

Pupil Premium Strategy Statement 2024/5

This statement details our school's use of pupil premium funding for the academic year 204/5 to help improve the attainment of our disadvantaged pupils.

Part A outlines our pupil premium strategy, how we intend to spend the funding in this academic year based on Part B, our evaluation on the impact of last year's spending on attainment and progress for our pupil premium pupils to narrow the gap.

School overview

Detail	Data
School name	Hogarth Academy
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	1 st October 2024
Date on which it will be reviewed	1 st October 2025
Statement authorised by	Sarah Lee
Pupil premium lead	Marie Cooper
Governor / Trustee lead	Az Raoof

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960.00
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	£113,960.00

Part A: Pupil premium strategy plan

Statement of intent

Hogarth children will stand out as responsible, respectful and resilient learners empowered to achieve. Our high quality, creative teaching ensures great academic achievement for all our children, including pupil premium children. We strongly believe in unlocking our pupil premium learners' potential as it is not about where they come from but about developing their concepts, knowledge and skills to use and apply and succeed wherever they are, as lifelong learners. Our pupils in receipt of Pupil Premium funding face specific barriers to this, and Hogarth Academy is resolutely determined to provide the support and guidance they need to overcome these barriers. We also know our pupil premium children must access wider opportunities whilst on their learning journey at Hogarth Academy to promote their cultural capital and life experiences.

To address the barriers to learning our pupil premium children face and ensure the gap between them and their non-pupil premium peers is reduced we will prioritize the following areas :

- Increase the progress and attainment of ALL pupil premium children, in particular those targeted for greater depth.
- Increased opportunities for reading and reading with parents at home and school.
- Support pupil premium children with social and emotional difficulties.
- Improve the rate of attendance of our pupil premium children.
- Where there is no gap between PP and non-PP in RWM, this needs to be maintained through strong direct teaching.

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

Challenge number	Detail of challenge
1	Our evidence shows that Pupil Premium children do not read as widely as non PP children at home and therefore have gaps in language choices and vocabulary, thus impacting on their ability to achieve their potential, especially those PP children targeted for GD.
2	33% of our PP families have known adult mental health issues.
3	Lack of attendance and persistent absenteeism of PP children.
4	Our PP children are more likely to lack resilience to learning challenges to move to and demonstrate greater depth.

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
<p>All disadvantaged Pupil Premium children continue to make good or better progress from their starting point Sept 2024</p> <p>More disadvantaged Pupil Premium children attain GD in RWM July 2025 than previously.</p>	<p>All disadvantaged Pupil Premium children demonstrate they have made good or better progress over the academic year in RWM, whatever their starting point.</p> <p>Their books show progress term on term.</p> <p>The data collection points show more children attaining GD in RWM than the previous academic year.</p>
<p>All disadvantaged Pupil Premium children take part and participate in enrichment activities that extend their school learning journey experience and cultural capital.</p>	<p>All children in school will have participated in enrichment activities e.g. musical instrument tuition, after school clubs, cultural events and experiences that increase their life experiences and cultural capital.</p>
<p>All disadvantaged Pupil Premium children are able to develop strategies to support their mental health and well-being by participating in the Stormbreak activities</p>	<p>All pupils are able to talk about how they feel about their mental health following on from participating in Stormbreak activities every week.</p>
<p>Identified PP pupils and families with social and emotional / mental health needs are supported by school staff or signposted to other services so that needs are alleviated or removed</p>	<p>All pupil premium children make expected progress or better as pupils with social and emotional needs are supported through nurture / small group listening ear groups.</p>
<p>All disadvantaged pupils at Hogarth Academy will attend school inline or better than the NA for PP children.</p> <p>PA PP children numbers are less than the NA.</p>	<p>Overall PP pupils' attendance is in line with the NA or better by the end of the academic year.</p> <p>The percentage of PP PA children is less than the NA (10%)</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on RML	Using images, actions and verbal reasoning the child's learning develops using a spiral approach. Research has been used at every development stage of the programmes and each approach remains aligned with the latest research including the current EEF guidance reports and educational recommendations.	1 4
Staff training on Stormbreak	The EEF has found that social and emotional learning interventions can improve pupils' progress by 4+ months.	2 4

