

# Honington CEVCP School

## Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium funding- both Pupil Premium and Service Premium. We are advised to use this format by the Department for Education.

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.

Please be aware that although both Pupil Premium and Service Premium grants are detailed in this document we **DO NOT** combine these grants.

### School overview

Detail	Data
School name	Honington CEVCP School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	Funding is based on 25 pupils as per census. Currently we have 30 pupils on roll = 19%.
Academic year / years that our current pupil premium strategy plan covers	2022- 2025
Date this statement was published	15.11.2023
Date on which it will be reviewed	01.10.2024
Statement authorised by	Mrs L Moore
Pupil premium lead	Mrs C Romp
Governor / Trustee lead	L Howe/ K Burton

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£36375
Service Premium funding allocation this academic year	£26465
Pupil Premium Plus (Previously looked-after/ post-LAC)	£5060
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	£67900

# Part A: Pupil premium strategy plan

## Statement of intent

At Honington CEVCP School our vision is underpinned by two key phrases: 'Aspiration for All' and 'Live life in all its fullness'. We aim to provide an excellent education for everyone, so that all pupils will flourish in childhood and on into adolescence and adulthood. We aim to equip all members of our school community with the knowledge, skills, personal resilience, creativity, emotional intelligence and social skills that give them every opportunity to experience lifelong success and happiness.

Our Pupil Premium and Service Premium strategy aims to address the main barriers our children and their families face and to reduce disadvantage. Eligible schools receive the Service Pupil Premium so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Through rigorous tracking, careful planning and targeted support we aim to provide all children the access and opportunities to enjoy academic success and most importantly this lifelong success and happiness that we strive for as a school community.

Key Principles:

- We will continue to ensure that teaching and learning opportunities meet the needs for all pupils.
- We will make appropriate provision for all pupils who belong to vulnerable groups. This includes assessing and addressing the needs of disadvantaged pupils.
- We recognise that not all pupils who receive FSM are socially disadvantaged.
- We recognise that not all socially disadvantaged pupils are registered for FSM.
- Our plan is inclusive of SP pupils and how their unique circumstances may put them at a disadvantage.

## Challenges

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

Challenge number	Detail of challenge
1	<b>High pupil mobility</b> creating frequently changing classes Mobility data: DfE % Stability 2020 – 55% (well below average) DfE % Stability 2021 – 56% (well below average) DfE % Stability 2022 – 55% (well below average)
2	<b>Adverse Childhood Experiences (ACEs).</b> Data shows that 80% of our current PP(FSM) cohort fall into this category. Based on strong

	relationships and good communication with our families we are able to identify these areas of need.
3	<b>Multiple needs.</b> Increasingly, our PP(FSM) cohort presents with a variety of needs. Analysis of data shows that currently 33% have SEND, 14% are flagged for Initial Concern, a combined total of 47%. As above, 80% qualify as having ACEs, 23% are also Services and 10% currently have social workers.
4	Notably, linked to the point above, observations and assessments have identified an increase in additional <b>social, emotional and mental health needs</b> in PP(FSM) children. These needs characteristically present as a lack of resilience, difficulty to cope in some social situations and frequent emotional overload.
5	<b>Covid-19 on-going impact</b> including the <b>widening of gaps</b> created by lockdown/ school closures/ isolations/ lack of attendance at nursery or pre-school and/or early socialisation. Data shows that across the school and with PP(FSM) pupils too, <b>writing</b> is presenting with the biggest gaps in <b>attainment</b> . This is particularly true with reference to <b>spelling, handwriting and stamina for writing</b> . Data shows that the biggest gaps in progress are currently in <b>maths</b> .
6	<b>Language and communication needs including vocabulary acquisition.</b> Poor early language and literacy skills identified on entry to school and following prolonged lockdowns/ missed nursery and pre-school education. This is seen impacting across the school community too. Link to Challenge 5 (writing element)

## 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
Improve writing attainment, including Phonics, Spelling, Punctuation and Grammar and vocabulary skills, across the school.	Pupils eligible for PP make rapid and sustained progress so that all pupils eligible for PP meet age related expectations where applicable, dependent upon individual need.
Improve maths progress and attainment across the school.	Pupils eligible for PP make rapid and sustained progress so that all pupils eligible for PP meet age related expectations where applicable, dependent upon individual need.
Higher rates of progress and attainment for pupils eligible for PP and SPP by maintaining single year group classes to ensure the best possible environment to accelerate progress.	Pupils eligible for PP/ SPP make equal or better progress than other children. More PP/ SPP pupils reach age related expectations (dependent upon individual need). It is unpredictable as to when pupils join/ leave; single year group classes enables stability for the year and ensures places are more readily available to our service community. Military postings happen

	regularly and often with short notice to families and schools.
Academic gaps and weaknesses are promptly targeted.	Pupils eligible for PP make equal or better progress than other children. More PP pupils reach age related expectations (dependent upon individual need).
PP pupils receive pastoral support as required, including for issues relating to the high mobility of pupils in the school.	Pupils eligible for PP and SPP have access to effective support for social, emotional and behavioural needs.
Year 6 pupils are well supported during SATs/ upper school transition.	Pupils eligible for PP have access to Breakfast Club during SATs week if applicable and are supported to access appropriate transition activities.

