

# Pupil premium strategy statement 2024-2027

*Reviewed December 2025*

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School	Honilands Primary school
Number of pupils in school	338 (N to Yr 6)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024- 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	James Irvine (HT)
Pupil premium lead	Elizabeth Newport (DHT)
Governor / Trustee lead	Cidem Alkan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,430
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£245,430</b>

# Part A: Pupil premium strategy plan

## Statement of intent

**Our main objectives are to ensure all children make good or better than expected progress, there is no attainment gap between pupil premium and non-pupil premium pupils attainment, and school outcomes are inline or above national outcomes.**

As a school we all have a responsibility to monitor the progress and provision in school, ensuring that the quality of teaching, interventions, and wider provision are meeting the needs of all of our pupils. The Strategic Plan sets out how the Pupil Premium Grant is used to support the learning of pupils at Honilands.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. In line with the EEF Guide, we will adopt a tiered, evidence based approach to Pupil Premium spending. High quality teaching is at the heart of our approach, followed by targeted academic support, and wider strategies 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.

### Strategic Plan Principles

- Our key principle is to ensure our systems allow early identification of need, swift action and a planned pathway of support for pupils.
- We have a robust inclusion framework and systems to ensure children's needs are met, this is called our Pathways and Provision map.
- When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. We strive unconditionally for high expectations in everything we do. We build strong relationships and are determined to ensure that all pupils make good or better progress from their starting points. We are committed and motivated to achieve the best possible outcomes for all of our children.

Useful links:

DfE Pupil Premium Guidance

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

DfE Using Pupil Premium Guidance

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

DfE Recovery Premium Funding Guidance

<https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>

EEF Using Pupil Premium

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

EEF Guide to the Pupil Premium

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151v>

EEF Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

EEF Using Research evidence to support your spending decisions

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - evidence brief.pdf?v=1726046314>

## Challenges

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

Challenge number	Detail of challenge
1 Language	As a school serving a diverse and disadvantaged community, we face significant challenges in addressing under-developed language, oral literacy skills and vocabulary gaps. Many of our pupils, particularly those eligible for Pupil Premium Grant (PPG), and SEND enter school with limited vocabulary and communication skills. This affects their ability to access the curriculum, express themselves confidently, and achieve their full potential. The pandemic has further widened these gaps, with some pupils falling behind their expected attainment targets, particularly in communication, reading, and writing.
2 Socio-economic disadvantages	A key challenge we face is overcoming the socio-economic disadvantages that limit our pupils' experiences outside of school. Many of our children lack access to enriching opportunities, such as cultural outings or resources like books and technology. These gaps mean pupils often come to school with a lack of context or background knowledge to engage and participate fluently and successfully in classroom discussions, and the ability to fully relate to the curriculum. This creates a need for the school to provide a rich curriculum, experiences and opportunities within school to broaden pupils horizons and help bridge the gap created by socio-economic disadvantage, to ensure all pupils can access and benefit from the curriculum.
3 SEMH	We see a growing number of pupils with social, emotional, and mental health (SEMH) challenges, a situation exacerbated by the pandemic and the ongoing cost of living crisis. These needs often stem from difficult home environments, trauma, and lack of stability, which impact pupils' ability to focus, regulate emotions, and interact positively with their learning, peers and staff. This has led to an increase in teacher referrals for SEMH support, requiring us to allocate resources to counseling, pastoral care, and targeted interventions to support these pupils effectively.
4 Attendance	Poor attendance is a persistent issue that significantly affects our ability to support disadvantaged pupils. Many children miss school due to illness, transport challenges, or family responsibilities, which disrupt their learning and widen attainment gaps. Frequent absences disrupt their learning and create knowledge gaps, making it harder for them to keep pace with their peers. As a school, we are focused on developing strategies to engage families and support pupils to attend regularly, ensuring every child has the opportunity to succeed.

## 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
EYFS outcomes are in line with the national average for Good Level of Development (GLD).	PP children make accelerated progress, and the gap between them and non-PP narrows. End-of-year data shows PP children are in line with national data for EYFS.
Improved Reading, Writing and Maths attainment for disadvantaged pupils at the end of KS2	End of Key Stage 2 Reading, Writing and Maths data is inline or above national data.
Narrowing of pupils attainment gap between PP and non-PP pupils	End of Key Stage 2 data comparison between PP and non-PP pupils decreases over time.
Improvement in the development of oral language skills and vocabulary for disadvantaged pupils	Assessments, observations, and pupil voice indicate improved language among disadvantaged pupils, including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils will be no more than 6% and the gap between PP and NPP pupils will decrease over time.  The percentage of all pupils who are persistently absent will be below 12% and the figure among disadvantaged pupils will be no lower than their peers.