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

Budgeted cost: £ 106,960.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed phonic groups through RML are planned and delivered daily to ensure pupils are fluent and confident readers in all their learning.	The EEF has found that small group tuition can impact on pupils' outcomes by more sustained engagement in smaller groups by +4 months The EEF has found that early and targeted phonic intervention will give 5+ months progress	1 3 4
Targeted intervention groups based on PP data half termly to ensure ALL PP children are making good or better progress in RWM start September 2024 .	The EEF has found that small group tuition can impact on pupils' outcomes by more sustained engagement in smaller groups by +4 months	1 3 4

Targeted intervention groups based on PP data half termly to ensure ALL PP GD targeted children are making good or better progress in RWM	The EEF has found that small group tuition can impact on pupils' outcomes by more sustained engagement in smaller groups by +4 months	1 3 4
The wider curriculum CSI provides hooks, trips, visits and visitors as well as relevant outcomes for children to use and apply their learning.	Our curriculum intent is based on the Make it Stick cognition theory to support and embed learning to the long term memory. Our curriculum is contextualised for children to support this with high quality first hand learning experiences wherever possible creating the optimal learning environment.	1 2 3 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment of all pupils including pp children in KS2 through weekly guitar instrument tuition.	The EEF toolkit identifies that arts participation can improve pupil outcomes by up to two months. Benefits for learning appear to be more achievable with younger learners, with some promising evidence supporting the academic impact of programmes which develop skills in music performance in particular.	4
Support attendance officer to raise standards of attendance of our PP children by supporting the families to improve attendance. Rewards for improved and 100% attendance are implemented for all pupils.	Too many of our eligible Pupil Premium pupils are not in school enough. The additional dedicated time is needed to support our family's needs to improve the attendance rates. The EEF toolkit identifies parental engagement to support learning and improve pupil outcomes by five plus months.	1 2 3 4

Total budgeted cost: £114,975.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The following information details the impact of the interventions and money spent to support our pupil premium children in the academic year 2023/4	
Activity	Evaluation
Training Staff training on RML synthetic phonics	Cohesive and thorough training was undertaken by all staff delivering the RML approach to children in groups by the English leader. The regular CDP sessions allowed class based staff to learn what steps were required, teach them and then review with the English lead, thus ensuring the correct pace and techniques were being used for consistency across the school by the end of the training sessions. As a result, observations of learning in RML demonstrate the consistent approach is supporting children's learning well.
Staff training on Stormbreak	Stormbreak mental health staff training was revisited termly to ensure staff were using the correct techniques and pace within a session. This allowed all pupils to participate well within a session. As a result, children and staff really look forward to the weekly Stormbreak session.
Targeted Activity Focussed phonic groups through RML are planned and delivered daily to ensure pupils are fluent and confident readers in all their learning.	The use of targeted phonics and the RML approach has further supported good progress in this areas of learning for all pupils at Hogarth Academy. Using specific differentiated and graded groups, the programme of learning meant pupils could quickly access phonics at their level and move through the phases quickly reading books that allowed them to rehearse their knowledge and therefore become fluent in phonic knowledge and demonstrated they can use it in their reading. The impact was KS1 Year One phonic screening outcomes were above national average with 80% WA .

Targeted intervention groups based on PP data half termly to ensure ALL PP children are making good or better progress in RWM

Targeted intervention groups based on PP data half termly to ensure ALL PP GD targeted children are making good or better progress in RWM

The wider curriculum CSI provides hooks, trips, visits and visitors as well as relevant outcomes for children to use and apply their learning.

The EEF has found that high quality interventions in Early Years have positive benefits. +5 months.

The EEF has found that small group tuition can impact on pupils' outcomes by more sustained engagement in smaller groups by +4 months. At age-related expectations combined, every year group is above the national average for 2019.