## Activity in this academic year

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

## Teaching

Budgeted cost: £51,422.56

Activity	Evidence that supports this approach	Challenge number (s) addressed
A- Continue to develop whole school quality first teaching approach to writing, based upon the Jane Considine approach.	Following active staff research, we implemented The Write Stuff (Jane Considine) in the academic Year 2022-23. As this structured approach, with clear modelling, is now well embedded across the school, our staff team have concluded that continuing with this approach will work well with the particular issues we have identified with the children in our school, including those in receipt of PPs. Online training has been undertaken and is ongoing, under the supervision of the English leader.	5,6
B- Use of Spelling scheme alongside writing scheme (Jane Considine).	This approach is supported by the findings represented in no's 4 and 5 of the EEF document found here on improving literacy in KS2: <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1702891183">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1702891183</a>	
C- Use Bedrock programme individually in the classroom to support vocabulary development.	And no 5 in the EEF document for improving literacy in KS1: <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1702869217">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1702869217</a>  Bedrock is an online programme that pupils follow individually so that learning is bespoke to need. It particularly addresses no 1 in the document above from the EEF. It supports KS2 pupils to accelerate, consolidate and master vocabulary, grammar and spelling.  The use of the spelling scheme is supported by the EEF research. In the KS1 poster document above see no 6 and in the KS2 document see no 5.	

D- Single year group classes. (i.e. – do not reduce school size by a class to save costs)	<p>Previous years' focus on teaching, learning and assessment in single year group classes has been effective in driving improvements across the school, both academic and pastoral. This impact was demonstrated with significant progress towards targets on the School Improvement and Development Plan and many positive outcomes for pupils.</p> <p>Some of our classes can become quite small, eg Year 2 is currently at 18 pupils, so it would be feasible to consider mixing classes across year groups to save costs. However, we are committed to retaining our current 1FE model, especially as we have families moving into the area at short notice and want to have spaces available for them.</p>	1-6
E – Continue to develop whole school quality first teaching approach to maths.	<p>Continue to embed White Rose scheme with a strong focus on use of manipulatives. See EEF document Improving Maths in EYFS and KS1 no 3:  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf?v=1702868792">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf?v=1702868792</a></p> <p>And EEF document Improving Maths in Key Stages 2 and 3 no 2:  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1702884136">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1702884136</a></p>	

## Targeted academic support

Budgeted cost: £45,052.44

Activity	Evidence that supports this approach	Challenge number (s) addressed
A- Bespoke Responsive Intervention system	<p>This system was shown to be effective in previous years. Case studies support this. Its strength is that target areas are specific, identified by teachers. Interventions are sometimes bespoke, but we are supplementing our suite of intervention resources with interventions linked to our assessments. We have also supplemented this system by increasing our range of SEND assessment resources. This allows us to be diagnostic and immediately responsive. This</p>	1, 2, 3, 5, 6

	<p>area of need has been clearly identified following use of EEF materials and the Suffolk supporting rural disadvantage project.</p> <p>KS2 Literacy EEF document, no's 6 and 7:  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1702891183">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1702891183</a></p> <p>KS1 Literacy document, no's 7 and 8  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1702869217">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1702869217</a></p> <p>KS2 and 3 EEF maths document, no 7:  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1702884136">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1702884136</a></p> <p>EYFS and KS1 EEF maths document no 5:  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf?v=1702868792">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf?v=1702868792</a></p> <p>Maths Intervention – Numberstacks. Recommended during LA EEF Pupil Premium training, described as: Number Stacks is perfect as a whole-school intervention to help address gaps in understanding for pupils in all primary year groups. With its Initial Assessments and Fluency Activities at the end of each video tutorial, it is easy to evidence progress as pupils work their way through the Key Skills.  <a href="https://www.numberstacks.co.uk/">https://www.numberstacks.co.uk/</a></p> <p>Additional support staff have been appointed to fulfil these roles.</p>	
F. Pastoral Support Worker provides support including for social, emotional and mental health.	<p>This system was shown to be effective in the last 7 years. Case studies and parent/ pupil surveys are positive and show improved readiness to learn. The remit for the Pastoral Support Worker has widened over the past 4 years to include working with parents (see no 5 on EEF Summary of Recommendations for Improving Social and Emotional learning in Primary Schools - <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1702903799">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1702903799</a>) and outside agencies.</p> <p>Effective communication between school and home is prioritised (e.g. via Dojo and face to face) as per EEF</p>	1, 2, 3, 6