## **Activity in this academic year**

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

### **Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £94,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Professional development for teachers</b></p> <p>SLT out of class roles to provide opportunities for internal skills sharing/ modelling/ coaching/ collaborative planning with middle leaders, subject leads, experienced teachers, ECTs and new staff.</p> <p>Provide subject leaders release time to access CPD and work with consultants, wider networks, teachers and each other for training, resources, and development.</p> <p>Continue CPD and SLAs from partnerships with Enfield and Haringey.</p>	<p>‘Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to effective school improvement and should rightly be your top priority for Pupil premium spending.’</p> <p>Effective whole school positive culture and implementation, focused on ensuring consistently highly effective classroom practice, including daily quality assurance, monitoring and evaluation by high quality leaders is key to the success of this strategy.</p> <ul style="list-style-type: none"> <li>• <a href="#">EEF blog: Invest in success – the power of effective professional development</a></li> <li>• <a href="#">The EEF Guide to Pupil Premium- EEF</a></li> <li>• <a href="#">Effective Professional Development, Guidance Report- EEF</a></li> <li>• <a href="#">A School’s Guide to Implementation   EEF</a></li> <li>• <a href="#">The Great Teaching Toolkit - Evidence Based Education</a></li> <li>• <a href="#">The Most Effective Teaching Strategies To Use In Your School: Evidence Based And Proven To Work</a></li> </ul>	All
<p><b>Curriculum development</b></p> <p>Continue subscriptions and access to subject, teaching and assessment resources.</p> <p>Continued curriculum development CPD for staff with a focus on Maths.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• <a href="#">Great Teaching Toolkit: Evidence Review</a></li> <li>• <a href="#">Effective Professional Development, Guidance Report- EEF</a></li> </ul>	1,2
<p><b>Walkthrus CPD</b></p> <p>Embed targeted Walkthrus to enhance teachers practice and therefore learning outcomes- Cold Calling, Think Pair Share, Show-me Boards</p> <p>Begin to introduce new targeted Walkthrus focused on modelling, formative assessment, and checking for understanding- Live Modelling, Checking for Understanding, Scaffolding, I do-we do-you do, Feedback that move forward</p>	<p>Based on Rosenshine Principles and EEF research Teaching and Learning Pedagogy improves standards. Evidence-informed Teaching Strategies- Walkthrus</p> <p>Done well, feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>‘When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.’</p> <ul style="list-style-type: none"> <li>• <a href="#">Teaching WalkThrus</a></li> <li>• <a href="#">Cognitive Science Approaches in the Classroom: A Review of the Evidence- EEF</a></li> <li>• <a href="#">Metacognition and self-regulation   EEF</a></li> <li>• <a href="#">Feedback   EEF</a></li> <li>• <a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></li> <li>• <a href="#">Diagnostic Assessment, Evidence insights- EEF</a></li> </ul>	1,2
<p><b>Technology and other resources that support high quality teaching</b></p> <p>Continue to enhance the use of technology across the school including updating and maintaining resources, and CPD for teachers eg</p>	<p>‘Technology has the potential to enhance the way in which teachers explain and model. Teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and this is likely to have a positive impact on learning.’</p>	All

