



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	Honiton Primary school
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	31.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Christopher Tribble Headteacher
Pupil premium lead	Sarah Nicholas Deputy Headteacher
Governor	Becky Buss, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164 335
Recovery premium funding allocation this academic year	£12 325



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	£176 660



Pupil premium strategy plan

Statement of intent

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	Details of challenge
1	Speech and language upon entry to the EYFS
2	Early Reading - EYFS/KS1
3	Lesson input – levels of engagement
4	Lower confidence when moving to independent learning
5	FSM attendance – moving from 94% - 97%+
6	Limited cultural capital (To be further explored in 2023)

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.	Early identification of need to ensure that external profession support is in place. Children to be engaged in stimulating, language rich environments that promote talk
To ensure that by the end of Reception and KS1 disadvantaged pupils are achieving ARE or above in reading.	Children to be fully engaged in phonic/ reading lessons Application of reading and phonics evident across the curriculum. Reception data and phonic screening data to show a narrowing of the disadvantaged gap.
All children to be fully engaged and suitable challenged during ALL lesson inputs	All children to be fully engaged during inputs – with high expectations around contribution and output.
Children to be confident when moving into independent learning	Through adaptive teaching, scaffolds and relevant support children should be confident to approach independent learning across the curriculum



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

Budgeted cost: £83,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>Purchasing Little Wandle - teaching of phonics looking at consistency in Rec and Y1.</p> <p>Training of teachers and TAs to ensure quality delivery</p> <p>Purchasing and rearranging of early reading books.</p> <p>Release time for modelling</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>1,2,3,4</p>



<p>and monitoring to ensure consistency and support</p> <p>Coaching – staff to staff</p>		
<p>Quality First Teaching</p>	<p>https://www.walkthrus.co.uk/</p> <p>https://ers.fpg.unc.edu/node/39</p>	<p>1,2,3, 4</p>
<p>Teaching Walkthrus – Tom Sherrington Oliver Cavigliloi</p> <p>ECERs</p> <p>SLT training</p> <p>Purchasing of books</p> <p>Release time for class teachers</p>	<p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching, EEF</p>	



Planning time – Assistant Head		
Reading Intervention Teacher Supporting Reception and KS1 Reading Intervention HLTA Y2 – Y6	https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants , EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	2,3,4,5

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

Budgeted cost: **£18564**

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)	1,2,4
		3,4



<p>Teacher led tuition – target small groups of Y6 children.</p> <p>Weekly after school tuition.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies

Budgeted cost: £75,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher training – Walkthrus and coaching.</p> <p>TA training to be delivered in 2023 – walkthrus and coaching</p>	<p>https://www.walkthrus.co.uk/</p> <p>https://ers.fpg.unc.edu/node/39</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/1-high-quality-teaching, EEF</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants, EEF</p>	<p>1,2,3,4</p>
<p>Continue to embed the principles of good practice to improve attendance</p>	<p>https://www.gov.uk/government/publications/workingtogether-to-improve-school-attendance</p>	<p>5</p>



<p>Speech and language interventions – identification</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/early-language, EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>in the EYFS in order to refer to SALT and apply appropriate interventions for progress to be made</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>SEMH TA – targeted interventions around SEMH difficulties for children. 1:2:1 and small group. Attachment based mentoring and nurture.</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>3,4,5</p>
<p>Pastoral Manager – Working with families and children to maximise attendance. Counselling Supervision for staff</p>	<p>https://educationendowmentfoundation.org.uk/news/prioritisesocial-and-emotional-learning, EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/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>



Contingency fund for acute issues. Uniform, trip subsidies, BASC, Holiday Club, School lunches where required.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Additional MTA/Kitchen hours to support flexible approaches to lunches.		
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Total budgeted cost: £177,753