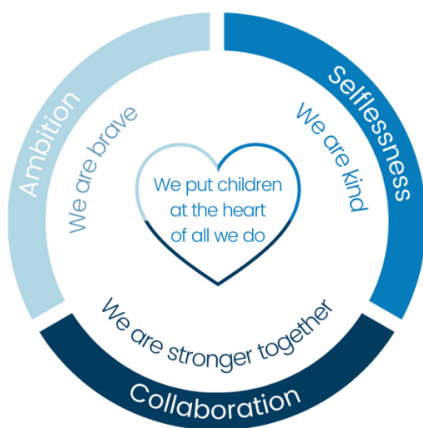


Pupil Premium Strategy Statement

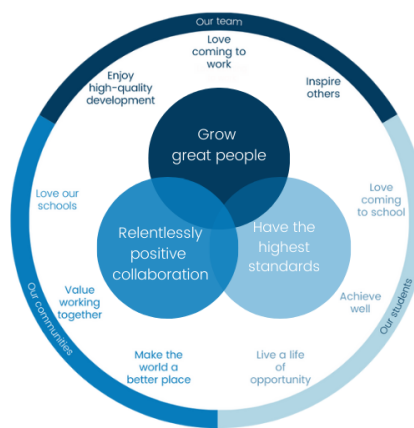
 An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



We demonstrate our love through our values



How we will succeed



Our Ted Wragg Standard



This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our champion children 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. At Honiton Community College we feel that we must be actively championing for our champion children, and so will be referring to them as Champion Children, both within school and in this strategy.

School Overview

Detail	Data
School name	Honiton Community College
Number of pupils in school	693.5
Proportion (%) of pupil premium eligible pupils	177 (25.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Caroline Brothwood
Pupil premium lead	Natalie Hunt
Governor / Trustee lead	Martin Brake

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,850
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	£185,850

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 the curriculum. We have considered the challenges faced by vulnerable pupils and the activity we have outlined in this statement is planned to privilege our champion children cohort. This will support their needs and those of our wider vulnerable group, regardless of whether they are champion children or not.

Knowing our children as individuals is vital and key to our Champion children Student Strategy. We work closely with our local primary schools and use a range of diagnostic testing to identify both the challenges and gaps in learning. Our curriculum is the heart of our school and is the key driver to ensuring success and equity of opportunity for all of our children. The curriculum has been developed to clearly outline the essential knowledge that all students should learn and we effectively use assessment to make sure we know what has and hasn't been learnt. Through high quality teaching and learning, and carefully targeted intervention we support all students to make good progress.

Learning does not happen unless students are safe and secure, have positive, trusting relationships with adults around them and perceive these adults as being fair. Ensuring students have the emotional security to learn effectively will always come first in our school and our exceptional pastoral care provides the environment for all students to achieve

Challenges

This details the key challenges to achievement that we have identified among our champion children.

Challenge Number	Detail of Challenge
1	Our champion children have lower attainment and progress scores than their non-champion children peers. Progress 8 score is -0.97 for champion children, compared with -0.13 for whole school. SEND E students progress 8 score is -0.84 and SEN K is -0.83 . Attainment 8 for champion children is 34.82 compared with 45.31 for whole school. The percentage of champion children achieving a grade 5+ in English and Maths is 20% compared with 39% for the whole school. The percentage of champion children achieving a grade 4+ is 36.7% compared with 59.3% for the whole school.
2	Teaching of our champion children is sometimes not adapted for their individual needs.
3	Our champion children student's attendance rates are lower than their non-champion children peers. Our Champion Children attendance is 81.4% , SEND students is 78.2% , compared with 87.6% overall
4	Champion children need to have a higher profile in the school
5	Our champion children sitting exams require more support.
6	Champion children leaving our school need to be well prepared to take their next step. The percentage of champion children staying in education or entering employment after GCSEs is 92% compared with 95% for the whole school.
7	We need to know every champion children student and any challenges they are facing
8	We need to address the individual challenges faced by our champion children.
9	We need to ensure that there is an equal representation of Champion Children for all student voice opportunities
10	
11	

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
Leaders and teachers have a good understanding regarding current best DS practice	Leaders and teachers at HCC are employing strategies that have a proven track record of impact on champion children. Decisions regarding PP strategy are well informed, evidenced and contextualised.
Improve the quality of teaching for our champion children	Teachers and leaders are aware of their champion children' individual needs and implement appropriate support.
Improve the quality of learning for our champion children	Our champion children have access to online learning platforms. Reflection room referrals reduce for our champion children. Champion children have the educational resources they require to succeed.
Improve the co-ordination of key staff that impact our champion children	DS lead will engage with: Transition Lead. Heads of Year. Subject Leads. Behaviour and Inclusions. PD Lead. SENDCo. This will assist both establishing individual needs and implementing appropriate support.
Improve the cultural capital of our champion children	25% of students engaged in all enrichment activities are champion children. Champion children are prioritised for 'next steps' guidance and advice. Incorporating Absolute Education in order to track and monitor. Ensure that Champion Children's voices are heard when considering any adaption or expansion to our extra- curricular provision
Improve the attendance of our champion children	Attendance of our champion children matches that of their non-champion children peers.
Champion children have a higher profile and priority in the school	DS lead conducts assemblies, staff briefings and attends relevant meetings to raise the profile of our champion children and ensures they are considered in all the decisions we take.

