

Honeywell Junior School's Pupil Premium Strategy Statement 2025-26



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	Honeywell Junior School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	30/320 (9.4%) (19.09.24)
Academic year/years that our current pupil premium strategy plan covers	2024 - 25
Date this statement was published	Oct 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J Clarke (Head Teacher)
Pupil Premium Champion	N Ojo (Deputy Head Teacher)
Governor	E Healey (Chair of Governors)
Special Responsibility Governor	K Price (Pupil Premium Governor)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic (financial) year	£58,250.00
Recovery premium funding allocation this academic year/Catch-up funding.	£0
School Led Tutoring Programme Fund	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£58,250.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

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Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupil Premium is an initiative set up by the government for schools to support pupils financially who receive Free School Meals (FSM), have received Free School meals in the last six years or who are in permanent foster care. Our intention is that all pupils, irrespective of their background or the challenges they may face, make excellent progress and achieve great academic success in all subjects. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are working at the expected standard or above.

With "A decade of research into educational disadvantage has shown there are no 'silver bullets' EEF August 2021, our aim is to ensure a whole-school culture that demands success, where aiming high is actively encouraged and high levels of achievement are the expectation for all. We believe that every 'individual' pupil can achieve given quality opportunities to show what they know and mitigate any sense of 'inaccessibility' to both pupils and their families.'

We will work tirelessly to:

-  Reward and applaud success of all kinds
-  Set high standards for all pupils, breaking down the barriers that financial inequality creates, to ensure that high aspirations are the expectation for all
-  Remember and communicate that disadvantage does not equate to low ability
-  Set challenging targets which are appropriate to the ability level of the pupil, irrespective of their financial background
-  Remember that more-able disadvantaged pupils will find it significantly more difficult to catch up if they fall behind, than would their more advantaged peers
-  Ensure disadvantage has a high profile within the school and that it does not become an invisible issue
-  Make the progress of disadvantaged pupils a key performance management or appraisal objective

We also reflect on the diverse challenges faced by vulnerable pupils. The activities we have outlined below are aimed at supporting their needs regardless of their academic achievements or the degree of disadvantage. Excellent quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. However, there will inherently be a benefit for those pupils not entitled to the Pupil Premium Grant (PPG) as well. With that in mind, in order to close the attainment gap, our aim is to create the conditions required for accelerated progress amongst the disadvantaged pupils in our school.

In addition to academic excellence, our wider strategy allows us to focus on leveling the playing field of experience and opportunity for our disadvantaged pupils. Thus, allowing our disadvantaged pupils to experience success and achievement in the domains of music, sport, creative and culinary arts.

Our strategy is also integral to our wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs of our disadvantaged pupils and research based.

To ensure they are effective we will:

-  Ensure disadvantaged pupils are challenged in any work that they are set

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- 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

School Context

We acknowledge the relative low numbers of pupils who are entitled to the fund, compared to other inner London schools and key indicators such as attainment trends show Key Stage 2 attainment, of the expected standard and higher standard in Reading, Writing, EGPS, Mathematics and Science was significantly above national. However, even with lower numbers we track the gap over the 4 years of Key Stage 2.

There are currently 30 pupils eligible for the PPG which is 9.4% of the school population (as of 19.09.24).

Of the 30 pupils entitled to the PPG:

- 26.7% (8) in Phase 3
 - 13.3% (4) In Year 3
 - 13.3% (4) in Year 4
- 73.3% (22) in Phase 4
 - 30.0% (9) in Year 5
 - 43.3% (13) in Year 6

Overall:

- 50.0% (15) are girls
- 50.0% (15) are boys
- 82.8% (24) are currently entitled to Free School Meals (FSM)
- 44.3% (13) have SEND
- 10.0% (3) are, or have been, in Local Authority Care, Post Adoption and Special Guardianship Orders.

Start of Year Attainment Data (Sept 24).

