

Honeywell Infant School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2025 to 2026 (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	318
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Fiona Arnold Headteacher
Pupil premium lead	Kathryn Jessett Assistant Headteacher
Governor / Trustee lead	Emma Healey Lead Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Recovery premium funding allocation this academic year	£0
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	£22,725

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 approach is responsive, evidence-informed, and tailored to both common challenges and individual needs. The strategies we have chosen work together to help pupils thrive. To ensure they are effective, we will:

- Ensure disadvantaged pupils are consistently challenged through high-quality, ambitious learning.
- Identify needs early and intervene promptly.
- Foster a whole-school commitment in which every member of staff takes responsibility for disadvantaged pupils' outcomes and maintains high expectations.
- Combine academic support with strong provision for wellbeing and mental health.

School Context

We acknowledge the relatively low numbers of pupils who are entitled to the fund. We track individuals rather than groups due to the low number of children and report on individual outcomes.

There are currently 14 pupils eligible for the **PPG which is 4.4%** of the school population as of September 2025.

EYFS: 1

KS1: 13

Overall: 14

Girls: 3

Boys: 11

SEND: 8 (4 have EHCPs)

1 child has been in Local Authority Care and is now Post Adoption.

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"> • Pupils will receive 'Early Bird' interventions in response to gaps in their learning • Pupils will receive focussed teaching in English and Maths through TA or class teacher support • Staff will target pupils as soon as they move from the carpet to the tables to ensure pupils know exactly what they are doing • Staff will ensure pupils will receive high quality verbal feedback as a priority

	<ul style="list-style-type: none"> • Pupils will receive additional 1:1 reading sessions (reading partners) where appropriate in addition to the group reading sessions each week
<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"> • Parents/carers will engage with support offered by the school e.g. Place2Be, ELSA, EWO, Early Help where necessary. • 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 • Pupils with identified social, emotional needs will access Place2Be or ELSA in order to develop self –regulation • Pupils will demonstrate improvements in learning behaviours • Pupils will make progress in their learning • Staff will have strategies that they use with children who demonstrate difficulties with emotional dysregulation, for example the Zones of Regulation • Pupils will have a bank of strategies that they have practised and are able to use to them regulate their emotions.
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence</p>	<ul style="list-style-type: none"> • Pupils' attendance will be monitored closely and any children who are persistently absent will meet with the Headteacher. • Barriers to attendance will be identified swiftly and action will be taken to improve attendance • Support for parents offered through Place2Be and ELSA. • Government guidelines around attendance will be adhered to and communicated appropriately with parent/carers. • As specified in ABIE, PPG attendance to increase to 95.8%
<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"> • All PPG children being offered 1 free club each term. • Uptake is monitored and followed up if parents choose not to take up the offer. • Pupils will be given all of the core text books as enrichment for home.

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As part of the Strategic plan (2025-26) school to Develop 'access to writing' techniques for all pupils, including disadvantaged pupils. All teachers to receive training on teaching writing, with a focus 'access to writing' for all children.</p>	<ul style="list-style-type: none"> The DfE recently published a new writing framework (July 2025) designed to provide "practical tools and guidance" so that primary school pupils build strong foundations in writing (handwriting, spelling, grammar, composition, etc.). The framework emphasises that those with lower attainment, including disadvantaged pupils "stand to benefit most." <p>https://www.gov.uk/government/publications/the-writing-framework</p>	<p>1,2, & 3</p>
<p>Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance.</p> <ul style="list-style-type: none"> We will fund teacher release time to work alongside an external subject and pedagogical expert and specialist (Jonny Al-lam) 	<ul style="list-style-type: none"> Current DfE guidance and EEF research strongly support schools investing in structured curriculum development time and expert-led professional development to raise attainment, particularly in writing and literacy. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm</p>	<p>2 & 3</p>
<p>To train all teachers and support staff to use the Zones of regulation and sensory circuits to support pupils in their daily emotional regulation.</p>	<ul style="list-style-type: none"> 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) <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies?utm</p>	<p>4 & 5</p>

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

Budgeted cost: **£12,450**

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"> 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. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy?utm</p>	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"> 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. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	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"> Reading packs of key texts for to be given to all PPG children. Starter Packs for Nursery, including vocabulary word mats and creative resources. 	<ul style="list-style-type: none"> 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. <p>https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-book-ownership-in-2025/?utm</p>	1 & 3

