

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	36
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	January 2024
Date on which it will be reviewed	Termly at the curriculum, standards and effectiveness committee
Statement authorised by	Mrs J Smethurst Headteacher
Pupil premium lead	Mrs J Smethurst
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,640
Recovery premium funding allocation this academic year	£4000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£15,640

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 pupils 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 achieving well.

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.

We ensure that teaching and learning opportunities meet the needs of all the pupils and they have access to quality first teaching. Our ultimate objectives are to

- *remove barriers to learning

- *narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

- *Ensure all pupils read well

- *Enable pupils to look after their social & emotional wellbeing and develop resilience

- *Access a wide range of opportunities to develop their knowledge and understanding of the world

Challenges

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

Challenge number	Detail of challenge
1	Attendance, punctuality and mobility Data shows that attendance and punctuality among disadvantaged pupils is lower than the non-disadvantaged pupils. Research shows that when a child moves school it affects learning and attainment on average by six months.
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	<p>Phonics and early reading support</p> <p>Assessments, observations and discussions with pupils show under developed Phonics and reading skills and gaps, which are generally more prevalent among disadvantaged pupils.</p>
4	<p>Maths achievement for disadvantaged pupils</p> <p>Internal assessments indicate that maths attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.</p>
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>

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> <p>The rate of overall absence will be in the lowest 20% of schools with a similar level of deprivation.</p> <p>The percentage of all pupils who are persistently absent is below 10%.</p> <p>The gap between disadvantaged and non-disadvantaged absences has reduced.</p> <p>Pupils who join the school later than the Reception Year will be monitored and interventions to be put in place to ensure good progress</p>
2.Improve writing skills and vocabulary among disadvantaged pupils	<p>Teach reading & writing skills using a consistent approach across school.</p> <p>LCC English units</p> <p>Colourful semantics to be used in EYFS and KS1 to improve vocabulary and sentence structure</p> <p>Pupils breadth of vocabulary will increase through specific teaching of new words in English and Topic based lessons</p>

<p>3. Improved reading attainment among disadvantaged pupils.</p>	<p>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 Pupils to have daily opportunities to re aloud.</p> <p>Increased reading for pleasure opportunities will promote children's enthusiasm for stories/books.</p> <p>Quality first teaching supports good progress for pupils.</p> <p>Specific and targeted interventions will support pupils who require further support.</p>
	<p>KS2 reading outcomes in 2024/25 show that more disadvantaged pupils meet the expected standard.</p> <p>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>
<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 Data from student voice, student andparent surveys and teacherobservations</p> <p>Engagement with enrichment and extra curriculuar activities increased</p> <p>Attendance and punctuality improved</p>

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
CPD – The National College, LCC school-to-school support	EEF evidences that: Supporting high quality teaching is pivotal in improving outcomes. Research tells us that high quality teaching can narrow the disadvantage gap	1,3

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 EYFS & KS1	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition Evidence strength: 3 Impact: + 4 months	2,3

Interventions groups Year 6 Booster group, phonics intervention	EEF evidences that: Small group tuition has an average impact of four months additional progress over the course of a year.	1,3,4
Teaching Assistant in each year group (EYFS & KS1) for additional support And implementation of teacher directed targeted interventions	EEF evidences that: Teaching Assistants can provide a large, positive impact on learner outcomes	2,3,4,5
SALT – daily interventions sessions	EEF evidences that: Oral language approaches have a high impact on pupil outcomes of 6 months of additional progress. Individualised instruction can be an effective approach to increasing pupil attainment	2,3
Guided Reading – daily sessions in both KS1 & 2	EEF evidences: The average impact of reading comprehension strategies is an additional six months progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that are an effective challenge. Reading strategies are high impact.	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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 capital of all pupils, particularly disadvantaged pupils.	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 Opportunities to build and connect knowledge, close the vocabulary gap and participate in enriching experiences.	2,3,5
Subsidised educational visits to enrich and broaden life experiences	Pupil Premium Guided states: The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences	2,3,5
Breakfast Club	Children who are hungry, do not perform well (Bellisle)	5

Total budgeted cost: £ 15640

Part B: Review of outcomes in the previous academic year – 2022- 2023

Pupil premium strategy outcomes

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	Attendance continues to be an area of improvement for the school and remains a part of the School Improvement plan. Changes to the attendance policy will ensure disadvantaged children are supported with regard to attendance. Disadvantaged pupil attendance has increased this academic year.
2.Improve writing skills and vocabulary among disadvantaged pupils	A more consistent approach to reading and writing is needed throughout school. New English training, planning and units (LCC) will support good progress for pupils. Disadvantaged pupils' progress will be in line with non-PP pupils
3. Improved reading attainment among disadvantaged pupils.	Year 1 phonics outcomes in 2024/25 will 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

	<p>KS2 reading outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.</p> <p>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 demonstrate a love for reading and engage in reading for pleasure strategies implemented by the school.</p> <p>A new phonics scheme and associated phonics books have been purchased. All staff completed phonics training in order to support children, particularly PP.</p>
4. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils meet the expected standard.
5. To achieve and sustain improved wellbeing and school engagement for all pupils in our school, particularly our disadvantaged pupils.	<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

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
White Rose Maths	White Rose Education
My Happy Mind	My Happy Mind
TT Rockstars	Maths Circle