- 29 pupils 2023-24
- 9 pupils (from 2024-25) are not included in the data below

Subject	Working Below the Expected Standard for their yr grp % (number)	Working at the Expected Standard or above for their yr grp % (number)	Working at Greater Depth For their yr grp % (number)
Reading	55.2% (16)	44.8% (13)	20.7% (6)
Writing	62.1% (18)	37.9% (11)	6.9% (2)
Mathematics	55.2% (16)	44.8% (13)	10.3% (3)

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	A number of our disadvantaged pupils are working below their age-related expectations or not on track to achieve their target for the year so are in need of intervention support in order to ensure they reach their full academic potential.
2	As the majority of clubs have to be paid for, when offered a range of enrichment clubs after school very few parents of disadvantaged pupils sign up, therefore some pupils miss out.
3	Some parents of disadvantaged pupils cannot afford to pay for their child to go on school trips (day trips as well as the overnight residential). This means these pupils could potentially miss out on these experiences, therefore limiting their cultural capital opportunities.
4	Very few parents of disadvantaged pupils signed their pupil up to receive private 1:1 music tuition in September which means this group of pupils are missing out on this opportunity, presumably due to lack of money to pay for them, lack of awareness about different instruments or the options available to them.
5	A number of our Pupils entitled to the PP Grant have complex family situations, are dealing with family loss or have mental health needs for a number of reasons. Out of the 1:1 counselling sessions we have via our Place2Be service, up to half of them are accessed by Pupils entitled to the PP Grant.

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
All Pupils entitled to the PP Grant meet their end of year target set by their class teacher in September 2021 in Reading, Writing, Mathematics and Science.	<ul style="list-style-type: none"> • Termly teacher assessment and data analysis. • Daily formative assessment by class teacher • SEND intervention assessment data
All our disadvantaged pupils feel happy, supported and their mental well-being closely monitored.	<ul style="list-style-type: none"> • Pupil report positively in our 3 surveys given throughout the year. • Pupils are proud of their work and feel supported by their teacher when asked during work scrutiny sessions or lesson observations.
All pupils at Honeywell are given equal opportunities, therefore money is no barrier to any pupil attending an after-school club of their choice each term.	<ul style="list-style-type: none"> • All pupils are offered 1 free club each term • Uptake is then monitored and followed up if parents choose not to take up the offer. • All our Pupils entitled to the PP Grant attend at least one–two clubs each year, but ideally one each term.
All pupils at Honeywell are given equal opportunities, therefore money is no barrier to any pupil attending a school trip (day trip or overnight residential).	<ul style="list-style-type: none"> • All Pupils entitled to the PP Grant are offered reduced prices (discreetly) therefore making all trips and Residentials accessible. • Any pupil not attending will be contacted to find a solution and support given.
Pupils are given extra opportunities to enrich their learning through activities outside of their daily curriculum e.g. music tuition or cultural based trips e.g. theatre	<ul style="list-style-type: none"> • All our Year 5 Pupils entitled to the PP Grant have been offered the opportunity to learn an instrument. They will then have a 1:2 lesson for the rest of the year. • All our Year 6 pupils entitled to the PP Grant have been offered the opportunity to continue learning their instrument from last year for a further year.

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	<ul style="list-style-type: none"> We will monitor progress in Music overall for these pupils as their 1:2 lessons (in addition to their curriculum Music lessons) will ideally improve their confidence and love of music, and therefore their end of year results.
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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)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Literacy Trust – Writers for Life Intervention Training, resources and cover £350 or The Literacy Project - Pathway to Progress £1,000	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092 https://literacytrust.org.uk/programmes/young-writers/writers-for-life-enhancing-progress-in-ks2-writing/	1

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

Budgeted cost: £5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing Intervention – Supply cover for 6 wks intervention (3 days a week) £5,400	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include selection of high-quality curriculum materials, or investment in the use of standardised assessments. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	1

