



# Honeybourne Primary School

**Pupil Premium Strategy**

**2024-27**



**Honeybourne**  
Primary School

TURNING POTENTIAL INTO SUCCESS



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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   | Honeybourne Primary School            |
| Number of pupils in school  | 198 (Sept 2025)                       |
| Pupil Premium   | 18%                                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024 – 27                             |
| Date this statement was published   | 30 <sup>th</sup> September 2025       |
| Date on which it will be reviewed   | July 2025<br>July 2026<br>July 2027   |
| Statement authorised by   | Emma Pritchard (CEO Black Pear Trust) |
| Pupil premium lead  | Rachel Evans-Cook (Headteacher)       |
| Governor / Trustee lead   | Louise Bucknall/ Paul Shoemith        |

### Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year   | £54,450         |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | <b>£54, 450</b> |



## Part A: Pupil premium strategy plan

### Statement of intent

Our school motto is "Turning Potential into Success". We aspire for our children to achieve well, whatever their background and ensure that through high-quality teaching each child can make good progress. We place high expectations upon our pupils regardless of their background and there are no limits on learning. All children can achieve with the support of the adults around them, to offer support where needed, encouragement and praise.

Although we understand that many of our children have multiple 'barriers to learning', we believe that great teaching is crucial to ensure that children's needs are met. Therefore, at Honeybourne Primary School providing continued CPD is crucial to ensure children's needs are met. To further develop our teaching provision, we use the '*Great Teaching Toolkit*' created by Evidence Based Education to ensure that our pedagogical strategies are evidence informed. We also work in partnership with ELEs from Billesley Research School and the EEF to further improve teaching provision and outcomes for all children.

Our school curriculum is devised so that children can build upon firm foundations of knowledge and skills and, through wider experiences, bring this curriculum to life. In this way, children make the connections necessary to apply their learning to fully reach their potential. Working with families is crucial to gain the best for each child, including developing an understanding of regular attendance and punctuality. By ensuring excellent provision at a whole class, targeted support and wider experience levels, our aim is that every child will reach their full potential which will equip them well for the next stage of their education.

### Challenges

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

| Challenge number                          | Detail of challenge  |
|---|--|
| 1. Communication and Language Deprivation | A significant proportion of children enter school with high levels of language deprivation and less secure oral language and communication skills. Diagnostic assessment tools to assess children's' language acquisition consistently evidences this gap on school entry. Left unchallenged, this and a continued narrow vocabulary would be a barrier for learning throughout children's education.                            |
| 2. Attendance                             | Over the past two years, there has been a difference between the attendance of pupil premium and non-pupil premium children (>2%). Attendance of non-pupil premium children has been above the national attendance percentage, whilst pupil premium children have been below.<br><br>There is also a trend of a higher percentage of pupil premium children being persistently absent compared to their non-pupil premium peers. |



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| 3. Academic attainment               | Whilst pupil premium numbers in each cohort may be low, data indicates that some pupil premium children perform less well than their non-pupil premium peers in some statutory assessments.   |
| 4. Limited Wider experiences         | In some cases, children may lack the experiences that their non-disadvantaged peers may have had outside of school and, as a result, vocabulary can be less broad and children can lack context to their learning.  |
| 5. Social and Emotional Difficulties | <p>In some cases, children may have lower levels of emotional literacy than their non-disadvantaged peers.</p> <p>The mental health and well-being of parents impacted by the cost-of-living crisis may have a direct influence on that of children.</p> <p>The experiences of vulnerable families can have a wide-reaching impact on children in school: they are less likely to learn well in school without significant support and less likely to have support from home.</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  |
|--|---|
| <b>1) Communication and Language Deprivation</b> <ul style="list-style-type: none"> <li>Language acquisition is a high priority throughout school and explicit strategies for extending vocabulary, as well as a language rich environment, are consistently in place and are effective.</li> <li>A careful selection of language is taught including high frequency words found in many different contexts.</li> <li>Pupils are able to use expressive and receptive vocabulary in order to demonstrate their understanding and join in with discussions with topics they have learnt.</li> <li>Pupils' demonstrate breadth in their language use and depth in the contexts in which they apply this.</li> <li>Identified children with specific speech and language difficulties make good progress from targets set.</li> </ul> | <p>Most pupils who were assessed as having language skills below their chronological age have made up this gap by the beginning of KS2.</p> <p>Curriculum plans identify academic and subject specific vocabulary which supports key knowledge.</p> <p>Pupil premium children are able to use identified language orally and in writing (if age appropriate) as well as their non-pupil-premium peers.</p> <p>Most pupil premium children can express their opinions and knowledge clearly.</p> |
| <b>2) Attendance</b> <ul style="list-style-type: none"> <li>Attendance for all children increases and the gap between the attendance of disadvantaged and non-disadvantaged children narrows.</li> </ul>   | <p>Strategies are effective in raising attendance for all learners and particularly those who are disadvantaged. Attendance to reach at least 95%.</p>  |



