

# Honeywell Infant School Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	Honeywell Infant School
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	10/297 (3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jane Neal & Fiona Arnold Headteachers
Pupil premium lead	Kathryn Jessett Assistant Headteacher
Governor / Trustee lead	Katie Price lead governor for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,490
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,490

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. 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
- combine academic support with support for wellbeing and mental health

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This affects their development and progress as readers.

2	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils
3	Some 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.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect the most disadvantaged pupils, including their attainment. Some of these pupils have required referrals to other agencies: Place2Be, EWP services and the EP service.
5	A number of our PPG children have very complex family situations, are dealing with early childhood trauma or have mental health needs for a number of reasons. Out of the 1:1 counselling session slots we have via our Place2Be service, a large number are accessed by PPG children
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils and is below the 95% attendance rate expected by the DfE.
7	Our observations and interactions with families indicate that some of our disadvantaged pupils lack enrichment at home and extra-curricular activities.

## 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
Disadvantaged pupils will make at least expected progress from their individual starting points in all areas of the curriculum, particularly Reading, writing and Maths	<ul style="list-style-type: none"> <li>• Pupils will receive 'Early Bird' interventions in response to gaps in their learning</li> <li>• Pupils will receive focussed teaching in English and Maths through TA or class teacher support</li> <li>• Staff will target pupils as soon as they move from the carpet to the tables to ensure pupils know exactly what they are doing</li> <li>• Staff will ensure pupils will receive high quality verbal feedback as a priority</li> <li>• Pupils will receive additional 1:1 reading sessions where appropriate in addition to the group reading sessions each week</li> </ul>

<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that any barriers are removed</p> <p>Pupils will make secure relationships with their key adults and use strategies to support their emotional regulation</p>	<ul style="list-style-type: none"> <li>• Parents/carers will engage with support offered by the school e.g. Place2Be, ELSA, EWO early help where necessary.</li> <li>• All staff will have a secure understanding of what trauma is and how it impacts on a child's ability to learn and regulate emotions</li> <li>• Pupils with identified social, emotional needs will access Place2Be or ELSA in order to develop self-regulation</li> <li>• Pupils will demonstrate improvements in learning behaviours</li> <li>• Pupils will make progress in their learning</li> <li>• Staff will have strategies that they use with children who demonstrate difficulties with emotional dysregulation</li> <li>• Pupils will have a bank of strategies that they have practised and are able to use to them regulate their emotions.</li> </ul>
<p>All disadvantaged pupils will meet national expectations for attendance/ persistent absence</p>	<ul style="list-style-type: none"> <li>• Pupils' attendance will be monitored closely and any children who are persistently absent will meet with the Headteacher.</li> <li>• Barriers to attendance will be identified swiftly and action will be taken to improve attendance</li> <li>• Support for parents offered through Place2Be and ELSA.</li> <li>• Government guidelines around attendance will be adhered to and communicated appropriately with parent/carers.</li> </ul>
<p>All children are given equal opportunities, therefore money is no barrier to any child attending an after school club of their choice each term</p>	<p>An increase in participation in enrichment activities, particularly among disadvantaged pupils, achieved by:</p> <ul style="list-style-type: none"> <li>• All PPG children being offered 1 free club each term.</li> <li>• Uptake is monitored and followed up if parents choose not to take up the offer.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: **£2500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The purchase of further Little Wandle Letters and Sounds (revised) resources to secure stronger phonics teaching for all pupils.</p>	<ul style="list-style-type: none"> <li>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for the most disadvantaged pupils:</li> </ul>	<p>1 &amp; 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <ul style="list-style-type: none"> <li>We will fund teacher release time with a maths specialist to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</li> </ul>	<ul style="list-style-type: none"> <li>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</li> </ul>	<p>2 &amp; 3</p>
<p>To train all teachers and staff to use the Zones of regulation to support pupils in their daily emotional regulation.</p> <ul style="list-style-type: none"> <li>We will fund an outside training provider for all staff and purchase Zones of regulation resources.</li> </ul>	<ul style="list-style-type: none"> <li>There is extensive evidence associating emotional self-regulation with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</li> </ul>	<p>4 &amp; 5</p>

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

Budgeted cost: **£6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further catch up phonics support.</p> <p>This will be delivered using Little Wandle Letters and Sounds Revised 'Keep up' materials.</p>	<ul style="list-style-type: none"> <li>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></li> </ul>	1 & 3
<p>School led 'Early Bird' tutoring offered to KS1 PPG pupils, who will receive 1 hour of tutoring per week (2x 30 minutes sessions)</p>	<ul style="list-style-type: none"> <li>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The tutoring will also support pre learning work, both one-to-one and in small groups: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></li> </ul>	1, 2 & 3
<p>To enhance all disadvantaged pupils literacy skills by giving them additional reading materials take home.</p> <ul style="list-style-type: none"> <li>Reading packs of key texts for to be given to all PPG children.</li> <li>Starter Packs for Nursery, including vocabulary word mats and creative resources.</li> </ul>	<ul style="list-style-type: none"> <li>Access to high quality reading material is paramount to develop literacy skills. Children to receive all key texts for the year so children have access to pre learning and review of materials.</li> </ul>	1 & 3

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

Budgeted cost: **£6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good attendance with continued support of the EWO</p> <p>This will involve further training for a support officer to improve attendance.</p> <ul style="list-style-type: none"> <li>Attendance meetings with families.</li> <li>SLT monitor attendance weekly.</li> </ul>	<ul style="list-style-type: none"> <li>Significantly reduced levels of absence and persistent absence leads to better attainment (DFE)</li> </ul>	6
<p>Continuation of a Place2Be service at Honeywell to offer emotional and therapeutic services building children's resilience through talking, creative work and play.</p> <ul style="list-style-type: none"> <li>Selected PPG pupils will receive a therapeutic intervention: 1:1 counselling slots, Place2Talk support or 'Journey of Hope' group. SDQ data is collected pre and post intervention.</li> </ul>	<ul style="list-style-type: none"> <li>There is extensive evidence associating emotional resilience with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</li> </ul>	4, 5 & 6
<ul style="list-style-type: none"> <li>Release ELSA trained staff to offer further emotional support.</li> <li>Supporting in house Play Therapist through Play therapy UK</li> </ul>	<ul style="list-style-type: none"> <li>Research by the EEF shows that social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</li> </ul>	4, 5 & 6.
<p>Subsidies for clubs and trips for all PPG pupils.</p>	<ul style="list-style-type: none"> <li>This will provide equal opportunities for all PPG children. New skills learnt in clubs will potentially boost self-esteem and confidence.</li> </ul>	7

**Total budgeted cost: £14,500**

## 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 2022 to 2023 academic year.

Finances spent as allocated in the previous years plan with a small overspend in the allocated budgets, due to rising staffing costs across the year.

Due to very small numbers of children it is difficult to make year on year comparisons of cohorts. However, our internal assessments during 2022/23 demonstrates:

The majority of children made good or better progress. Overall children entitled to disadvantaged subsidy in Reception exceeded the progress of all children in reading, writing and Maths. In Year 1 they exceeded the progress in reading and writing, but were slightly below in maths. In Year 2 they exceeded the progress of all children in reading, made the same progress as children in writing but made slightly less progress in maths.

All children supported by the PPG met or exceeded the targets set for them at the beginning of the year.

There appears to be no particular pattern in pupil achievement so we have continued to support disadvantaged children individually in all core areas. Children were prioritised for any school based interventions to ensure high outcomes were met.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Curriculum focus on small steps in learning will support all children, but particularly disadvantaged children as they can sometimes need additional support
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.