Activity in this Academic Year

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

Teaching

Budgeted cost: £92,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching Programme/Steplab	Coaching will improve the quality of teaching for all students in an incremental way, this will inevitably improve the teaching of champion children as well. We have an explicit coaching strand that outlines how teachers can improve the learning experience of their DS students. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_champion_children_pupils.pdf https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://samsims.education/2019/02/19/247/	1/2/5/7/8
Homework	Our champion children often struggle with homework because of socio-economic challenges at home. The homework programme will be accessible to all, focuses on retrieval practice, and all resources will be provided to maximise their chances of completing homework. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for EIF_framework_updated_references_22_Feb_2021.pdf	1/2/5
Disruption free classrooms	It is important that our champion children have the best possible learning experience while in school and this will go some way to facilitate this. Any students that are sent to the reflection room will only miss the lesson they have been sent from and it will not have a knock-on effect to subsequent lessons. Our champion children are disproportionately represented in the reflection room. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1/2/3/8

Targeted academic support

Budgeted cost: £46,462.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devices for home use	Our students from challenging socio-economic backgrounds often don't have access to IT devices beyond their phones and there is an increasing reliance on IT to deliver certain subjects. https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1700395449 https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Remote_Learning_Rapid_Evidence_Assessment.pdf?v=1700391262 https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/	1/2/3/6/8
Revision guide packs for Maths, English and Science	Our students from challenging socio-economic backgrounds often don't have access to externally published revision materials and this can be a significant expense for their parents when studying a number of GCSEs or three A Levels.	1/2/5/6/8

	https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1700395449	
Literacy intervention and guided reading	Our champion children often join us in Y7 with lower-than-average reading ages and this persists as an issue until they leave. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1/2/5/6
Mental Health Coach	Many of our champion children suffer from mental health issues and this increases their level of disadvantage and occasionally causes it. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1/3/5/6/7/8
Tutoring	Many of our champion children have gaps in their knowledge due to attendance issues. Tutoring is an effective and well-evidenced targeted approach to increase the attainment of champion children pupils. Tutoring should supplement and be linked explicitly to high-quality classroom teaching https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1/2/3/5/6

Wider strategies

Budgeted cost: £46,462.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Persistently absent students	Persistent absence among our champion children is an issue and we have appointed an attendance assistant to help address this https://www.supportservicesforeducation.co.uk/Page/20029 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1/3/6/7/8
Homework Club	Students who not have a quiet place to study or the resources to study effectively are provided with these in HW club. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1/2/3/5/8
Next Steps Advice	Our champion children are prioritised for careers appointments and given advice when taking their options in year 9. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf	2/7/8
Champion Children Mentoring	Teachers and leaders at HCC need to be aware of the individual challenges faced by our DS students, and barriers to success removed https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1700395449 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2/4/7/8
Champion Children Lead to raise the profile of our champion children	Champion Children at HCC are to have the same priority or profile as other vulnerable groups within the school https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1700395449	2/4/7/8
Support with provision of uniform	Many of our champion children are from socio-economically challenging backgrounds and their parents lack the funds to provide them with or replace school uniform.	3/8

for Champion Children	https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1700395449	
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Total budgeted cost: £185,850

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 2023 to 2024 academic year.

To help us measure the performance of our champion children we compared their progress 8 and attainment 8 scores for, English, Maths and open subjects in 2023/24, to those for champion children and non-champion children pupils at national and local level, and to results achieved by our non-champion children pupils.

The data demonstrates that on all measures our champion children were significantly below national average, and performed less well than their non-champion children peers.

We have also drawn on school data and observations to assess wider issues impacting champion children pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that our champion children are more likely to be absent, sent to the reflection room, receive more expectation points and that 30% of our champion children were also SEND.

Based on all the information above, the performance of our champion children did not meet expectations, and we have not achieved the outcomes we set out to achieve by 2024/25, as stated in the previous PP strategy (updated in December 2023)

Our evaluation of the approaches delivered last academic year indicates that although almost all of the strategies we implemented were concluded successfully, a huge amount of work went into it and we have seen some individual successes, we still have a long way to go. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Instructional Coaching	Steplab
Maths	Sparx Maths
English	Seneca Learning
Science	Sparx Science
Literacy	Sparx Reader

Service Pupil Premium Funding

Measure	Details

Further Information (optional)