<p>Google for Education product training, adaptive learning tools and software, allowing pupils to work efficiently, improve learning outcomes and to provide personalised support, feedback, and additional practice opportunities.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Using Digital Technology to Improve Learning Guidance Report   EEF</a></li> <li>• <a href="#">Teachers and technology: time to get serious- Chartered College of Teaching</a></li> <li>• <a href="#">Low-stakes testing, technology and learning- Charter College of Teaching</a></li> </ul>	
<p><b>Oracy</b> Continue to embed high quality adult/child interactions in the early years and across the school.</p>	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes.</p> <ul style="list-style-type: none"> <li>• <a href="#">Early literacy approaches   EEF</a></li> <li>• <a href="#">Supporting Communication and Language in the Early Years   Education Endowment Foundation</a></li> <li>• <a href="#">EEF blog: The ShREC approach – 4 evidence-informed strategies...</a></li> </ul>	1,2,3
<p>Continue to enhance our language rich learning environments.</p>	<p>Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <ul style="list-style-type: none"> <li>• <a href="#">Improving Literacy in Key Stage 2   EEF</a></li> <li>• <a href="#">Oral language interventions   EEF</a></li> </ul>	1,2
<p><b>Reading Comprehension Strategies</b> Improve understanding of comprehension strategies such as inferring, summarising, questioning, and predicting to improve reading outcomes.</p>	<p>'Many children benefit from being explicitly taught techniques and approaches to improve their comprehension of texts. There is evidence that disadvantaged pupils and pupils with lower prior attainment may particularly benefit from being explicitly taught reading comprehension strategies.'</p> <ul style="list-style-type: none"> <li>• <a href="#">Improving Literacy in Key Stage 2   EEF</a></li> <li>• <a href="#">RS Network   Bridging the Gap – from Decoding to Comprehension in KS2</a></li> <li>• <a href="#">Reading comprehension strategies   EEF</a></li> <li>• <a href="#">Why focus on reading fluency?   EEF</a></li> <li>• <a href="#">Early literacy approaches   EEF</a></li> </ul>	1,2
<p><b>Maths</b> Improve our maths teaching and curriculum planning supported by White Rose Maths training/ resources and subject leader CPD.</p>	<p>Effective mathematics teaching requires knowledge of mathematics pedagogy and learning as well as of mathematics itself.</p> <ul style="list-style-type: none"> <li>• <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></li> <li>• <a href="#">Mathematics guidance: key stages 1 and 2 - GOV.UK</a></li> <li>• <a href="#">EEF blog: Modelling mathematical thinking</a></li> </ul>	1,2
<p>Invest in the NCETM Mastering Number programme for Reception and KS1.</p>	<p>Early years settings and schools should invest in developing practitioners' own understanding of mathematics, their understanding of how children typically learn, and how this relates to effective pedagogy</p> <ul style="list-style-type: none"> <li>• <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></li> </ul>	1,2
<p>Continue to focus on teacher modelling strategies and metacognition to improve pupils independence.</p>	<p>Teachers should model metacognition (see example in Box F) by simultaneously describing their own thinking or asking questions of their pupils as they complete a task.<sup>27</sup> Worked examples could be usefully employed by the teacher to make their thinking explicit</p>	1,2,3

	<ul style="list-style-type: none"> <li>• <a href="#">Improving Mathematics in Key Stages 2 and 3, Guidance Report- EEF</a></li> </ul>	
Continue to focus on teaching one method per lesson and ensure consistently simple and effective maths lesson structure.	<p>While using multiple representations can aid understanding, teachers should be aware that using too many representations at one time may cause confusion and hinder learning.</p> <ul style="list-style-type: none"> <li>• <a href="#">Improving Mathematics in Key Stages 2 and 3, Guidance Report- EEF</a></li> </ul>	1,2,3

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

Budgeted cost: £122,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small Group Tuition</b></p> <p>Provide focused support for small groups in key subjects to address specific gaps in learning including: small intervention groups during the school day, booster groups before and after school, booster clubs outside of term time.</p>	<p>According to the EEF, Small group tuition has an average impact of four months’ additional progress over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <ul style="list-style-type: none"> <li>• <a href="#">Small group tuition   EEF</a></li> </ul> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits</p> <ul style="list-style-type: none"> <li>• <a href="#">Extending school time   EEF</a></li> </ul>	1,2,3
<p><b>One-to-One Tutoring</b></p> <p>Offer individualised academic interventions to pupils who need intensive support in Reading, Writing or Maths.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <ul style="list-style-type: none"> <li>• <a href="#">One to one tuition   EEF</a></li> </ul>	1,2,3
<p><b>Phonics/ Reading Fluency Interventions</b></p> <p>Deliver structured phonics programs to improve decoding and reading fluency for younger pupils and those with gaps.</p>	<p>EEF research shows pupils with early intervention make accelerated progress of up to 5 months +.</p> <p>Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <ul style="list-style-type: none"> <li>• <a href="#">Phonics   EEF</a></li> <li>• <a href="#">Read Write Inc. Phonics - Ruth Miskin Literacy</a></li> </ul>	1,2,3
<p><b>Nurture group</b></p> <p>Provide group Nurture sessions for vulnerable pupils led by trained members of staff.</p>	<p>Attending a Nurture program greatly supports the development of learning abilities, such as literacy and language skills. Additionally, students often show better behavior, enhanced social interactions, and a stronger sense of belonging within their school environment.</p> <ul style="list-style-type: none"> <li>• <a href="#">Social and emotional learning   EEF</a></li> <li>• <a href="#">Promoting nurture in education- nurtureuk research</a></li> <li>• <a href="#">International Journal of Nurture in Education - nurture uk</a></li> </ul>	1,2,3

