

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Honeybourne Primary Academy
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Original Statement October 2021 This update – September 2023
Date on which it will be reviewed	September 2022 September 2023 September 2024
Statement authorised by	Dominic Davis
Pupil premium lead	Dominic Davis
Governor / Trustee lead	Louise Bucknall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,560
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,200

## Part A: Pupil premium strategy plan

Statement of intent

***Priority 1 - All pupils benefit from great teaching and achieve the highest standard of educational outcomes regardless of circumstance or background***

***Priority 2 - A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed.***

Our pupil premium and recovery premium priorities are; to ensure that all children are taught by an effective teacher, that gaps in learning (in reading, writing, language and mathematics) are rapidly closed and that children with emerging needs (including as a result of Covid-19) are supported effectively.

The approaches we will implement to achieve these aims are; high-quality evidence based professional development for leaders and teachers, the purchasing of resources to support effective teaching, interventions and tuition to address gaps in learning and additional support for children and staff for emerging behavioural and mental health needs.

The overarching aim of our strategy is to raise the attainment of all pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID 19 school closures and the cost of living crisis on academic achievement and pupils' mental health.

2	Poor language and comprehension skills on entry to school, particularly in relation to vocabulary, impacting on pupil achievement in speaking, listening and reading.
3	Complex family needs contributing to reduced behaviour for learning for many disadvantaged learners.
4	There is a higher rate of persistent absence and late arrivals amongst disadvantaged children. This has been more significant since the pandemic.
5	Some parents find it hard to provide support for their child's learning at home, particularly around reading and access to technology/broadband. This also includes ensuring that children are able to self-care on entry to school.
6	Poor arithmetic skills on entry to school.

## 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
Improve Attainment and Progress in Reading	Attainment at least in line with national outcomes. Progress at least in line with national average outcomes in KS2 (0)
Improve Attainment and Progress in Writing	Attainment at least in line with national outcomes. Progress at least in line with national average outcomes in KS2 (0)
Improve Attainment and Progress in Mathematics	Attainment at least in line with national outcomes. Progress at least in line with national average outcomes in KS2 (0)
Improve Phonics outcomes	Attainment at least in line with national outcomes.

Improve EYFS outcomes

In EYFS, pupils achieve at least in line with all pupils nationally.

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Improving Teaching Provision</i></b></p> <ul style="list-style-type: none"> <li>• Leaders to focus on improving teaching and learning through support, coaching, team teaching and robust monitoring procedures to ensure that all teachers have a clear understanding of the expectations of high-quality teaching and learning needed to improve outcomes for all. Leaders to support staff or provide training to develop teaching and learning across school. A structured monitoring cycle will ensure that areas for development are identified and support or training are put in place.</li> <li>• To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged.</li> <li>• Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum.</li> <li>• Ensure staff have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged.</li> <li>• Ensure that effective pedagogy meets individual pupil needs</li> </ul>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.</p> <p>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p> <p>EEF</p>	<p>1, 2, 3, 4, 6</p>

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High quality interventions informed by research evidence.</b></p> <ul style="list-style-type: none"> <li>• Use structured interventions from additional staff to provide additional support to all pupils to ensure they make at least expected progress from their different starting points. Monitoring and evaluating assessment information, holding pupil progress meetings and regularly evaluating interventions will ensure that those children, including HA pupil premium children, meet their expected targets.</li> <li>• Extra staffing for small group focused teaching provisions in identified cohorts to improve outcomes in attainment and progress to be more in line with national averages.</li> <li>• External agencies will be engaged to provide expert support and advice at meeting the needs of vulnerable children.</li> <li>• Pupil and parent meetings for vulnerable children/SEND held to ensure pupil's voice their preferred methods of support and scaffolding to aid their learning.</li> </ul>	<p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.</p> <p>There is extensive evidence supporting the impact of high-quality one to one and small</p>	<p>1, 2, 3, 4, 5, 6</p>

	<p>group tuition as a catch-up strategy.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, CSPs, or trained volunteers can also be effective. Where tuition is delivered by teaching CSPs or volunteers, providing training linked to specific content and approaches is beneficial.</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery.</p> <p>EEF</p>	
<p><b>Rapidly address low attainment in communication on entry to school in EYFS.</b></p>	<p>All pupils will need support in transition into school.</p>	<p>1, 2, 3, 4, 5, 6</p>



<ul style="list-style-type: none"> <li>• Speech &amp; language therapist to support children and staff in delivering intervention programme to identified children via screening tool. Wellcomm (intervention for improving communication, speech and language) that will impact on the outcomes for children by the end of EYFS, particularly those eligible for pupil premium, is also in place.</li> <li>• An EYFS curriculum with a securely embedded intent and implementation is further developed through coaching and mentoring by senior leaders and EYFS Lead. Staff to attend specific EYFS training to ensure current and up-to-date practices and strategies for teaching are embedded.</li> </ul>	<p>Additional transition support might include using assessment to identify areas where pupils are likely to require additional support.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improve attendance to ensure that children are regularly accessing the educational offer in school.</b></p> <ul style="list-style-type: none"> <li>• Attendance monitored daily, make first day absence calls, liaise with external agencies to identify additional support required, work with Lead DSL to share concerns and provide additional pastoral support.</li> </ul>	<p>There is a risk that high levels of absence pose a particular risk for disadvantaged pupils.</p> <p>EEF</p> <p>The pupils with the highest attainment at the end of key stage</p>	<p>1, 2, 3, 4, 5, 6</p>

