

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 (3 year plans are recommended)	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	£5,220
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	£51,780

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><i>Improving Teaching Provision</i></p> <ul style="list-style-type: none"> • 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. • 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. • Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum. • 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. • Ensure that effective pedagogy meets individual pupil needs 	<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>High quality interventions informed by research evidence.</p> <ul style="list-style-type: none"> • 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. • 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. • External agencies will be engaged to provide expert support and advice at meeting the needs of vulnerable children. • 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. 	<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>Rapidly address low attainment in communication on entry to school in EYFS.</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"> • Speech & 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. • 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. 	<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>	
---	--	--

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

Budgeted cost: £ 3,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance to ensure that children are regularly accessing the educational offer in school.</p> <ul style="list-style-type: none"> • 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. 	<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"> • ELSA support for identified pupils who have a recognised barrier to regular school attendance. • Ensure that DfE recommendations for improving attendance are consistently implemented. • Attendance is a standing agenda item on all SMT meetings. Data reviewed weekly, with impact of actions taken tracked. 	<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>Provide additional support for children who have increased mental health and/or wellbeing challenges some of which will have been caused by trauma.</p> <ul style="list-style-type: none"> • Engage with Trauma Informed School training for senior leaders and then cascade this to all staff. • Secure additional resources to support the delivery of interventions related to trauma. • Additional staffing capacity to provide pastoral support. • ELSA support. 	<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: £ £51,780

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 2023 to 2024 academic year.

Review of impact September 2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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

CPD sessions and bespoke coaching was put in place to support quality first teaching and sharing of good practice for recently qualified and experienced teachers across the school. This has improved their practice, subject knowledge and promoted high expectations as seen through learning walks, peer reviews, book reviews, pupil voice, SIA visits and lesson observations. Practitioner knowledge of progression in English and mathematics to support adaptation strategies was a focus together with continuing to develop the core curriculum offer to raise outcomes at all key stages. Improving the writing offer in KS2 and next steps for priority areas were developed. Peer Review feedback included:

Leadership

- English lead strong and knowledgeable.
- Leaders are accurate with their self-evaluation
- Support from BPT having a positive impact (coaching model and CPD)

Implementation

- Staff feel supported to make improvements
- Culture of reflective practice
- Effective CPD – positive impact evident since TED in January

- Learning environment – pupils using learning walls to support their independence
- Resources to scaffold learning- word mats, phonics etc
- Adaptive teaching to support SEND pupils in place.
- CSP support is strong – reminding pupils to be on task (appropriately), good use of language to support leaning, proactive, identifying who needs support, focused 1-1 support
- Modelling supported children's progress
- Chunking of learning
- LOs and SC in place and consistent
- PD evident in provision

Pupils

- Pupils were confident talking about their learning with unfamiliar adults
- Pupils could tell us what to do if they were finding learning tricky
- Behaviour for learning is good

Other

- School environment purposeful and calm
- Excellent pupil – pupil and staff – pupil relationships

The Pupil Premium children across the school of each cohort were identified and targeted intervention was put in place to enable these children to make progress and reach ARE. Whole School PP Progress Reading: 14 out of 30 children making expected progress; 14 out of 30 children making better than expected progress; Total of expected and above progress, 28 children. Writing: 19 out of 30 making expected progress; 8 children making better than expected progress; Total of expected and above progress, 27 children out of 30 children. Maths: 18 children out of 30 making expected progress; 8 children making better than expected progress; Total of expected and above progress, 26 children.

School Tutors were used effectively to deliver targeted intervention across the school for PP (inc. SATS, MTC). The continued purchase of Times Table Rockstars also supported with this and also helped enable the parents to engage with home learning. KS2 SATS Reading: 1 of 5 pupil premium children achieving the expected progress and 4 out of 5 children making accelerated progress – totaling 5 out of 5 children making good and above progress. Writing: 2 of 5 children achieved expected progress, however 3 of 5 children made above accelerated progress - totaling 5 out of 5 children making good and above progress. Maths: 1 of 5 pupil premium children achieving the expected progress and 4 out of 5 children making accelerated progress – totaling 5 out of 5 children making good and above progress.

