

HONYWOOD SCHOOL

Pupil Premium Strategy Statement

Academic Year 2025–2026 | Third Year of Three-Year Strategy

School Overview

Detail	Data
School name	Honywood School
Number of pupils	825
Proportion eligible for Pupil Premium	23% (178 pupils)
Strategy plan period	2023/2024 – 2024/2025 – 2025/2026 (Year 3 of 3)
Date published	January 2026
Review date	July 2026
Statement authorised by	James Saunders, Headteacher
Pupil Premium lead	Danny Scott, Assistant Headteacher
Governor / Trustee lead	Mel Cork

Funding Overview

Funding Detail	Amount
Pupil Premium allocation 2025/26	£189,550
Carried forward from previous years	£0
Total available budget 2025/26	£189,550

PART A: PUPIL PREMIUM STRATEGY PLAN 2025/2026

1. Statement of Intent

Honywood School is committed to ensuring that all pupils, regardless of their socio-economic background or the challenges they face, achieve high attainment across the full curriculum. This strategy represents the third and final year of our 2023–2026 Pupil Premium plan. Our approach is rooted in equity, high expectations and evidence-informed practice, aligned with the Department for Education's statutory guidance and the Education Endowment Foundation's (EEF) tiered model.

We understand that disadvantage manifests in many forms at Honnywood. Our cohort includes pupils who are eligible for Free School Meals (or have been in the past six years), children who are or have been looked after, young carers, pupils who have a social worker, and those from low-income families facing a range of barriers to learning. As outlined in the DfE's Using Pupil Premium: Guidance for School Leaders (updated March 2025), pupil premium is not a personal budget — it is targeted strategic funding to accelerate progress and close attainment gaps at the whole-school level.

Over the past five years, Honnywood has embedded a capital-enhancing approach to the curriculum, extending beyond the classroom to provide opportunities for all pupils to develop the social, cultural and academic capital they need to compete on a level playing field with more advantaged peers. Our approach is shaped by three core commitments:

- Prioritising high-quality teaching as the most powerful lever for improving outcomes for disadvantaged pupils.

- Deploying targeted, evidence-informed interventions for pupils who require additional academic or pastoral support.
- Addressing wider barriers to learning — including attendance, mental health and social-emotional wellbeing — that disproportionately affect our disadvantaged cohort.

Our CPD programme continues to focus on adaptive teaching and scaffolding, building on the evidence base from Rosenshine's Principles and The Learning Rainforest. Data shows that the attainment gap between disadvantaged and non-disadvantaged pupils at Honywood has been narrowing over this strategy period, with particular improvement in the percentage of Pupil Premium pupils achieving a standard pass in both English and Maths — rising from 20.69% in 2022/23 to 30.45% in 2024/25, against a national forecast of approximately 26%.

2. Pupil Premium Attainment Data – Progress Over Time

Year	PP Attainment 8	Non-PP Attainment 8	Dis. Gap (A8)	% PP Grade 5+ En & Ma (Honywood)	National Avg (Grade 5+ En & Ma)	Honywood vs National
2022/23	32.72	47.88	-15.16	20.69%	27.2%	-6.51%
2023/24	34.56	47.97	-13.41	25.34%	27.3%	-1.96%
2024/25	35.86	49.13	-13.27	30.45%	≈26.0% (fcst)	+4.45%

Note: Progress 8 scores for individual cohorts are also tracked. In 2024/25, English P8 for disadvantaged pupils was -0.86 and Maths P8 was -0.88. While the attainment gap in Attainment 8 is narrowing, Progress 8 scores remain a key focus for further improvement. No examinations were held in 2019/20 or 2020/21 due to the pandemic.

3. Key Challenges

The following challenges have been identified through diagnostic assessment, data analysis, observations, learner and family discussions, and our ImpactEd wellbeing study. These align with barriers to learning evidenced in the national research literature.