<p><b>Speech and Language</b></p> <p>SaL team to identify pupils for early intervention and deliver Speech Language and Communication support to improve academic outcomes using programmes/resources such as WellComm and Elklan</p>	<p>WellComm screening identifies speech, language, and communication needs (SLCN) early in pupils. This evidence-based tool helps assess language development, enabling targeted interventions to close gaps and support learning across the curriculum. Early identification and intervention are critical for improving communication skills, particularly for disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• <a href="#">Oral language interventions   EEF</a></li> <li>• <a href="#">Better communication for all- ECASS</a></li> <li>• <a href="#">Aiming High With Communication- Elklan</a></li> </ul>	<p>1,2,3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pupil well-being and Mental Health</b></p> <p>Provide DfE quality assured Senior Mental Health Lead training for DHT.</p>	<p>The Education Endowment Foundation (EEF) emphasizes the importance of Social, Emotional, and Mental Health (SEMH) support in primary schools, particularly for disadvantaged pupils. Effective social and emotional learning (SEL) can enhance positive pupil behavior, mental health, well-being, and academic performance. This is especially crucial for children from disadvantaged backgrounds, who often exhibit weaker SEL skills compared to their peers.</p> <ul style="list-style-type: none"> <li>• <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></li> <li>• <a href="#">Social and emotional learning   EEF</a></li> <li>• <a href="#">Mental health and wellbeing provision in schools - GOV.UK</a></li> <li>• <a href="#">Student Wellbeing: An analysis of the evidence   Oxford Impact</a></li> </ul>	3, 4
<p><b>Parental Engagement Programs</b></p> <p>Develop initiatives to strengthen parental involvement in their children's education, such as workshops and learning resources.</p>	<p>Effective parental involvement can result in an average of four months' additional progress for students over the course of a year. Engaging parents in their child's learning helps to reinforce the connection between home and school, creating a supportive environment that fosters academic achievement and well-being. Strategies such as regular communication, workshops, and tailored support can empower parents to actively participate in their child's education, enhancing learning opportunities and promoting long-term success.</p> <ul style="list-style-type: none"> <li>• <a href="#">Parental engagement   EEF</a></li> </ul>	3, 4
<p><b>Attendance Strategies</b></p> <p>Continue to implement effective attendance strategies to ensure all pupils benefit from uninterrupted education, including:</p> <ul style="list-style-type: none"> <li>-Attendance Clinics</li> <li>-Dedicated Attendance Clerks</li> <li>-Provide free school uniforms to reduce financial pressure on families and ensure all pupils feel included and ready to learn.</li> </ul>	<p>The Department for Education's guidance emphasises that consistent attendance enables students to fully engage with the curriculum, develop essential social skills, and build resilience. Conversely, frequent absences can hinder learning progress, leading to lower academic achievement and diminished future opportunities.</p> <ul style="list-style-type: none"> <li>• <a href="#">Working together to improve school attendance - August 2024 - GOV.UK</a></li> </ul> <p>Providing tailored support, and implementing effective monitoring systems are particularly effective in addressing absenteeism. These interventions help to address the barriers faced by disadvantaged students, fostering a more positive and productive educational experience.</p> <ul style="list-style-type: none"> <li>• <a href="#">Attendance interventions rapid evidence assessment   EEF</a></li> </ul> <p>An attendance clerk plays a vital role in reducing absenteeism in schools by ensuring accurate tracking and monitoring of student attendance. They serve as the first point of contact for identifying patterns of absenteeism and flagging concerns early, allowing for timely interventions. Attendance clerks communicate with parents and guardians to address absences, provide support, and reinforce the importance of regular attendance. Their diligent record-keeping and collaboration with school staff contribute to the development of targeted strategies to engage students, resolve barriers to attendance, and create a school culture that values consistent participation.</p> <ul style="list-style-type: none"> <li>• <a href="#">Working together to improve school attendance - GOV.UK</a></li> </ul>	4
<p><b>Learning Mentor Team</b></p> <p>Continued development of learning mentor team to support pupils' social</p>	<p>Non-cognitive skills are increasingly considered to be as important as—or even more important than— cognitive skills or IQ in determining academic and employment outcomes.</p>	3, 4