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

Budgeted cost: **£7,275**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As part of the Strategic plan (2025-26) school to Improve whole-school attendance, ensuring all pupils, including disadvantaged pupil (PPG pupils)</p> <ul style="list-style-type: none"> • SLT track whole school attendance • Letters and attendance meetings when required for PA pupils. 	<ul style="list-style-type: none"> • According to a recent EEF analysis of 1,255 schools' PPG statements, poor attendance is one of the top three barriers schools identify as limiting success for disadvantaged pupils. <p>https://educationendowmentfoundation.org.uk/news/biggest-challenges-to-disadvantaged-pupils-attainment?utm</p>	4, 5 & 6
<p>As part of the Strategic plan (2025-26) school to research and embed a new behaviour policy, values and set of practices that have a strong, lasting and positive impact on all pupils' behaviour</p>	<p>The EEF <i>Improving Behaviour in Schools</i> Guidance Report identifies key principles linked to long-term positive behaviour outcomes:</p> <ul style="list-style-type: none"> • Consistent, school-wide implementation of a well-designed policy. • Clear values and expectations that are taught explicitly to pupils. • Staff training and shared language to ensure consistency. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<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"> • 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. 	<ul style="list-style-type: none"> • 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) 	4, 5 & 6

<ul style="list-style-type: none"> • Release ELSA (1 afternoon per week) to offer further emotional support. • Sports mentoring 1-1 sessions for selected PPG pupils 	<ul style="list-style-type: none"> • 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. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm</p>	4, 5 & 6.
<p>Subsidies for clubs and trips for all PPG pupils.</p>	<ul style="list-style-type: none"> • This will provide equal opportunities for all PPG children. New skills learnt in clubs will potentially boost self-esteem and confidence. <p>chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf?utm</p>	7

Total budgeted cost: £23,725 (£1,000 over budget)

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.

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

Academic Outcomes

Due to very small numbers of children it is difficult to make year on year comparisons of cohorts. There appears to be no particular pattern in pupil achievement so we have continued to support children entitled to PP funding individually in all core areas. Children were prioritised for any school based interventions to ensure high outcomes were met.

Outcomes for children entitled to PP funding continue to reflect the school's commitment to early intervention and high-quality teaching, with particularly strong progress evident in Reception and Year 2.

Reception					
Subject	Below ARE	ARE	Exceeding	ARE+	Progress
Reading	2 (33.3%)	3 (50.0%)	1 (16.7%)	4 (66.7%)	7.0
Writing	2 (33.3%)	4 (66.7%)	0 (0%)	4 (66.7%)	7.7
Number	2 (33.3%)	4 (66.7%)	0 (0%)	4 (66.7%)	7.3

In **Reception**, children entitled to PP funding achieved below the whole cohort in absolute attainment; however, their progress scores were notably higher than non-PP-funded children across Reading, Writing and Number. This demonstrates that the early-years provision is successfully closing gaps from baseline and equipping them with secure foundations for Key Stage 1.

Year One					
Subject	Below ARE	ARE	GD	ARE+	Progress
Reading	1 (20.0%)	4 (80.0%)	0 (0%)	4 (80.0%)	6.0
Writing	4 (80.0%)	1 (20.0%)	0 (0%)	1 (20.0%)	5.6
Maths	1 (20.0%)	3 (60.0%)	1 (20.0%)	4 (80.0%)	6.0

In **Year 1**, outcomes present a more mixed picture. Despite this being the most complex PP cohort in the school, with four of the five children also identified as having SEND, many pupils achieved well, particularly in Reading and Maths, where most reached age-related expectations and made expected progress. These outcomes show that, even within a highly vulnerable group, targeted classroom strategies and sustained support are enabling children to secure core skills.

Year Two					
Subject	Below ARE	ARE	GD	ARE+	Progress
Reading	1 (14.3%)	5 (71.4%)	1 (14.3%)	6 (85.7%)	6.1
Writing	2 (28.6%)	4 (51.7%)	1 (14.3%)	5 (71.4%)	6.1
Maths	2 (28.6%)	3 (42.9%)	2 (28.6%)	5 (71.4%)	5.8

By **Year 2**, outcomes for children entitled to PP funding show a positive profile. Reading attainment is strong and close to that of non-PP-funded peers, with progress above expected. Outcomes Writing and Maths are generally secure, with only a small number of children not meeting expectations, some achieving GD and some making more than expected progress.

Of the 14 pupils who engaged in Early Bird sessions 4 (29%) were entitled to PP funding. Staff reported that these interventions had a significant impact on the children who attended.

9 of the 17 PPG children (53%) received other targeted interventions, for example, Little Wandle Phonic catch up, Reading Partners, Caption Writing, Maths Support, Explore and talk intervention

Wellbeing outcomes

For the academic year 2024-25, the following data from P2Be is for both the Infant and Junior School. There were 27 children supported by Place2Be's 1:1 counselling service 9 children were from the Infant School. Of these 9 children 3 were entitled to PPG funding. ELSA support was also offered to 6 pupils, of these 3 were PPG.

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.