#	Challenge	Evidence and Context
1	Attainment and progress in English and Maths	PP pupils consistently underperform against non-PP peers in both subjects. Progress 8 for disadvantaged pupils in 2024/25: English -0.86, Maths -0.88. Whilst the Attainment 8 gap is narrowing, problem-solving and extended writing remain particular areas of concern. Progress in prior years: 2022/23 English P8 -0.81, Maths -0.98; 2023/24 English P8 -0.67, Maths -0.67.
2	Oracy and literacy skills	NGRT screening in Year 7 shows lower reading comprehension speed among PP learners, particularly those from smaller feeder primaries. Pupils are insufficiently active in verbal participation and note-taking in lessons. These deficits translate into weaker exam technique and performance across all subjects.
3	Mental health and social-emotional wellbeing	Post-pandemic assessments, including our ImpactEd and Boxall studies, reveal elevated levels of anxiety, low self-esteem, and in some cases clinically diagnosed depression and self-harm among PP learners. Teacher referrals for SEMH support have increased significantly. Disadvantaged pupils have been disproportionately impacted by reduced enrichment opportunities and post-pandemic social gaps.
4	Metacognition and self-regulation	Many lower-attaining PP learners lack effective self-regulation and metacognitive strategies. When faced with challenging tasks they are unable to monitor their own progress or act on feedback independently. This is most evident in Maths. Where targeted feedback is used well, progress is visible — but consistency across the school remains a challenge.

5	Behaviour for learning	PP learners are over-represented in suspension and isolation data. Behaviour for learning among a proportion of the PP cohort creates barriers to their own progress and to the learning of others. Some learners are reacting to adverse circumstances rather than displaying intentional disruption.
6	Attendance	Persistent absence among PP learners has consistently been 1.5%–8.1% higher than for non-disadvantaged peers. Post-pandemic trends nationally show disadvantaged pupils are disproportionately represented in absence data (DfE, 2025). Reduced attendance directly reduces learning time and increases attainment gaps.
7	PP/SEND crossover	28% of PP learners are on the SEND register; 8% hold an EHCP. SEND prevalence is above the national average. Current PP/SEND breakdown by cohort: C7: 33 PP (15 PP+SEND); C8: 40 PP (20 PP+SEND); C9: 34 PP (11 PP+SEND); C10: 39 PP (14 PP+SEND); C11: 39 PP (10 PP+SEND). Effective LSA deployment and SENCO-teacher liaison are critical.

4. Intended Outcomes

#	Intended Outcome	Success Criteria
1	Improved attainment and progress in English and Maths	Positive or improved Progress 8 scores for PP learners in both English and Maths. Increased Attainment 8 score for PP learners. Higher proportion of PP learners achieving Grade 5+ in both English and Maths, with Honywood's gap to national average narrowing further.
2	Improved literacy and oracy	PP learners demonstrate improved reading comprehension speeds on NGRT assessments. Lesson observations and learning walks show increased participation in structured talk activities. Writing structures (We do / I do) are embedded and visible in PP learner books across subjects. Roles and participation are monitored during group work.
3	Sustained SEMH support capacity	Pupil wellbeing survey data shows PP learners feel safe and supported. SEMH referrals are tracked and show positive progress post-intervention. Learners who access counselling, pathway interventions or therapeutic programmes make measurable progress in academic engagement.
4	Improved metacognition and self-regulation	Learning reviews and book scrutinies show no disparity in quality or quantity of feedback for PP vs non-PP learners. PP learners can articulate their learning journey on a par with non-disadvantaged peers. Positive Progress 8 movement in Maths. Independent study habits improve as measured through teacher assessment data.
5	Improved behaviour for learning	Reduction in suspensions, isolation incidents and detentions for PP learners. PP vs non-PP behaviour gap is tracked and narrows over the year. PP learners access pastoral support pathways proactively, reducing escalation to formal sanctions.
6	Improved attendance	PP learners' attendance improves across all cohorts. Reduction in the proportion of PP learners classified as persistently absent. Attendance Officer data tracks lower thresholds for early intervention for PP learners. Uptake of enrichment activities, clubs and school responsibilities increases among PP learners.
7	Improved outcomes for PP/SEND learners	LSAs make effective use of curriculum planners. Regular SENCO observations confirm LSA deployment is focused and impactful. PP/SEND learners engage and make positive progress. The attainment gap between PP/SEND and non-disadvantaged peers narrows. LSAs receive subject-specific English and Maths training to enhance support quality.

