



Honiton Primary School

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school. .

School overview

Detail	Data
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Christopher Tribble Headteacher
Pupil premium lead	Sarah Nicholas Deputy Headteacher
Governor / Trustee lead	Becky Buss, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190 400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£190 400

Part A: Pupil premium strategy plan

Statement of intent

At Honiton Primary School we aspire for all children, particularly the most disadvantaged, to be happy and responsible young people who achieve their best and are able to make a positive contribution to their school and wider community. We ensure that they are age appropriately world ready and that they have the skills required to be world ready when they leave education.

As a school we strive to build genuine relationships with those within our school community and beyond in the wider community. We pride ourselves in these relationships and our knowledge of the children, their families and the wider community drives the decisions that we make ensuring that we achieve the very best outcomes for our children and their families.

It is these relationships coupled with high-quality teaching that is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support.

The activity we have outlined in this statement is also intended to support the needs of children, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Recovery Premium spend for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and the needs of individuals, based on robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children achieve their best. 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
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1	Speech and language upon entry to the EYFS
2	Early Reading - EYFS/KS1
3	Reading at KS2
4	Writing outcomes in Key Stage 2
5	FSM attendance

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
To ensure that children in the EYFS are provided with the best opportunities and support to meet their early Learning Goal – Communication and Language. Ensuring that low start points do not add to disadvantage.	<p>The development of speech and language as part of quality first teaching.</p> <p>Low starting points to be addressed through wave one teaching - curriculum designed to meet need.</p> <p>Children to be immersed in and engage in language rich environments.</p> <p>Early identification of need to ensure that external professional support is in place where needed</p>
To ensure that by the end of Reception and KS1 disadvantaged pupils are achieving ARE or above in reading.	<p>Application of reading and phonics evident across the curriculum.</p> <p>Children to be fully engaged in phonic/ reading lessons.</p> <p>Timely interventions used to support identified children to make rapid progress.</p> <p>Reception data and phonic screening data to show a narrowing of the disadvantaged gap.</p>
To ensure that by the end of KS2 disadvantaged pupils are achieving ARE or above in reading	<p>The HPS approach to reading at KS2 to be fully implemented.</p> <p>Children to be immersed and fully engaged in the reading curriculum.</p>

	<p>Timely support/interventions to be used to support identified children to make rapid progress.</p> <p>End of KS2 data to show a narrowing of the disadvantaged gap.</p>
<p>To ensure that by the end of KS2 disadvantaged pupils are achieving ARE or above in writing.</p>	<p>A robust writing curriculum to be in place and embedded.</p> <p>Children to be fully immersed and engaged in vocabulary rich writing sequences.</p> <p>Modelling and scaffolding to be used to ensure all children make the required progress.</p> <p>End of KS2 data to show a narrowing of the disadvantaged gap.</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>Embedding the practice of Little Wandle</p> <p>Training and monitoring of teachers and TAs to ensure quality delivery</p> <p>Purchasing and rearranging of early</p>	<p>The Reading Framework, DfE</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics, EEF</p> <p>https://www.littlewandlelettersandsounds.org.uk/</p>	<p>1,2</p>

<p>reading books.</p> <p>Release time for modelling and monitoring to ensure consistency and support</p> <p>Coaching – staff to staff</p>		
<p>Quality First Teaching</p> <p>Teaching Walkthrus – Tom Sherrington Oliver Caviglioi</p> <p>ECERs - EYFS</p> <p>Focused drop ins by Assistant Heads, Deputy Head and SENDCo</p> <p>Planning time – Assistant Heads</p>	<p>https://www.walkthrus.co.uk/</p> <p>https://ers.fpg.unc.edu/node/39 https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching, EEF</p>	<p>1,2,3,4</p>
<p>Reading/phonics Intervention HLTA Y2 – Y6</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants, EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5</p>
<p>Quality first teaching</p> <p>English lead/ RH and SN to rewrite the English planning sequence - focus on pre teaching skills/oracy</p> <p>Staff training - over a 6 week block to introduce and practice</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://researchschool.org.uk/bradford/news/the-7-stages-of-the-writing-process#:~:text=The%20writing%20process%2C%20acording%20to,%2CRevising%2C%20Editing%20and%20Publishing.</p>	<p>4</p>

Release time for modelling and monitoring to ensure consistency and support		
Writing moderation		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an additional Reception TA to support children with being ready to be at school and ready to learn	Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,5
Teacher led tuition – target small groups of Y6 children. Weekly after school tuition.	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training – Walkthrus training and support around foci, planning and implementing	https://www.walkthrus.co.uk/ https://ers.fpg.unc.edu/node/39 https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/1-high-quality-teaching , EEF	1,2,3,4

Coaching training - CRT,SN, RE,RH		
<p>Continue to embed the principles of good practice to improve attendance.</p> <p>Speech and language interventions – identification n the EYFS in order to refer to SALT and apply appropriate interventions for progress to be made</p> <p>SEMH TA – targeted interventions around SEMH difficulties for children. !:2:1 and smallgroup. Attachment based mentoring and nurture. Early Birds group to support transition into school.</p> <p>Pastoral Manager – Working with families and children to maximise attendance. Counselling Supervision for staff</p>	<p>https://www.gov.uk/government/publications/workingtogether-to-improve-school-attendance</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/early-language, EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/news/prioritisesocial-and-emotional-learning, EEF</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning, EEF</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning, EEF</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning, EEF</p> <p>https://www.gov.uk/government/publications/workingtogether-to-improve-school-attendance</p>	<p>5</p> <p>1,2</p> <p>2,3,4,5</p> <p>5</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To ensure that children in the EYFS are provided with the best opportunities and support to meet their early Learning Goal – Communication and Language. Ensuring that low start points do not add to disadvantage.

The Early Years team has worked hard to ensure that all children continue to have access to a high quality language rich environment. Communication and social interactions are modelled in play and identified children have been supported to access this.

Specific interventions for phonic catch up, speech and language and play have been in place to support identified children.

Little Wandle is being embedded in Reception The challenge has been the reads but staffing has been looked at to support this.

Further training to be given to support this into next year.

The Reception classes have had a difficult year with illness – there has been high levels of D&V, colds and chicken pox.

Moving forward into the next three year cycle, speech and language remains a focus and a key area for development for the Early Years Team. The focus will be looking at how we develop speech and language through quality first teaching as well as specific, targeted interventions.

To ensure that by the end of Reception and KS1 disadvantaged pupils are achieving ARE or above in reading.

Data for this academic year shows that the gap remains at 20% between disadvantaged and non disadvantaged achieving ARE at the end of Key Stage 1 whilst those attaining above ARE shows disadvantaged children out performing non disadvantaged by 7%. It is worth noting that 2 of the disadvantaged children not achieving ARE have EHCPs and have language delay.

The Reception data shows a narrower gap of just 7%.

Early reading will remain a target area on our strategy document for 2024 - 2027.

All children to be fully engaged and suitable challenged during ALL lesson inputs

Engagement during inputs continues to show an improvement, and whilst this will not remain a focus area on the strategy document it will still be a conversation point during drop in feedback.

Children to be confident when moving into independent learning

This remains an area for development but will not be on the 2024 - 2027 strategy. It will remain an area to be observed and developed through work with phase leads and the SENDCo particularly focusing on how we use modelling, scaffolding and ordinarily available inclusive practice.