

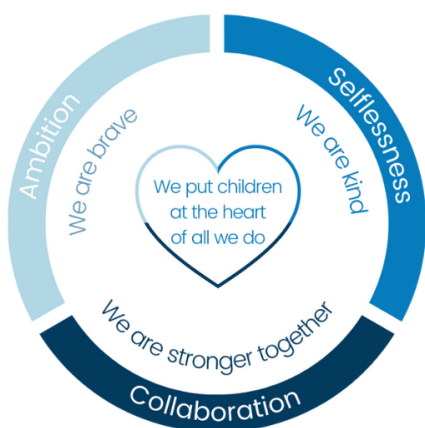
Pupil Premium Strategy Statement



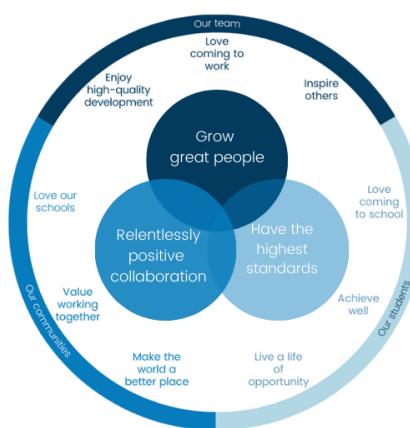
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How we will succeed



Our Ted Wragg Standard



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	643
Proportion (%) of pupil premium eligible pupils	157 (24.41%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Caroline Brothwood
Pupil premium lead	Eleanor Boyce
Governor / Trustee lead	Martyn Brake

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,025
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	£158,025

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 peers. There were no Progress 8 scores for 2024–2025; however, 34 pupils were classified as disadvantaged during the previous academic year. The percentage of Champion Children achieving a grade 4 or above in English and Maths was 20.6% and 26.5% respectively, compared with 36.1% and 53.8% across the whole school. This demonstrates that, within our school context, Champion Children continue to be outperformed by their academic peers.
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.
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 employment needs to increase,
7	We need to know every champion child 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 and that they are equally represent on trips and extra-curricular activities.
10	
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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: £79,012.50

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: £39,506.25

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: £39,506.25

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: £158,025

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2024-2025 academic year.

To measure the performance of our Champion Children during the 2024–2025 academic year, we analysed a range of evidence, including national assessment data, local benchmarks, and our own internal assessments. We compared the outcomes of Champion Children with those of non-Champion peers within the school and at national and local levels.

Over the past year, we have continued to raise the visibility of Champion Children in lessons through targeted teaching and learning approaches and strengthened relationships with families through a range of community and engagement initiatives.

We have also considered wider factors that influence outcomes for our Champion Children, including attendance, behaviour, and wellbeing. Attendance remains an area of concern however exclusions have reduced, and more pupils are engaging in leadership, sporting, and cultural opportunities. However, we recognise that Champion Children remain underrepresented in extracurricular and outdoor learning activities, and addressing this will be a continued focus.

Based on our review, we are proud of the progress made by our Champion Children during 2024–2025. We recognise that there is still work to do to ensure that every pupil achieves their full potential, but we will continue to improve and ensure that our strategy have a positive impact.

Looking ahead, we will continue to embed high-quality classroom practice, strengthen the impact of literacy and numeracy interventions, and enhance our community outreach and attendance work. We remain committed to ensuring that our Champion Children receive the ambitious, personalised, and consistent support they need to thrive both academically and personally.

Teaching

Intended Outcome	Success Criteria	Rag Rating 24-25
Instructional Coaching Programme/Steplab	Teaching staff engage in at least one structured coaching cycle (observation + feedback + action step) per half term.	
	Within two coaching cycles, teachers show measurable improvement in one or more focus areas (e.g., questioning, modelling, feedback)	
	Coached teachers demonstrate clear evidence of adapting instruction for Champion Children, as evidenced by student voice or learning walk feedback.	
Homework	Students have full access to homework resources including laptops and printed resources if necessary.	
	Homework tasks are retrieval-based or practice-focused, clearly linked to prior learning and curriculum objectives.	
	Champion Children are consistently completing homework,	
Disruption free classrooms	Reduce the number of behaviour support room referrals for champion children over the academic year through consistent classroom routines and proactive behaviour support.	
	Champion Children that are sent to the behaviour support room reintegrate into their next lesson without missing additional curriculum time.	
	Student voice indicates that Champion Children agree that classrooms are calm, respectful and conducive to learning.	

Targeted academic support

Intended Outcome	Success Criteria	RAG Rating 24-25
Devices for home use	Champion Children have access to appropriate IT devices (school loan)	
Revision guide packs for Maths, English and Science	Champion children receive free, high-quality revision packs and/or books in Maths, English, and Science by the start of the spring term before the March Mocks.	
Literacy intervention and guided reading	Champion Children that are participating in literacy intervention have an increase in their reading ages. (SPARX and NGRT)	
	Champion Children are effectively identified for Literacy Intervention and engage in the sessions and the 1:1 lesson where appropriate.	
Access to a Mental Health Coach	Champion children identified with mental health or wellbeing concerns are offered timely access to the Mental Health Coach.	
	Champion children supported by the Mental Health Coach demonstrate an improvement in wellbeing.	
Tutoring	Champion Children are identified early for tutoring and attend their scheduled sessions.	
	As a result of tutoring Champion Children make expected or above expected progress in their tutored subject(s)	

Wider strategies

Intended Outcome	Success Criteria	RAG Rating 24-25
Reduce the number of persistently absent CC.	A reduction in the number of Champion Children that are classified as persistently absent over the academic year.	
	Parents/Carers of Champion Children at risk of persistent absence are engaged with and in contact with the attendance team.	
Homework Club provided for Champion Children	Champion Children are provided with access to Homework Club at least once per week and have access to the relevant learning resources.	
	Champion Children are consistently completing homework.	
Relevant Next Steps Advice	Champion children receive at least one individual careers guidance appointment annually, including bespoke support during the Year 9 options process.	
Champion Children Mentoring	Champion Children will be allocated a staff mentor	
	Champion Children will have at least one mentoring session per half term.	
Champion Children Lead to raise the profile of our champion children	Champion children are included in all vulnerable group tracking, progress reviews, and leadership reports	
	Teaching can identify the champion children in their classes and understand key barriers and strategies, evidenced through their Planning for All sheets.	
Support with provision of uniform for Champion Children	Champion children identified as in need receive full school uniform support (provision or replacement)	

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)

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