

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Downholland Haskayne CE Primary school
Number of pupils in school	8
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2022
Date on which it will be reviewed	Termly at the curriculum, standards and effectiveness committee
Statement authorised by	Mrs N Hains Headteacher
Pupil premium lead	Mrs N Hains
Governor / Trustee lead	Mr S Foord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,420
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£19,420

Part A: Pupil premium strategy plan

Statement of intent

At Downholland Haskayne CE Primary school, we intend to 'let our lights shine brightly' (Matthew 5:16) for all our pupils irrespective of their background or the challenges they face. We expect that they make good progress and make high achievement across all subject areas. The focus of our Pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils however, the activities, resources and approaches outlined in this statement are also intended to support our entire learning community where the improvement of all learners' education is sustained alongside their disadvantaged peers.

Our approach will be based on common challenges and individual need, school-based evidence from our internal monitoring and tracking and finally diagnostic assessments.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality Data shows that attendance and punctuality among disadvantaged pupils is lower than the non-disadvantaged pupils.
2	Writing skills Assessments, observations and discussions with pupils show under developed writing skills and gaps, which are generally more prevalent among disadvantaged pupils.
3	Phonics and reading support Assessments, observations and discussions with pupils show under developed Phonics and reading skills and gaps, which are generally more prevalent among disadvantaged pupils.
4	Maths achievement for disadvantaged pupils Internal assessments indicate that maths attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.

5	<p>Social, emotional and wellbeing</p> <p>The number of pupils accessing our School Nurture Hub for sessions and support with our dedicated staff and those families requiring family support for mental health issues indicates that this is a priority.</p>
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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
1.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained improved attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The percentage of pupils with persistence absence is reduced to figures in line with the school’s pre-pandemic attendance figures of 2018-19 • the rate of overall absence will be in the lowest 20% of schools with a similar level of deprivation. • The percentage of all pupils who are persistently absent being below 10%, a reduction of 24% on current December 2021 data. • The gap between disadvantaged and non-disadvantaged absences has reduced
2.Improve writing skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Teach writing composition strategies through modelling and supported practice (point 4 recommendations poster) The Write Stuff
3. Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Year 1 phonics outcomes in 2024/25 show that more disadvantaged pupils consistently pass the phonics screening and that those that do not make accelerated progress to meet the expected standard by the end of Year 2 • Lowest 20% pupils achieving improved outcomes from their starting points, particularly in reading

	<ul style="list-style-type: none"> • KS2 reading outcomes in 2024/25 show that more disadvantaged pupils met the expected standard. • Qualitative data from student voice, student and parent surveys and teacher observations indicate that reading is a priority at Haskayne School and that all pupils and in particular disadvantaged pupils demonstrated a love for reading and engage in reading for pleasure strategies implemented by the school.
<p>4. Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more disadvantaged pupils meet the expected standard.</p>
<p>5. To achieve and sustain improved wellbeing and school engagement for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • engagement with enrichment activities increased • attendance and punctuality improved

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fidelity to one Phonics Scheme across school and associated phonics books.	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics Evidence strength: 5 Impact: + 5 months	2,3
Staff engagement with 'sustaining mastery approach in maths' through White Rose maths	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning-4-6-Hub and subsequent staff training/support Evidence strength: 2 Impact: + 5 months	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement structured reading and writing programme for lowest 20% across KS 2: Deployment of TAs in KS 2	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition Evidence strength: 3 Impact: + 4 months	2,3
Phonics interventions for reception, Year 1 & Year 2 pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition Evidence strength: 3 Impact: + 4 months	2,3

Teaching Assistant in each year group for additional support And implementation of teacher directed targeted interventions e.g. multiplication, reading for mastery	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition Evidence strength: 3 Impact: + 4 months	2,3,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Lead in place for 1-1 support Emotional Literacy Support Assistant training fully implemented	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning Evidence strength: 1 Impact: + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/behaviour-interventions Evidence strength: 2 Impact: + 4 months	1,5
Attendance support through Lancashire County	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement Evidence strength: 4 Impact: + 4 months Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1,5
Early Help support for attendance	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement Evidence strength: 4 Impact: + 4 months	1,5
Increased access to experiences, teaching strategies and personal development opportunities that develop the cultural	https://www.gov.uk/government/speeches/amanda-spielman-at-the-national-daynurseries-association The building of cultural capital is important for all pupils but schools need to be particularly mindful of providing opportunities for disadvantaged pupils	2,3,5

capital of all pupils, particularly disadvantaged pupils.	opportunities to build and connect knowledge, close the vocabulary gap and participate in enriching experiences.	
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Total budgeted cost: £ 14,452

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 2020 to 2021 academic year. (Please bear in mind Pandemic)

Priorities 1,2 and 3 of our Pupil premium strategies for 2020 to 2021 have been fully or partly successful for our children.

The Average Steps of Progress are all positive although compromised by the negative impact of the COVID 19 Pandemic, school closure and unprecedented Covid restrictions:

for Reading 3.6

Writing 3.2

Maths 4.1 (100% Expected progress for maths)

The progress has been greatly helped by the children accessing the calm down resources and areas and the emotional support delivered by the trained Higher-Level Teaching Assistant (HLTA)and Teaching Assistants (TA).

Parental engagement with families has greatly increased through Class Dojo and the new school website has been invaluable for communication with all families, especially during lockdown, helping us to provide vital information regarding risk assessments and remote learning opportunities.

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
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Reading Eggs/ Fast Phonics/Maths Seeds	3P learning
IDL	idlsgroup
Mathletics	3P learning