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|   | Children and parents have a positive attitude towards school and are keen to attend. Parents understand the importance of good attendance and support plans to improve this attendance.  |
| <b>3) Academic attainment</b> <ul style="list-style-type: none"> <li>The proportion of all children attaining GLD is above national average. There is little to no gap between PP and NPP children</li> <li>The gap between the average score of PP and NPP children on the phonic screening test narrows.</li> <li>More children reach the expected fluency standard in reading at the end of year 1 and 2.</li> <li>The proportion of children reaching the expected standard in the times table check increases, with little to no gap between PP and NPP children.</li> <li>The proportion of PP children reaching the higher standard by the end of KS2 increases</li> </ul> | <p>All staff have a good understanding of the systematic approach to the teaching of phonics and deliver effective provision daily.</p> <p>The teaching of reading fluency is high profile and staff feel confident in how to improve this for their children.</p> <p>The teaching of mathematical fluency is high profile and staff feel confident in how to improve this for their children.</p> <p>An increased proportion of PP pupils reach full marks in the times table check.</p> <p>An increased proportion of PP pupils score over 20 in the times table check.</p> <p>A greater proportion of parents support their children in improving fluency in both reading and maths. 80% of targeted families show an improved engagement in their children's learning.</p> <p>Staff have a good understanding of higher standards in reading, writing and maths and give children opportunities to develop the skills and knowledge to reach this standard.</p> <p>PP children close the gap on their NPP peers in reaching higher standards in reading, writing and maths; average score in phonics and multiplication check.</p> |
| <b>4) Limited Experiences</b> <ul style="list-style-type: none"> <li>Children will have a broad vocabulary and can link learning to context.</li> <li>Children can utilise widening experiences to support writing and other curriculum learning.</li> <li>Children develop skills which support positive learning behaviours such as resilience, risk-taking, communication and co-operation.</li> </ul>   | <p>Children have wider experiences to draw upon, resulting in greater creativity and clarity in their work.</p> <p>Parent and child voice recognises the importances of wider experiences.</p> <p>The proportion of PP children accessing wider experiences is in line with those of their NPP peers.</p>  |
| <b>5) Social and Emotional Difficulties</b>   |  |



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| <ul style="list-style-type: none"> <li>• Parents are better able to recognise emotional difficulties within their family and support children with these</li> <li>• Children are better able to self-regulate their emotions.</li> <li>• Children are able to use appropriate language to discuss their emotions.</li> </ul> | <p>Parental voice shows they feel school supports them and their families with well-being.</p> <p>Child voice shows that they feel supported by school in recognising their emotions and how to develop positive wellbeing.</p> <p>Anxiety-based absence improves.</p> <p>Over time, the number of behaviour logs for disadvantaged children is reduced, with pupil premium children being in line with non-pupil premium children.</p> |
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### 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)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed     |
|---|--|-----------------------------------|
| <p>All relevant staff to receive high quality Monster Phonics training and coaching to deliver phonics effectively.</p> <p><b>Monster Phonics development package</b></p> <p><b>Reading lead</b></p> <p>The teaching of reading to be effectively resourced to support children's' learning e.g. phonetically decodable books, online portal</p> <p><b>Monster Phonics portal</b></p> <p><b>Phonically decodable readers/online</b></p> <p>Early identification of children falling behind their peers will ensure effective provision can be put in place and impact measured.</p> <p><b>KS2 reading</b></p> | <p>Quality first teaching for all.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy (EEF)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF</a><br/> <a href="https://www.educationendowmentfoundation.org.uk/Phonics">educationendowmentfoundation.org.uk</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development">Effective Professional Development   EEF</a><br/> <a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development">educationendowmentfoundation.org.uk</a></p> | <p>3)<br/>Academic Attainment</p> |