PLANNED ACTIVITIES 2025/2026

In line with the DfE's conditions of grant (2025/26) and the EEF's tiered model, Honywood School allocates its Pupil Premium funding across three strategic areas. The balance of spending prioritises high-quality teaching as the primary lever for sustained improvement, in line with EEF guidance.

Tier 1: Teaching | Budgeted Cost: £104,550

Investing in the quality of teaching is the most cost-effective and sustainable way to improve outcomes for disadvantaged learners. The EEF's Teaching and Learning Toolkit identifies high-quality teaching as the single most important factor in pupil progress.

Activity	Evidence Base	Challenges Addressed	EEF Evidence Rating
Purchase of standardised diagnostic assessments (NGRT, Reading Age assessments, 4Matrix data tool). Training for all staff to interpret results accurately.	Standardised assessments provide reliable, objective data on individual strengths and gaps. EEF Assessment and Feedback Toolkit. Supports accurate targeting of interventions.	1, 7	High
Ongoing CPD in teacher feedback and learner response to feedback, including release time and coaching. Focus on metacognition and self-regulation, linked to parent evenings and independent study.	EEF Feedback Toolkit: +8 months impact. EEF Metacognition and Self-Regulation Toolkit: +7 months. Rosenshine's Principles underpins QFT programme.	4	Very High
Enhancement of Maths teaching and curriculum planning aligned with DfE KS3 non-statutory guidance and NCETM. Teacher release time for Maths Hub CPD including Teaching for Mastery.	DfE KS3 Maths Guidance (NCETM). EEF Mastery Learning Toolkit: +5 months. Effective maths teaching requires assessment of prior knowledge, use of manipulatives and teaching problem-solving strategies.	1	High
Improving literacy across all subjects using EEF Improving Literacy in Secondary Schools guidance. Appoint school Literacy Lead. Instructional coaching for teachers. Open and resource school library; implement DEAR and DEAL reading time. IDL dyslexia intervention programme for targeted learners.	EEF Literacy Toolkit: reading comprehension and vocabulary strongly linked to attainment in Maths and English. IDL: evidence-based programme for reading accuracy, comprehension and spelling.	1, 2	High
Develop Oracy across the school. Appoint Oracy Lead. Review provision and create action plan. Release time for teachers to embed structured talk strategies: think time, paired talk, group roles.	EEF Oral Language Interventions Toolkit: +6 months impact. Structured opportunities for talk improve comprehension, retention and confidence, particularly for PP learners.	1, 2	High
Review and develop the whole-school behaviour system. Reduce suspensions through targeted mentoring interventions and teacher release time. Collaboration with local Behaviour Hubs.	EEF Behaviour Interventions Toolkit: +4 months. Both universal and targeted behaviour approaches show positive impact. Schools should combine universal ethos with tailored support for persistent behaviour challenges.	1, 5	Moderate

Review SEND provision: develop short and long-term actions for PP/SEND classroom working protocols. Teacher and LSA release time to embed improved strategies. Regular SENCO observations.	Effective LSA deployment and teacher-SENCO liaison are central to securing progress for dual-registered PP/SEND learners. Subject-specific LSA training in English and Maths.	1, 7	Moderate
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Tier 2: Targeted Academic Support | Budgeted Cost: £35,000

Targeted academic support provides additional, structured help for specific pupils with identified gaps in knowledge or skills. In line with EEF guidance, tuition and intervention are most effective when aligned to the curriculum and delivered consistently over a planned period.

Activity	Evidence Base	Challenges Addressed	EEF Evidence Rating
Reciprocal reading intervention programme for PP learners with identified comprehension and vocabulary gaps.	EEF Reading Comprehension Strategies Toolkit: +6 months. Particularly effective in shorter, focused programmes. Improves active reading strategies and text comprehension.	1, 2	High
In-school tutoring programme: blend of 1-1 tuition, mentoring and school-led tutoring for PP learners across cohorts. Includes after-school and out-of-school catch-up sessions. Priority given to high-attaining PP pupils. Aligned with EEF's three principles: selecting pupils, curriculum alignment, sustainable model.	EEF One-to-One Tuition: +5 months. EEF Small Group Tuition: +4 months. Targeted tuition for specific knowledge gaps is particularly effective for low-attaining pupils and those falling behind.	1	High
Scholars Programme for PP learners in Year 9 and Year 10. Priority to pupils in low IDACI deciles, first-generation HE applicants and those who have not previously participated.	The Brilliant Club has an independently evaluated evidence base for raising aspiration and attainment in disadvantaged cohorts. Increases likelihood of progression to higher education.	1	Moderate