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

Budgeted cost: £50,650.00

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Place2Be (P2B) therapies being accessed by Pupils entitled to the PP Grant. £23,000</p>	<p>It is widely recognised that a pupil's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p> <p>13.4% of all pupils are estimated to have a mental health disorder and only 25% of them access support from Pupils and Adolescent Mental Health (CAMHS) services. The majority of the pupils seen by P2B (across the country) generally are male, White British or have special educational needs. These are the same groups that are felt to have higher probabilities of mental health difficulties in the UK.</p> <p>The link between poverty and poorer mental health is complex. However, pupils from families across the spectrum of lower income levels incur some risk for adverse health outcomes, with pupils from families facing the greatest poverty experiencing the greatest risk.</p> <p>The DFE, recognises that school and college-based counselling is also an effective form of targeted support for pupils.</p> <p>https://www.nationalelfservice.net/populations-and-settings/schools/primary-school-counselling/</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5192088/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_pupils_and_young_people_s_mental_health_and_wellbeing.pdf</p> <p>Over time, we are able to offer Place2Be 1:1 counselling sessions to a number of Pupils entitled to the PP Grant that met the threshold. Using the SDQ data pre and post this intervention we can see that each pupil benefitted positively from the sessions in terms of their mental health and well-being.</p>	<p style="text-align: center;">5</p>
<p>1:2 Music lessons (inc music books and reeds) for all our Year 5 & Year 6 pupils entitled to the PP Grant. (£7,000)</p> <p>Lessons Group £516 (£86 x 6)</p> <p>Paired £1,360 (£136 x 10)</p> <p>Hire £208 (£13 x 16)</p>	<p>Results from a variety of studies have shown the benefits for pupils of music in supporting aspects of pupils' cognitive and social development, self-confidence and by implication, educational attainment.</p> <p>By incorporating music composition into our music curriculum, we are trying to mitigate the barrier of only having tuition for a year and the fact that many parents and carers are not able to absorb the rental cost of their chosen instrument (in other settings) or the cost of replacing damage instruments. The pupils were also given a limited choice in the instrument they could learn which will lead to greater engagement.</p>	<p style="text-align: center;">4</p>

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<p>Termly Total £2,084</p> <p>Bks & reeds £400 (£25 x 16)</p>	<p>https://researchoutreach.org/articles/optimising-well-being-development-music/</p> <p>We want to provide equal opportunities to all families entitled to PPG. All our Year 5 & Year 6 pupils who we have offered free music tuition, music books and reeds (for clarinets students only) to have taken up the offer and started in Autumn 2.</p>	
<p>Subsidising overnight Year 6 & 5 trips £7,600</p> <p>Yr 6 £5,200 (£400 x 13) (546 = £42 x 13 pupil paid deposit)</p> <p>Yr 5 £1,800 (£200 x 9)</p>	<p>Education Endowment Fund - Moderate impact for moderate expenditure - We want to provide equal opportunities to all PPG families.</p> <p>Results from pupil well-being survey for these pupils were positive as a result of these pupils being able to be included with their peers.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>https://theconversation.com/the-kids-whod-get-the-most-out-of-extracurricular-activities-are-missing-out-heres-how-to-improve-access-169447</p>	3
<p>Subsidising clubs, trips and experiences for all Pupils entitled to the PP Grant £13,050</p> <p>After School Clubs – £11,700 (£390 x 30) Class trips - £1,800 (£60 x 30)</p>	<p>Education Endowment Fund - Moderate impact for moderate expenditure - We want to provide equal opportunities to all PPG families. We want to provide equal opportunities to all PPG families.</p> <p>Results from pupil well-being survey for these pupils were positive as a result of these pupils being able to be included with their peers.</p> <p>New skills learnt at clubs outside of their academic successes. Self-esteem boosted for those pupils who struggle academically.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>https://theconversation.com/the-kids-whod-get-the-most-out-of-extracurricular-activities-are-missing-out-heres-how-to-improve-access-169447</p>	2 & 3

Total budgeted cost: £57,050.00

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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 2024 to 2025 academic year.

WELL BEING OUTCOMES

Place2be For the academic year 2024 - 2025, the following data from Place2Be (P2B) is for both schools. Please note that at the time of writing, the School Project Manager's Annual Outcomes Report is in draft and may be subject to change.

To be updated on receipt of the

ACADEMIC OUTCOMES

The number of pupils entitled to the PPG rose from 30 to 34 by the end of the academic year.