<p>and emotional well-being, and behaviour, providing tailored guidance to address barriers to learning.</p>	<ul style="list-style-type: none"> <li>• <a href="#">The Impact of Non-cognitive skills on outcomes for Young People- The Institute of Education</a> Evidence indicates that SEL programmes are not only successful at increasing children’s socio-emotional and language skills, but are also effective at fostering positive outcomes.</li> <li>• <a href="#">Social and emotional learning   EEF</a></li> </ul> <p>For pupils who are disruptive, targeted interventions are often most effective when adapted to the needs of the individuals involved.</p> <ul style="list-style-type: none"> <li>• <a href="#">Improving Behaviour in School, guidance Report- EEF</a></li> <li>• <a href="#">Improving social and emotional learning in Primary School, Guidance Report- EEF</a></li> </ul>	
<p><b>Breakfast Clubs and Nutritional Support</b> Continue Breakfast Clubs to ensure pupils start the day well-fed and ready to learn.</p>	<p>The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children’s Bureau found that some children in schools with a breakfast club made two additional months’ progress in reading, writing and maths. Pupils’ concentration and behaviour improved too. For pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment</p> <ul style="list-style-type: none"> <li>• <a href="#">Breakfast clubs found to boost primary pupils' reading and writing...   EEF</a></li> </ul>	All
<p><b>Enrichment and Clubs</b> Continue to improve enrichment activities across the school to support the development of children’s Social and Emotional Wellbeing, and cultural capital.</p>	<p>We believe all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. As stated in the School Inspection Handbook, in order for the personal development judgement to be outstanding, ‘The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> <ul style="list-style-type: none"> <li>• <a href="#">School inspection handbook - GOV.UK</a></li> <li>• <a href="#">Extra-curricular activities, soft skills and social mobility - GOV.UK</a></li> <li>• <a href="#">The Impact of Non-cognitive skills on outcomes for Young People- The Institute of Education</a></li> <li>• <a href="#">Full article: A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future</a></li> </ul>	All
<p>Further provide after-school programs and clubs to offer enrichment activities and additional academic support.</p>	<p>The University of Bath, who conducted the research, found that children who do participate in extra-curricular activities gain confidence and build up their social skills. They are also more likely to aspire to go on to higher or further education. ‘Extra-curricular activity is so important for young people, and can be especially advantageous in helping to improve the life-chances of those from disadvantaged backgrounds.’</p> <p>Extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. <a href="#">Extra-Curricular Activities, Soft Skills and Social Mobility- GOV.UK</a> <a href="#">Extending school time   EEF</a></p>	All

**Total budgeted cost: £261,582**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024-25 academic year using Phonics Screening Check data, End of Key Stage 2 outcomes and our own internal assessments.

#### Year 1 Phonics

The attainment table below shows the comparison of percentages of all pupils, PP pupils, and NPP pupils achieving expected in the Phonics Screen check 2024-25.

<b>Honilands</b>	All- 87%	PP- 94%	NPP- 81%
<b>National</b>	All- 80%	PP- 67%	NPP- 84%

87% of pupils achieved the expected standard in the phonics screening check, outperforming the national average of 80% by 7 percentage points. This indicates strong overall performance at the school. National data shows that disadvantaged pupils (PP) perform poorly in phonics compared to non disadvantaged pupils (NPP). Although Honilands PP outperform the national PP average, there is an attainment gap of 13 percentage points between PP and NPP. Though this is a narrower gap than the previous year, phonics interventions with a focus on reducing this internal gap will continue to be a focus this year in order to further narrow the disadvantage gap, and sustain a high level of attainment.

#### KS2 Attainment

The attainment table below shows the comparison of percentages of PP pupils, and NPP pupils achieving expected and higher in Reading, Writing, Maths outcomes in 2024-25 KS2 SATs.

<b>KS2 2024-25</b>	<b>Reading- % ARE+</b>		<b>Writing- % ARE+</b>		<b>Maths- % ARE+</b>	
	PP	Non PP	PP	Non PP	PP	Non PP
<b>Honilands</b>	69	77	65	77	62	77
<b>National</b>	63	81	59	78	61	81

Reading attainment is broadly in line with national, with PP pupils achieving above national PP by 3% and a narrower gap between PP and NPP (8%) compared to 18% national figures. While we support disadvantaged pupils better than the national average, there is room for improvement, to ensure we continue to close attainment gaps between PP and NPP.