Tier 3: Wider Strategies | Budgeted Cost: £50,000

Wider strategies address the non-academic barriers to learning that disproportionately affect disadvantaged pupils — including attendance, mental health, behaviour, and family engagement. As the DfE's 2025 guidance notes, persistent absence post-pandemic is a significant and growing challenge, with disadvantaged pupils disproportionately affected.

Activity	Evidence Base	Challenges Addressed	EEF Evidence Rating
Trauma-informed practice for specific learners. Collaboration with external agencies and Behaviour Hubs. In-house school counsellor. Pathway interventions for SEMH. Therapeutic programmes including boxing (confidence) and Minecraft (SEND social skills).	EEF / Youth Endowment Fund: CBT interventions show high impact on risk behaviours and emotional difficulties. Early Intervention Foundation: CBT supports social-emotional skills and reduces anxiety and depression symptoms in adolescents (EIF, 2021).	3, 5	High
Embedding DfE Improving School Attendance guidance. Develop Attendance and Welfare Officer role. Staff training and release time for attendance procedures. Lower intervention thresholds for PP learners.	DfE Attendance guidance informed by schools that have significantly reduced persistent absence. EEF Parental Engagement Toolkit: +4 months. Attendance directly correlates with attainment — every missed day reduces learning time.	6	Moderate
Purchase and use of standardised wellbeing tools: ImpactEd and Boxall Profile. Training provided for staff to interpret results and plan appropriate support.	Standardised wellbeing diagnostics enable schools to identify SEMH need accurately and allocate appropriate support. ImpactEd has an evidence base for secondary school use.	3	Moderate
Develop in-house enrichment programme with an arts focus. Develop Primary Transition programmes with an arts focus to support continuity for incoming PP learners.	EEF Arts Participation Toolkit: +2 months. Arts participation improves confidence, engagement and wellbeing, particularly for disadvantaged pupils. Enrichment supports closing the 'experience gap' identified post-pandemic.	3	Moderate

Budget Summary

Tier	Allocated Budget
Tier 1: Teaching (CPD, recruitment, oracy, literacy, behaviour, SEND)	£104,550
Tier 2: Targeted Academic Support (tutoring, interventions, diagnostic tools)	£35,000
Tier 3: Wider Strategies (attendance, wellbeing, enrichment, SEMH)	£50,000
TOTAL PUPIL PREMIUM BUDGET 2025/26	£189,550

PART B: REVIEW OF PREVIOUS ACADEMIC YEAR (2024/25)

5. Outcomes in 2024/25

This section reviews the impact of our 2024/25 Pupil Premium strategy and forms the evidence base for our continued investment in 2025/26.

Attainment and Progress

The most significant improvement in 2024/25 was in the percentage of PP learners achieving a Grade 5 or above in both English and Maths. At 30.45%, Honywood's PP cohort outperformed the national forecast of approximately 26%, representing a positive gap of +4.45 percentage points. This is a substantial improvement from 20.69% in 2022/23 and reflects three years of sustained investment in high-quality teaching, literacy, and targeted academic support.

The Attainment 8 gap between PP and non-PP pupils narrowed slightly, from -13.41 in 2023/24 to -13.27 in 2024/25. Whilst the Attainment 8 gap and Progress 8 scores for PP learners (English: -0.86; Maths: -0.88) remain areas requiring sustained focus, the trajectory since 2022 is positive and the improvement in Grade 5+ outcomes is particularly encouraging.

Programmes and External Providers Used in 2024/25

- IDL (Independent Dyslexia Learners) — reading, comprehension and spelling intervention
- 4Matrix — data analysis and progress tracking
- NGRT — standardised reading assessment
- The Brilliant Club — Scholars Programme (Year 9 and Year 10)
- ImpactEd — wellbeing and engagement assessment platform
- Boxall Profile — social, emotional and behavioural assessment

Wider Impact

Wellbeing survey data showed improved scores among PP learners in 2024/25, with more pupils reporting feeling safe and supported. The in-school counselling provision and therapeutic interventions (including boxing and Minecraft for SEND learners) had a measurable positive impact on engagement and classroom behaviour.

