utilise additional adults effectively to provide targeted interventions, leading to increased	All disadvantaged pupils, including the 'First 20%', are effectively supported and benefit from adaptive and guided practice, smaller groups and adult support	<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</i>			

attainment in RWM	within core subjects. Pixl QLA informs planning for interventions and support Interventions demonstrate measurable progress	<i>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>			
Wider Strategies					
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	<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</i>			

	Emotional Literacy support is developed	<i>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.	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>Strategy for enrichment ensures all pupils have opportunities across a range of fields to build upon talents and interests, exceeding Enrichment Benchmarks</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>			
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	<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</i>			

	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>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>			
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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, 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> <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 because 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	£2,841	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 Raising Standards lead DHT/ Inclusion Lead SENDCo	£67,618	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	£10,886	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	Raising Standards Lead English and Maths Leaders Class Teachers Assessment Lead	£20,077	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly in line with APDRs
Targeted Academic support	Additional staff to provide targeted support for emerging SLCN through language and communication programmes within EYFS (Oral Language intervention EEF +6)	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	Provision mapping CLL assessments Observations Assessment data	SENDCo EYFS Lead DHT/ Inclusion Lead	£7564	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 DHT/ Inclusion Lead	£8,000	Ongoing through pupil voice
Wider strategies	Targeted intervention- including ELSA and within our inclusion base - to support well-being and pupil mental health, including during lunch times (Behaviour interventions EEF +4 and Social and Emotional Learning EEF +4)	Wellbeing interventions and support are delivered to support pupil wellbeing and support SEMH needs, increasing pupil belonging	Intervention monitoring Provision maps Behaviour logs CPOMs	DSLs SENDCo DHT/ Inclusion Lead Class Teachers	£30,055	Review half termly in line with provision map and APDR evaluations
Wider strategies	Attendance officer to ensure efficient processes which 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	DHT/ Inclusion Lead	£4808	Supervision of safeguarding meetings each month (DSLs) Attendance data CPOMs
Wider strategies	Breakfast Club provision for all pupils to attend	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	Parental engagement / voice Pupil voice	DHT/ Inclusion Leader	11,203	Termly evaluation
			Total		£163,052	