<ul style="list-style-type: none"> <li>• ELSA support for identified pupils who have a recognised barrier to regular school attendance.</li> <li>• Ensure that DfE recommendations for improving attendance are consistently implemented.</li> <li>• Attendance is a standing agenda item on all SMT meetings. Data reviewed weekly, with impact of actions taken tracked.</li> </ul>	<p>2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p> <p>DfE</p>	
<p><b>Provide additional support for children who have increased mental health and/or wellbeing challenges some of which will have been caused by trauma.</b></p> <ul style="list-style-type: none"> <li>• Engage with Trauma Informed School training for senior leaders and then cascade this to all staff.</li> <li>• Secure additional resources to support the delivery of interventions related to trauma.</li> <li>• Additional staffing capacity to provide pastoral support.</li> <li>• ELSA support.</li> </ul>	<p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>EEF</p>	<p>1, 2, 3, 4, 5, 6</p>

**Total budgeted cost: £ £51,200**

## 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 2022 to 2023 academic year.

Aim	Outcomes				
Improve Attainment and Progress in Reading	KS2 Outcomes 2023 – All Children				
Improve Attainment and Progress in Writing		Reading	Writing	Mathematics	Combined RWM
	Attainment (GDS)	69% (38%)	73% (35%)	88% (27%)	65% (23%)
Improve Attainment and Progress in Mathematics	National	73%	71%	73%	59% (8%)
	Progress	0.0	+1.4	+2.9	
	AV Scaled Score	107	105 (GPS)	107	
	<p>25% of disadvantaged pupils met the expected standard in reading and writing, with 63% meeting the expected standard in mathematics. Progress measures for our disadvantage pupils will be added when available. Our disadvantaged pupils have multiple</p>				

	<p>vulnerabilities and these limited the progress made across KS2. This includes the continued impact of lockdown.</p> <p>Targeted tuition ensured that children identified as at risk of failing to reach the expected standard made accelerated progress, with most pupils who missed EXS scoring 95+ in reading and mathematics.</p> <p>Additional interventions were implemented to provide targeted support with reading, writing and mathematics.</p> <p>This remains a key focus for us as we continue to tackle the impact of the pandemic and to fully embed our new curriculum offer. Improving progress in reading across KS2 and further improving attainment outcomes in reading and writing are focus areas for improvement. This will continue to be addressed through improving the quality of education, developing pedagogy and our curriculum offer.</p>
<p>Improve Phonics outcomes</p>	<p>80% of Y1 pupils and 90% of Y2 pupils achieved the expected standard in phonics in 2023.</p> <p>Three disadvantaged pupils did not meet the expected standard in 2023 from Y1 and Y2. These pupils have multiple vulnerabilities.</p>
<p>Improve EYFS outcomes</p>	<p>74% of pupils achieved GLD in 2023 as a result of high-quality teaching and targeted interventions.</p> <p>A significant number of pupils in our 22/23 cohort in EYFS had S&amp;L barriers and low entry data. Progress data for these pupils is positive, with many being removed from the SEND register at the end of the academic year.</p>

Improving Quality First Teaching

A robust coaching and mentoring programme has been implemented to work with practitioners in class and during planning sessions, to ensure that provision rapidly improves. Leaders were released to provide this support, with a key focus on raising standards in English, reading and mathematics. Leaders were also released to engage with external programmes, including NPQs focused on improving teaching. Weak teaching was tackled and resulted in changes in staffing. As a result, teaching provision has improved as evidenced in our monitoring and evaluation activity which includes external validation from leaders in other settings.

This continues to be an area of focus. Newly appointed staff will need a full induction programme of support from leaders. We continue to focus on improving provision through developing our HPA Great Teaching Framework and our partnership with Newman University focused on critical pedagogies. Leaders of core subjects have dedicated time to focus on improving pedagogy and driving up outcomes for pupils.

Rapidly address low attainment in communication on entry to school in EYFS.

100% of pupils who were supported with Wellcomm progressed to the next band, reflecting good progress.

SALT support is in place for children and we have strong evidence of the impact this is having on children making progress, for example securing sounds resulting in accelerated progress in phonics.

A significant number of children entering EYFS this year have been identified as requiring S&L support and this will continue to be a high focus.

<p>Improve attendance to ensure that children are regularly accessing the educational offer in school.</p>	<p>Due to ongoing issues related to Covid, particularly during the autumn term, improving attendance continues to be challenging. Attendance was monitored throughout the year and our overall data was broadly inline with national data regularly released by the DfE. PA has also been significantly reduced and compares positively with national data. Senior leaders work with leaders from a MAT to identify additional strategies that can be implemented to address this area.</p>
<p>Provide additional support for children who have increased mental health and/or wellbeing challenges as a result of the pandemic or trauma.</p>	<p>Extensive support has been provided for children who have been impacted by trauma or those who have increased mental health/wellbeing challenges. A senior leader with Trauma Informed Schools and Mental Health Lead training has additional release time to lead on this provision, providing support at the time of need. Attendance for key children improved and there was a reduction in serious breaches of our behaviour policy. Additional support through counsellors was also secured, along with play therapy support. This is supporting children with strategies such as self-regulation. An Educational Psychologist has provided additional support for teaching staff, sharing strategies for supporting children in whole class situations.</p> <p>This continues to be a focus for 23/24 with a number of children identified as needing additional support. We are training an Emotional Literacy Support Assistant to provide additional capacity and support for pupils.</p>

## 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
Beanstalk Reading Support	Coram