Attendance data shows the gap between PP and non-PP learners has been reduced, though remains a priority area. The '10% Kinder' staff approach and regular PP welfare calls have strengthened relationships between the school and families of PP learners.

The PP Deep Dive conducted in Spring 2024/25 identified three areas for improvement carried into 2025/26: ensuring every teacher knows which pupils in their class are PP eligible; greater use of key vocabulary and sentence starters in lessons; and increased departmental discussion time on implementation and impact of PP strategies.

6. Pupil Premium Classroom Strategies 2025/26

In addition to the strategic activities above, all staff at Honywood are expected to implement the following whole-school classroom approaches to support PP learners. These are displayed in every department office and classroom, and form part of the expectations shared with all teaching and support staff.

Strategy	Description
10% Kinder Approach	All staff treat PP learners with an additional 10% of patience and empathy — not lower expectations, but higher support. Teachers recognise that challenging behaviour or disengagement may reflect difficult home circumstances. This approach includes positive check-ins, quiet encouragement, and proactive identification of potential issues before they escalate.
SIMS Registers	Class registers are adjusted to clearly identify PP and PP+SEND learners, enabling teachers to prioritise check-ins, feedback, guidance, and resourcing for these pupils in every lesson.
PP Funding Requests	A PP Funding Request Form is circulated fortnightly. Departments can request approximately £100 per term to purchase resources — revision guides, books, printing — to provide additional academic support to PP learners. Requests exceeding this should be discussed with the PP Lead.
PP Welfare Calls	Learning Group Leaders (LGLs) complete calls to families of PP learners during the National Professional Development (NPD) period in January, following the Christmas break. PP learners are prioritised for pastoral phone calls ahead of Parents' Evenings.
PP v Non-PP Data Analysis	Following each data drop, a PP v Non-PP analysis is shared with all staff alongside 4Matrix data. This informs PP learner progress analysis, triggers updates to intervention strategies, and ensures all staff are aware of the attainment gap in their subject area.
PP Deep Dives	Deep Dives are conducted annually to evaluate the implementation and impact of PP strategies. The Autumn 2025/26 Deep Dive will focus on the three improvement areas identified in Spring 2024/25: teacher knowledge of PP pupils, vocabulary/key terms focus, and departmental discussion time on PP impact.
Parental Engagement	The school is actively developing a model to improve parental engagement, recognising that strengthening the home-school relationship is a key lever for improving outcomes for PP learners.
Attendance Focus	A focussed lens on tracking attendance of PP learners is maintained throughout the year, with early interventions and strategies deployed to improve PPG attendance before it becomes persistent absence.

7. Monitoring, Evaluation and Review

Honywood School is committed to rigorous and ongoing monitoring of the impact of our Pupil Premium strategy. This is not a document produced for compliance — it is a live strategic tool that shapes day-to-day decisions about teaching, intervention and pastoral support.

- PP data analysis is shared with all staff following each data drop, alongside 4Matrix tracking.
- PP Deep Dives are conducted annually, with findings shared with governors and the senior leadership team.
- Governor scrutiny of PP strategy and outcomes is conducted by the designated Governor lead (Mel Cork).
- The PP Lead (Danny Scott, Assistant Headteacher) reviews strategy effectiveness on an ongoing basis, reporting to the Headteacher and governing body.
- This statement will be reviewed in July 2025 and an updated statement published by 31 December 2025 for the 2025/26 academic year.
- All spending is aligned to the DfE's Menu of Approaches and must be evidence-informed in line with the conditions of grant (DfE, 2025/26).

Compliance Statement

This strategy statement has been produced in accordance with the DfE Pupil Premium: Conditions of Grant 2025/26 and the DfE guidance Using Pupil Premium: Guidance for School Leaders (updated March 2025). All activities are selected from the DfE's Menu of Approaches and are informed by evidence from the Education Endowment Foundation's Teaching and Learning Toolkit. This statement is published on the school website and will be reviewed and updated by 31 December 2025.

Authorised by: James Saunders, Headteacher, Honywood School

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