	<p>Parental Engagement Summary of Recommendations:  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1702886366">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1702886366</a></p> <p>ELSA training is widely recognised as highly effective so has been booked for the new PSW.  <a href="https://www.suffolk.gov.uk/children-families-and-learning/pts/elsa">https://www.suffolk.gov.uk/children-families-and-learning/pts/elsa</a></p>	
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## Wider strategies

Budgeted cost: £750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
B- SATs breakfast club	This worked well in the past with high uptake and good pupil, parent and staff feedback. Pupils were calm during tests.	2, 3, 4
C- School trip fees supplemented, clubs and uniform also supplemented where required	We ask for contributions to school trips to reduce pressure on PP families. PP pupils are entitled to the same memorable experiences and these experiences are important in closing the gap. We understand the importance of these experiences and endeavour to make them accessible for all.	3

**Total budgeted cost:** £97,225 (of which £62,840 covered by this funding)

## 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.

Pupil Premium pupils across the school made good progress last year. In reading PP pupils made 100% expected progress or above in reading, 8% of PP pupils made more than expected progress. 84% of PP pupils made expected progress or above in writing with 15% making more than expected progress. 65% made expected progress or above in maths with 15% making more than expected progress. Progress was measured from Autumn 1 22/23 to Autumn 1 2023/24. These judgements are teacher assessments, also using our usual school progress measures including Progress in Reading assessments, Progress in Maths assessments, Salford Reading assessments and Grammar, Punctuation and Spelling assessments. Years 2 and 6 also had SATs assessments. Pupil premium pupils and their families were provided with effective, bespoke pastoral support, academic support in school during the past year to support them with the additional challenges faced because of the pandemic and to accelerate progress. We continue to have a mobile school population so new parents (especially on the nearby RAF base) are appreciative that we have maintained single age group classes, therefore spaces are usually available when they move to the area. (We have a PAN of 210 so with our numbers consistently around 160 it would be possible to consider a reduction in PAN / mixed age classes to look at reducing staffing costs with tight budgets). Our NELI programme has proved less practical this year as it is quite time heavy and higher than expected nurture needs within the classes on top of staffing absence have made it difficult for it to be sustained regularly.

### Externally provided programmes

Programme	Provider
Progress in Reading Assessment	Hodder Education
Progress in Understanding Maths Assessment	Hodder Education
Progress in Grammar, Punctuation and Spelling Assessment	Hodder Education
Salford Reading Assessment	Hodder Education
Bedrock Vocabulary	Bedrock Learning Ltd

The Write Stuff	Jane Considine Education
Jane Considine Spelling Books	Jane Considine Education
Jane Considine Online Training / conference	Jane Considine Education
Numberstacks	Numberstacks
Active Literacy Kit	Hodder Education
Shine English	Hodder Education
SNAP A	Hodder Education
SNAP B	Hodder Education
ELSA training	Suffolk County Council

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>- Additional pastoral support for SPP pupils – as detailed above</li> <li>- Additional academic interventions as detailed above</li> <li>- Maintaining single year group classes – as detailed above</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Pupils eligible for SPP had access to effective pastoral support for social, emotional, mental health and behavioural needs. See recommendations from SCISS (Service Pupils in State Schools)  <a href="https://primarysite-prod-sorted.s3.amazonaws.com/service-children-in-state-schools/UploadedDocument/71da4eb7-e94b-4b45-b5c6-a5fb22fd6b97/44c21452-a52a-4793-8499-16040a40080f.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/service-children-in-state-schools/UploadedDocument/71da4eb7-e94b-4b45-b5c6-a5fb22fd6b97/44c21452-a52a-4793-8499-16040a40080f.pdf</a></p> <p>Pupils eligible for SPP had access to intervention sessions, including Forest School sessions as appropriate. SP pupils had additional support and interventions for both academic and social, emotional and mental wellbeing, including in response to covid- 19 lockdowns.</p> <p>Spaces for pupils moving during the academic year are available at their local</p>

	<p>school enabling them to become part of their local community and not have to travel out of catchment. This is particularly detrimental when they often have to move multiple times during their school careers.</p>
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## Further information

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years. We organise teaching and learning at Honington CEVCP School in order to meet the needs of all children in the best way. We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met. We recognise that not all children who receive Pupil Premium will be socially disadvantaged and we also recognise that not all children who are disadvantaged are in receipt of Pupil Premium. We offer support to any child that the school has identified as disadvantaged or at risk of underachieving.