

# Pupil Premium Strategy Statement –Downholland Haskayne CE Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	16
Proportion (%) of pupil premium eligible pupils	31.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	Termly at SEC meetings
Statement authorised by	Mr D Swindells Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Wendy Kelly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14800

# 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 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges but more specifically individual needs highlighted by regular assessments and exceptional teacher knowledge of pupils. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and punctuality</b> Data shows that attendance and punctuality among disadvantaged pupils is lower than the non-disadvantaged pupils.

2	<p><b>Writing skills</b></p> <p>Assessments, observations and discussions with pupils show under developed writing skills and gaps, which are generally more prevalent among disadvantaged pupils.</p>
3	<p><b>Phonics and reading support</b></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><b>Maths achievement for disadvantaged pupils</b></p> <p>Internal assessments indicate that maths attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.</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	<ul style="list-style-type: none"> <li>• Sustained improved attendance from 2024/25 demonstrated by:</li> <li>• The percentage of pupils with persistence absence is reduced to figures in line with the school's pre- pandemic attendance figures of 2018-19</li> <li>• The rate of overall absence will be in the lowest 20% of schools with a similar level of deprivation.</li> <li>• The gap between disadvantaged and non-disadvantaged absences has reduced</li> </ul>
2.Improve writing skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Clear writing curriculum with a focus on the cycle of reading into writing. Underpinning writing skills to be applied across the curriculum.</li> </ul>
3. Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• 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</li> <li>• Lowest 20% pupils achieving improved outcomes from their starting points, particularly in reading</li> </ul>

4. Maths achievement for disadvantaged pupils	Maths outcomes for disadvantaged pupils improve and progress in Maths for all is consistent.
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## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium lead in school to champion these children.	Government reports state that for the best outcomes to be reached, staff should ensure they have an individual/team to be responsible for the Pupil Premium strategy. Government Report - Pupil Premium	All challenges listed
Fidelity to one Phonics Scheme across school and associated phonics books.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</a> Evidence strength: 5 Impact: + 5 months	2,3
Staff engagement with 'sustaining mastery approach in maths' through White Rose maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning</a> 4 6 Hub and subsequent staff training/support Evidence strength: 2 Impact: + 5 months	4
CPD – The National College, LCC school-to-school support	CPD – The National College, LCC school-to-school support	CPD – The National College, LCC school-to-school support

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

Budgeted cost: £ 10400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement structured reading and writing program for lowest 20% across	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a> Evidence strength: 3 Impact: + 4 months	2,3
Phonics interventions for reception, Year 1 & Year 2 pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a> Evidence strength: 3 Impact: + 4 months	2,3
Use of teaching assistant to support pre-teaching and interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a> Evidence strength: 3 Impact: + 4 months	2,3,4,5

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support through Lancashire County	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement</a> 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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement</a> Evidence strength: 4 Impact: + 4 months	1,5
Increased access to experiences, teaching strategies and personal development opportunities that	<a href="https://www.gov.uk/government/speeches/amanda-spielman-at-the-national-daynursery-association">https://www.gov.uk/government/speeches/amanda-spielman-at-the-national-daynursery-association</a> 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

develop the cultural capital for children.		
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**Total budgeted cost: £ 14800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria
1.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>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.</p> <p>Changes to flexi schooling agreement with a view to firming up arrangements and reducing the flexible arrangement of days attending has seen an increase in days in school. Ongoing illness of 1 flexi school pupil significantly affecting overall attendance figures.</p>
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.	<p>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> <p>KS2 reading outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.</p> <p>Data indicates 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>
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 demonstrated by:</p> <p>Behaviour, student voice, student and parent surveys and teacher observations</p> <p>Engagement with increased enrichment activities and practical based learning will be increased</p> <p>Attendance and punctuality will be improved.</p> <p>Increased parental engagement through the use of Class Dojo.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
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
Talk Boost	I Can