Support staff were used effectively to deliver targeted intervention across the school for KS1 Phonics. Targeted intervention was delivered in Early Years and Key Stage one for phonics and early reading. The children across the school were assessed for phonic progress every six weeks and those that were not on track were given extra 1:1 intervention. Furthermore, the children in Year one and two were targeted for extra phonic tuition in preparation for their statutory phonic screening. Year 1 Phonics Screening Data: 4 out of 5 children making accelerated progress. Year 2 Phonics Retakes – all pp children making accelerated progress and making the expected standard. There was a real focus on reading intervention in Year two to develop fluency. This was to impact on the Year two statutory reading assessment results and to improve fluency in reading which would then impact on all subjects. This resulted in all pp children meeting expected progress. KS1 Maths SATS: All making expected standard. Writing: All making expected progress. Weekly tutoring has been in place for specific groups of children throughout the year, including Y3/Y4/Y5/Y6. Robust adaptive teaching and strategies intensely applied for writing in Y6 seeing increased progress of all pupils.

Key focus continues on developing adaptive teaching strategies across all cohorts. Where areas for development have been identified, SLT have provided additional coaching and mentoring for teachers. Ongoing monitoring shows that actions have been quickly implemented, and data will continue to be analysed to gather evidence/impact.

Due to whole school focus on improving attendance following the implementation of working together to improve school attendance, rewards (such as letters home, end of term certificates) were used as incentives to focus on improving attendance. Attendance meetings are held weekly, identifying children that have fallen into the persistently absent category (below 90%) and children falling below 95%. This involved the use of letters to parents and contracting meetings; children with improving attendance were rewarded with letters home. All staff have taken responsibility for improving attendance for their cohort and personally phoned home or met with parents to encourage good attendance and punctuality for their class. From this intervention children are in school and therefore being enriched with a range of vocabulary and accessing all of the curriculum and accessing interventions when required.

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

A new BPT EYFS curriculum was implemented, with adaptations made to meet the needs of pupils. This has been supported through collaboration with trust leaders. All activities are now closely linked to the learning objective with a clear focus on intended pupil outcomes. Routines have been adapted to ensure that core subjects have a high priority and are taught daily with this now being evidenced more effectively in floor books and individual pupil books. As a result, books show pupils are making more secure progress with key objectives being met. Feedback is more precise, targeting essential next steps in learning, for example letter formation and application of phonics.

The trust foundation curriculum is now in place. Effective support from school and trust leaders enabled staff to develop their knowledge of each subject and the intended outcomes. EYFS Topic Floor Books are now in place, showing the learning journey with pupil voice well evidenced. Next steps in learning are now identified, extending children's curiosity about learning. Additional PD will be provided for Nursery staff so that they can take additional responsibility for completing these.

The trust English Leads have created documentation to support teachers in meeting the needs of all pupils when teaching grammar and punctuation. Additional guidance has also been created to ensure there is a clear focus for teaching for each 'text type' taught. These were introduced at the start of the spring term and staff feedback is positive.

Subject leaders attend the trust network weekly sessions, developing their understanding of trust approaches and informing next steps in development. Book looks provide evidence that the planned curriculum is now the taught curriculum across all cohorts and subjects. All Year group leaders and subject leaders have met regularly to plan high quality and engaging lessons that focus on the development of progressive sticky knowledge and progression of key skills.

In the January TED, staff worked on developing their understanding of adaptive teaching, working collaboratively to plan and develop lessons.

Our Teaching and Learning Lead has been given the remit of identifying barriers to implementing adaptive teaching and an initial implementation plan will be developed for the spring and summer terms.

Review of the wider curriculum has taken place across the trust. Teachers identified strengths and areas for development. During the summer term, faculty teams worked together to address areas for development. When leaders attend subject networks, they update staff the following week and agree actions for implementation. These are then reviewed by senior leaders. An example of this is the implementation of entry and exit tickets and the reactivation dual coding that is now included in most subjects across the school. These strategies have impacted on the progress that children are making, and pupil voice strongly says that these models actively support their learning.

Visitors to school included the Community Police Support Officers, The Fire Brigade and the school nurse and history workshops. Class trips included the All Things Wild, West Midlands Safari Park, The Almonry Museum, The Toy Museum, Bellboating, The Henrican (100% PP children attended) to see a musical production and a whole school trip to the circus including workshops for all children including nursery. 40 year five/ six children had the opportunity to go on a residential trip to Conover Hall (PP children subsidised or fully funded). The focus of this residential was for them to experience a variety of outdoor and adventurous activities and enjoy working together as a team. Choir took part in a Young Voices event at the NEC where over 30 children were invited to sing alongside other schools in a West Midlands singing event- the cost of transport was subsidized so that the children were able to take part in this event. 30 KS2 children also took part in The Big Sing with other children across Worcestershire at Worcester University. Pupil voice was strong saying that these experiences gave them opportunities that they would not have otherwise had, therefore enriching their life experiences.