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| <p>All relevant staff to continue to receive high quality training and coaching to teach reading fluency and comprehension effectively. Coaching available to all staff where required.</p> <p><b>Accelerated reader</b></p> <p>Accurate tracking of children's reading and progression will support teachers.</p> <p>Children will be able to access a range of appropriate reading material to aid their progression.</p> <p>Relevant strategies are introduced into reading pedagogy to support the development of fluency e.g. Echo reading, choral reading</p> <p>The fluency rubric is used to assess children's fluency</p> | <p>The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months' progress. AR was very well received by the vast majority of teachers and classroom support professionals who perceived positive impacts on pupil reading ability, reading stamina, and attitudes. For this reason, we believe it may support our disadvantaged pupils and aid motivation.</p> <p><a href="https://educationendowmentfoundation.org.uk/accelerated-reader/re-grant/">Accelerated Reader (re-grant)   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> |                                    |
| <p><b>Explicit teaching of language</b></p> <p>Continued CPD for teachers to ensure high quality, explicit language teaching is provided across the curriculum.</p> <p><b>Word Aware/Freyers Model</b></p> <p>CPD for staff in EYFS and KS1 will support the development of language and early language.</p> <p>CPD on the use of the Freyer model to support the acquisition of new language will bring consistency of approach and improve teacher subject knowledge</p>   | <p>'Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.'</p> <p>"Vocabulary in Action" EEF</p> <p>The curriculum will continue to be developed to ensure the progression of language is layered. This will allow children to revisit prior knowledge and build on their understanding and use this language effectively both in their written and spoken language</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>                           | <p>1)<br/>Language deprivation</p> |



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|  | <a href="#">Vocabulary in Action poster: A tool for teachers   EEF</a><br><a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a> |  |
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed                                |
|---|--|--|
| <p>All relevant staff to receive CPD</p> <p>Explicit teaching strategies will be used to effectively develop language.</p> <p>Children with specific language needs will receive regular support from trained staff.</p> <p>Staff delivering specific language intervention to receive full training.</p> <p>Identified children will receive small group or individual tutoring to close gaps in attainment and to enable good progress.</p> | <p>Small group tuition has an average impact of 4+ months progress across the course of a year.</p> <p><a href="#">Small group tuition   EEF</a><br/><a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p> <p>The effective deployment of teaching assistants both within and in addition to classroom teaching can support children's progress.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a><br/><a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p> | <p>1) Speech and language</p> <p>3) Academic Achievement</p> |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|          |                                      |                               |





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| <p>Attendance lead to roll out updated attendance strategy, ensuring support for families but also careful monitoring of children causing concern.</p> <p>They will ensure that previously hard-to-reach families maintain their improvement as well as targeting any further concerns. She will provide support where needed for improvements to be made.</p> <p>All teaching staff will also take responsibility as the "first line" of action when improving attendance.</p> | <p><a href="#">Absence and attendance   The Key for School Leaders (thekeysupport.com)</a></p> <p>UCL (2020) found that a sense of belonging improve attendance and behaviour of pupils. If hard-to-reach families feel a closer connection to school, then attendance of children should improve.</p> <p><a href="#">Research shows 'a sense of belonging' is important for pupils' learning and behaviour   I</a></p> <p>The EEF guidance report 'Working with parents to support children's learning' recognises the positive impact parents can have on children's academic achievements.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>2) Attendance</p> <p>3) Academic Achievement</p> |
| <p>Emotional Literacy Support Assistant (ELSA) and Trauma Informed School Practitioner will support children with identified social and emotional needs</p>   | <p>The ELSA (Emotional Literacy Support Assistant) intervention supports the emotional needs of pupils by delivering individualised support programmes to meet their emotional needs. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.</p>             | <p>5) Social and emotional difficulties</p>         |