Data analysis from Target Tracker for Pupils entitled to the PP Grant 2024-25 (as of 17.06.25)

Whole School (34 pupils in total)	Reading	Writing	Mathematics	RWM Combined
% who made less than expected progress	1 (4%)	2 (7%)	2 (7%)	
% who made expected progress	20 (71%)	17 (61%)	20 (74%)	
% who made better than expected progress	7 (25%)	8 (29%)	6 (22%)	
6 pupils not included in the progress data for Reading and Mathematics 7 pupils not included in the progress data For Writing				
% WT at end of year	16 (47%)	19 (56%)	17 (50%)	6 (21%)
% ARE at end of year	12 (35%)	14 (41%)	16 (47%)	
% GD at end of year	6 (18%)	1 (3%)	1 (3%)	

Summary for the Whole School 2024-25:

- The majority of pupils made expected (or better) progress in Reading, Writing and Mathematics.
- Reading is a relative strength.
- 8 pupils achieved GD: Reading (6), Writing (1) and Mathematics (1).
- Writing is the area for further development.

Data analysis from Target Tracker for Pupils entitled to the PP Grant 2024-25

Year 3 (7 pupils in total)	Reading	Writing	Mathematics	RWM Combined
% who made less than expected progress	0 (100%)	1 (17%)	2 (29%)	
% who made expected progress	5 (71%)	3 (50%)	2 (29%)	
% who made better than expected progress	2 (29%)	2 (33%)	3 (43%)	
1 pupil not included in the progress data (Writing)				
% WT at end of year	3 (43%)	4 (57%)	4 (57%)	2 (29%)
% ARE at end of year	1 (14%)	3 (43%)	3 (43%)	
% GD at end of year	3 (43%)	0 (0%)	0 (0%)	

Summary for Year 3 Pupils 2024-25

- All pupils in Reading made expected (or above) progress.
- The majority of pupils made expected or above progress in Writing and Mathematics.
- Reading is a relative strength and 3 pupils achieved GD.
- Mathematics is the area for further development as there more pupils making less than expected progress.

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Data analysis from Target Tracker for Pupils entitled to the PP Grant 2024-25

Year 4 (1 pupil in total)	Reading	Writing	Mathematics	RWM Combined
% who made less than expected progress	0 (0%)	0 (0%)	0 (0%)	
% who made expected progress	0 (0%)	0 (0%)	0 (0%)	
% who made better than expected progress	0 (0%)	0 (0%)	0 (0%)	
1 pupil not included in the progress data				
% WT (or below) at end of year	0 (0%)	0 (0%)	0 (0%)	1 (100%)
% ARE at end of year	1 (100%)	1 (0%)	1 (100%)	
% GD at end of year	0 (0%)	0 (0%)	0 (0%)	

Summary for Year 4 pupils 2024-25

- With only 1 pupil, the data is not statistically significant.
- The pupil made expected progress in Reading, Writing and Mathematics.
- In relation to the data, there are no relevant strengths or areas of development. A gap analysis would determine how close to GD the pupil is in the 3 subjects. Thus, allowing to identify an area of development.

Data analysis from Target Tracker for Pupils entitled to the PP Grant 2024-25

Year 5 (12 pupils in total)	Reading	Writing	Mathematics	RWM Combined
% who made less than expected progress	1 (13%)	1 (13%)	0 (0%)	
% who made expected progress	6 (75%)	5 (63%)	6 (63%)	
% who made better than expected progress	1 (13%)	2 (25%)	2 (9%)	
4 pupils not included in the progress data				
% of WT at end of year	8 (67%)	10 (83%)	8 (67%)	2 (17%)
% of ARE at end of year	4 (33%)	2 (17%)	3 (25%)	
% of GD at end of year	0 (0%)	0 (0%)	1 (8%)	

Summary for our Year 5 pupils 2024-25

- The majority of pupils made expected (or better) progress in Reading, Writing and Mathematics.
- Mathematics is a relative strength due to the pupil achieving GD.
- Writing is the area for further development.