The long-term curriculum plan has been refined and now key 'sticky knowledge has been identified and dual coding has been embedded within wave one subjects. This will allow children to make connections across all areas of the curriculum. A proportion of funding was allocated towards the school's mental health lead who has supported the wellbeing of a number of children across the school year. A member of staff is now fully trained as an ELSA (Emotional Literacy Support Adult). This support has taken the form of 1-to-1 ELSA sessions, emotional check-ins, small group intervention, lunchtime support and wellbeing extra-curricular activities.

Structured play has continued to be a success which is led by Empower, sport coaches who ensure a range of supervised and structured activities are provided daily to enhance health, wellbeing, team playing and social skills. Children in Y6 (100% PP children in this year group) have been exposed to music lessons by FAME to develop cultural capital with the aim of developing a lifelong love of music and offering broad experiences of playing the djembe drum. Reception children have also been exposed to attending the cluster EYFS music festival (100% PP children in this year group) including singing and playing musical instruments to a variety of songs.

Aim	Outcomes
Improve Attainment and Progress in Reading	28 out of 30 disadvantaged pupils met the expected and above standard in reading and 27 out of 30 in writing, with 26 out of 30 meeting the expected standard in mathematics. This reflects the continued impact of lockdown. Outcomes for disadvantaged pupils has increased from last academic year outcomes for KS2 by 6% in reading (expected and GDS), 4% in writing and 6% in maths.
Improve Attainment and Progress in Writing	

<p>Improve Attainment and Progress in Mathematics</p>	<p>Targeted tuition ensured that children identified as at risk of failing to reach the expected standard made accelerated progress</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. Improving progress in writing across KS2 and further improving attainment outcomes in reading and maths are focus areas for improvement. This will continue to be addressed through improving the quality of education, developing pedagogy and enhanced adaptive teaching.</p>
<p>Improve Phonics outcomes</p>	<p>79% of Y1 pupils and 89% of Y2 pupils achieved the expected standard in phonics in 2024.</p> <p>Y1 – PP 2 of the 5 children achieved expected standard. 2 of the 3 children below the expected standard have multiple barriers to learning and with 1 child having an EHCP in place.</p> <p>Y2 - PP 100% achieved expected standard. This evidences that gaps that persist at the end of Y1 are typically closed by the end of KS1.</p>
<p>Improve EYFS outcomes</p>	<p>100% of pupils achieved expected and above expected progress of GLD in 2024 as a result of high-quality teaching and targeted interventions.</p> <p>A significant number of pupils in our 23/24 cohort in EYFS had S&L barriers and low entry data, with three children having an EHCP. Progress data for these pupils is very positive, with many being removed from the SEND register at the end of the academic year.</p>

<p>Improving Quality First Teaching</p>	<p>A robust coaching and mentoring programme has continued to be implemented and developed further 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 structure. As a result, teaching provision has improved as evidenced in our monitoring and evaluation activity which includes external validation from leaders in other settings.</p> <p>This continues to be an area of focus. Newly appointed staff will need a full induction programme of support from leaders and ECT's on their second year will continue to need a programme of support. We continue to focus on improving provision through developing our HPA Great Teaching Framework linking in to external reports, class profiles, training etc. Leaders of core subjects have dedicated time to focus on improving pedagogy and driving up outcomes for pupils.</p>
<p>Rapidly address low attainment in communication on entry to school in EYFS.</p>	<p>SALT specialist 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.</p> <p>A significant number of children entering EYFS for September 2024 have been identified as requiring S&L support and this will continue to be a high focus.</p>
<p>Improve attendance to ensure that children are regularly accessing the educational offer in school.</p>	<p>Attendance was monitored throughout the year and our overall data was broadly inline with national data regularly released by the DfE. 73.4% of PP were above persistent absence category. Senior leaders</p>

	<p>work with trust leaders 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. The Headteacher is Trauma Informed School and Mental Health Lead trained and a member of the SLT has completed the Senior Mental Health Lead training too who has additional release time to lead on this provision, providing support at the time of need. We have also 2 members of staff trained in mental health first aid who can support children, teachers, parents with strategies and sign posts for referrals and additional support where needed. 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. Lunch times have also been a focus to help support children in social communication and this has shown a huge impact in behaviour with support from the Educational Psychologist.</p> <p>This continues to be a focus for 24/25 with a number of children identified as needing additional support. A CSP has completed her Emotional Literacy Support Assistant training and is now providing additional capacity and support for pupils. This has resulted in a reduced number of suspensions over the two years.</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