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|  | <p>Trauma Informed Schools Practitioner has a diploma in this area who responds effectively to vulnerable children/young people who have experienced trauma and/or have a mental health issue. The government Green Paper, 'Transforming Children and Young People's Mental Health Provision' (December 2017), states:</p> <p><i>There is evidence that appropriately trained and supported staff such as teachers and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder."</i></p> <p><b>EEF Toolkit: Tailor targeted approaches to meet the needs of individuals in your school</b></p> <p>Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Behaviour-in-Schools/">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> |                                      |
| <p>Families are coming under increased pressure leading to more evidence of poor wellbeing and mental health. Some families are regularly in crisis.</p> <p>A family support worker will be employed part-time to support families to access help within the community. The intention is to decrease the chance of 'crisis' being reached and to help parents to help themselves as well as to access support.</p> | <p><a href="#">Parental mental health problems   NSPCC Learning</a></p> <p>Many parents with mental health problems are able to give their children safe and loving care, without their children being negatively affected in any way. But sometimes, parents with mental health problems need support from family members, friends, neighbours and/or professionals, to help them care for their children. Coping with lots of challenges at once can make it difficult for parents to provide their children with the care that they need.</p> <p>NSPCC</p>  | 5) Social and emotional difficulties |
| Wider experiences will give children opportunities to develop language   | <p><a href="https://www.educationendowmentfoundation.org.uk/Life-skills-and-enrichment/">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>  | 4) Limited experiences               |



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| and first-hand experiences.<br>A) Visits and visitors<br>B) Outdoor learning, including forest school<br>C) Music<br>D) Residential visits | Studies showing the benefits of wider experiences are complex, however all children should be entitled to a well-rounded, culturally-rich education. Where children lack wider experiences in the home, school can fill these gaps. These experiences can also support children's development of resilience, building relationships and managing emotions which will help them in their studies and later life. |  |
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### *Review of impact September 2025*

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

| EYFS  | HPS all | HPS PP | National | HPS to National |  |
|---|---------|--------|----------|-----------------|--|
| GLD (EYFS)  | 71%     | 25%    | 69%      | +2%             |  |
| <ul style="list-style-type: none"><li>➤ Cohort above national average</li><li>➤ 50% met EYFS goals in reading writing and maths</li><li>➤ 50% PP made expected progress over the academic year</li><li>➤ 50% PP made above expected progress over the academic year</li></ul> |         |        |          |                 |  |
| Phonics   | HPS all | HPS PP | National | HPS to National |  |
| Y1  | 83%     | 60%    | 80%      | +3%             |  |
| Y2  | 88%     | 66%    | 91%      | -3%             |  |
| <ul style="list-style-type: none"><li>➤ Y1 phonics cohort above national average</li><li>➤ Y2 phonics cohort slightly below average</li><li>➤ 60% of PP made above average progress over the academic year</li></ul>  |         |        |          |                 |  |

| KS2         | HPS all | HPS PP | National | HPS to National |  |
|-------------|---------|--------|----------|-----------------|--|
| MTC         | 36%     | 71%    | 38%      | -2%             |  |
| KS2 Maths   | 69%     | 50%    | 74%      | -5%             |  |
| KS2 Reading | 94%     | 50%    | 75%      | +19%            |  |



|             |     |     |     |     |  |
|-------------|-----|-----|-----|-----|--|
| KS2 Writing | 81% | 50% | 72% | +9% |  |
| KS2 RWM     | 63% | 50% | 62% | +1% |  |
| KS2 GPS     | 81% | 50% | 73% | +8% |  |

- Y4 PP children exceeded national average by 33%
- MTC Average scaled score higher than national
- KS2 cohort reading, writing and grammar exceeded national average
- KS2 cohort combined just above national
- KS2 PP made above expected progress over the academic year in reading, writing, maths and grammar