Data analysis from Target Tracker for Pupils entitled to the PP Grant 2024-25

Year 6 (14 pupils in total)	Reading	Writing	Mathematics	RWM Combined
% who made less than expected progress	0 (0%)	0 (0%)	0 (0%)	
% who made expected progress	9 (69%)	9 (69%)	12 (92%)	
% who made better than expected progress	4 (31%)	4 (31%)	1 (8%)	
1 pupil not included in the progress data				
% WT at end of year	5 (36%)	5 (36%)	5 (36%)	7 (50%)
% ARE at end of year	6 (43%)	8 (57%)	9 (64%)	
% GD at end of year	3 (21%)	1 (7%)	0 (0%)	

Summary for our Year 6 pupils 2024-25

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- All pupils made expected (or better) progress.
- Reading is a relative strength due to the number of pupils at GD.
- 4 pupils achieved GD: Reading (3) and Writing (1).
- Mathematics is the area for further development.

% Pupils who have met their End of Year Target				
	Reading	Writing	Mathematics	Science
Whole School (34)	31 (91%)	23 (68%)	27 (79%)	25 (74%)
Year 3 (7)	7 (100%)	5 (71%)	5 (71%)	5 (71%)
Year 4 (1)	1 (100%)	1 (100%)	1 (100%)	1 (100%)
Year 5 (12)	11 (92%)	7 (58%)	10 (83%)	9 (75%)
Year 6 (14)	12 (86%)	10 (71%)	11 (79%)	10 (71%)
% Pupils who have Exceeded their End of Year Target				
	Reading	Writing	Mathematics	Science
Whole School (34)	1 (3%)	8 (24%)	2 (6%)	3 (9%)
Year 3 (7)	0 (0%)	1 (14%)	0 (0%)	0 (0%)
Year 4 (1)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Year 5 (12)	0 (0%)	4 (33%)	1 (8%)	0 (0%)
Year 6 (14)	1 (7%)	3 (21%)	1 (7%)	3 (21%)

The data indicates strong overall progress in Reading, with 91% of pupils across the school meeting their end-of-year targets, and particularly high success in Year 3 (100%), Year 4 (100%), and Year 5 (92%). However, it must be noted that both Phase 3 cohorts had less than 7 pupils as appose to Year 5 (12) and Year 6 (14) respectively.

Mathematics and Science also show relatively strong performance across the school, with 79% and 74% of pupils meeting targets respectively. However, Writing stands out as an area for improvement, with only 68% of pupils achieving their expected targets, and a notably low 58% in Year 5.

While most pupils are meeting expectations, the proportion of students exceeding their targets is relatively low across all subjects. Only 3% of pupils exceeded in Reading, and just 6% in Mathematics. Writing shows comparatively higher stretch with 24% of pupils exceeding expectations, particularly in Year 5 (33%). Science also sees some extended achievement in Year 6 (21%), but no pupils in Years 3 or 4 exceeded their targets in any subject. These results suggest that while baseline expectations are largely being met, there is a need to strengthen challenge, ensure opportunities for pupils to work at greater depth and explore new ways to assess pupils' knowledge as well as closing the gap to pupils not entitled to the Pupil Premium Grant, especially in Reading, Mathematics, and Science.

School-led tuition:

Writing Intervention

Due to a late release of the Writers for Life intervention training, elements from the Pathways to Success intervention was incorporated into an Early Bird intervention as well as class based handwriting sessions. This supported handwriting development and the teaching of specific writing skills across the Key Stage. Thus, contributing to the 92% of pupils meeting or exceeding their writing target.

Enrichment Outcomes:

Music

Those pupils taking part, and were able to fully commit to the sessions) enjoyed their lessons and made good progress from their starting points. Registration was an easier process for the majority of pupils. However, there

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continues to be challenges in finding a violin teacher. As a result, this year we will reduce the number of instrument options available.

After School Clubs

By the summer term, the number of pupils entitled to the Pupil Premium Grant increased by 5. The majority of pupils (23, 68%) in receipt of the PPG accessed an after-school club over the year. This was a decrease of 1 child since last year. Of the 23 pupils, 19 pupils (83%) attended two or three clubs over the year. On average, 19 pupils attended an afterschool club each term. The number of pupils attending an afterschool club in the summer term, compared with the autumn term, decreased by 1 pupil (3%).

Trips and Visitors

14 pupils were able to attend the Year 6 residential trip to Marchants' Hill. All pupils were able to experience a free trip, visitor or experience each half term.

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

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	(Applicable to 0 pupil)
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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Further Information (Optional)

N/A