Writing performance for PP pupils (65%) is above national PP average by 6 percentage points, reflecting strong support for disadvantaged learners. We are committed to building on our successes and implementing strategies to ensure all pupils achieve their full potential and continue to exceed national standards.

While the gap between PP and NPP pupils attainment is smaller than the national average gap by 4 percentage points, Maths is a key area of focus requiring targeted interventions to raise attainment for all pupils.

### **KS2 Reading, Writing, Maths combined**

The attainment table below shows the percentage of pupils achieving the expected standard and above (ARE+) in Reading, Writing, and Maths combined (RWM), against national averages of disadvantaged pupils, versus non-disadvantaged pupils.

<b>KS2, RWM 2024-25</b>	<b>PP</b>	<b>Non PP</b>
<b>Honilands %</b>	50	63
<b>National %</b>	47	69

Data indicates that our disadvantaged pupils (PP) are achieving above the national PP average, and the attainment gap between PP and non-PP pupils in our school is 9% narrower than the national gap. While this is positive, we still need to raise overall attainment across the cohort: implement targeted interventions to improve combined outcomes for all pupils, strengthen support for non-PP pupils, and continue to build on the successful strategies already benefiting PP pupils. The aim is to close any remaining gap with national averages and ultimately exceed national benchmarks.

### **Attendance**

The table below shows the percentage of pupils attendance and persistent absence for All pupils, PP and NPP in comparison to national averages.

<b>Attendance 2024-25</b>	<b>Attendance %</b>			<b>Persistent Absence %</b>		
	<b>All</b>	<b>PP</b>	<b>NPP</b>	<b>All</b>	<b>PP</b>	<b>NPP</b>
<b>Honilands %</b>	93.8	92.9	94.2	22	26.3	11.7
<b>National %</b>	94.8	92.4		13.3	24.5	

Our overall attendance in 2024/25 (compulsory school age) was 93.8%, which is below the latest published national primary comparator (approximately 94.8%), the national expectation of 95%, and the school's own target of 96%. This is a small improvement on 2023/24 (93.2%), but it is not yet strong enough to be judged securely good. Attendance for Pupil Premium pupils was 92.9% (up from 92.2%), compared to 94.8% for non-Pupil Premium pupils, leaving a 1.9 percentage point gap. This shows that, while overall attendance has improved slightly, disadvantaged pupils are still missing more learning time than their peers and attendance remains a key barrier to closing attainment gaps.

Persistent absence remains a significant concern. In 2024/25 (compulsory school age), persistent absence was 17.9% across the school, above the latest published national primary comparator (13.31%). Persistent absence is substantially higher for Pupil Premium pupils at 23.4%, compared to 11.7% for non-Pupil Premium pupils, meaning disadvantaged pupils are around twice as likely to be persistently absent. Although the overall figure is lower than 2023/24 (20.3%), the PP gap remains wide and continues to restrict learning time for the

pupils who most need consistency. Reducing persistent absence, particularly for Pupil Premium pupils, therefore remains a key priority within the Pupil Premium strategy.

Attendance for compulsory school age pupils still requires improvement. Overall attendance remains below national comparators and persistent absence remains too high, particularly for Pupil Premium pupils, so whole-school attendance and the reduction of persistent absence continue to be key priorities within this year’s Pupil Premium strategy. Attendance is central to our wider school improvement work because missing learning time directly limits pupils’ progress, reduces the impact of high-quality teaching and targeted interventions, and disproportionately affects disadvantaged pupils’ life chances.

Our Pupil Premium strategy has continued to secure positive outcomes for many pupils across year groups, but the data shows that disadvantage is still closely linked to reduced attendance and higher persistent absence. As a result, we will sustain what is working well while sharpening our focus on the pupils and families most at risk of persistent absence, with particular attention to ensuring that improved attendance translates into stronger attainment outcomes

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Read Write Inc	Ruth Miskin Training & Oxford Owl
White Rose Maths	White Rose Education
Mastering Number	NCTEM Maths Hub
Widgit	Communication in Print
Timestables Rockstars Maths circle	Maths circle
Letter Join	Letter Join

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
<b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*

N/A