The progress of our pupil premium children compared to national can be seen below for Reading, Writing and Mathematics 2023/4

KS2					READING GDS			
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap- Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap- Comparison
		NA EXS+: 62%		NA Gap: -18%		NA GDS: 17%		NA Gap: -15%
Y6	mmm	+17%	-15%	+3%	29%	+12%	-17%	-2%
Y5	93%	+31%	-30%	-12%	57%	+40%	-15%	0
Y4	89%	+27%	-20%	-2%	22%	+5%	-14%	+1%
Y3	89%	+27%	+4%	+22%	22%	+5%	-16%	+1%

KS1					READING GDS			
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap- Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap- Comparison
		NA EXS+: 62%*		NA Gap: -16%*		NA GDS: 14%*		NA Gap: -14%*
Y2	58%	-4%	-23%	-7%	0	-14%	-9%	+5%
Y1	67%	+5%	-35%	-19%	0	-14%	-30%	-16%

KS2					WRITING GDS			
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap- Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap- Comparison
		NA EXS+: 62%		NA Gap: -18%		NA GDS: 17%		NA Gap: -15%
Y6	71%	+9%	-1%	+17%	8%	-9%	-17%	-2%
Y5	50%	-12%	-17%	+1%	10%	-7%	-21%	-6%
Y4	25%	-37%	-43%	-25%	6%	-11%	-31%	-16%
Y3	50%	-12%	-5%	+13%	0%	-17%	-14%	+1%

KS1					WRITING GDS			
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap- Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap- Comparison
		NA EXS+: 62%*		NA Gap: -16%*		NA GDS: 14%*		NA Gap: -14%*
Y2	33%	-29%	-41%	-25%	0%	-14%	-9%	+4%
Y1	41%	-21%	-26%	-10%	0%	-14%	-7%	+7%

KS2					MATHEMATICS_GDS			
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap- Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap- Comparison
		NA EXS+: 62%		NA Gap: -18%		NA GDS: 17%		NA Gap: -15%
Y6	63%	+1%	-23%	-5%	17%	0	-17%	+2%
Y5	57%	-5%	-14%	+4%	17%	0	-21%	+6%
Y4	50%	-12%	-35%	-17%	13%	-4%	-31%	-16%
Y3	85%	+23%	+6%	+24%	20%	+3%	-14%	+1%
KS1					13MATHEMATICS_GDS			
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap- Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP Peer Gap Comparison +/-	NA Gap- Comparison
		NA EXS+: 62%*		NA Gap: -16%*		NA GDS: 14%*		NA Gap: -14%*
Y2	47%	-15%	-44%	-28%	13%	-1%	-4%	-10%
Y1	65%	+3%	-20%	-4%	0%	-15%	-15%	+1%

Headlines show that in reading, as a result of the targeted interventions , our pupil premium children attain more highly than the national average in all but one year group. The trend is less so in writing and mathematics and so further targeted support will continue in 2024/5 to narrow the gap.

Wider Support

Enrichment of all pupils including pp children in KS2 through weekly guitar instrument tuition.

Attendance officer to raise standards of attendance of our PP children by supporting the families to improve attendance.

This curriculum enrichment activity has increased pupils' confidence and resilience to try something new and broadened their understanding of music and cultural capital. Assessments by the NMS show progress in all pupils in their music knowledge and skill.

Pupil Premium				
PP			73	93.69%
Non-PP			152	95.19%

Whilst the data shows our PP children attend marginally less compared with PP national, this is much improved.

All pupils are rewarded weekly for good attendance and the winning class have special seats in assembly the following week, as well as half termly certificates and prizes .The impact is that attendance was

<p>Rewards for improved and 100% attendance are implemented for all pupils.</p> <p>Magic Breakfast (free)</p>	<p>broadly in line with the national average for the whole of the academic year.</p> <p>Our Bagel Breakfast offer was a whole school strategy that has strong EEF based research to support it. All teachers noted that it had a marked impact on concentration and readiness to learn for all pupils at Hogarth.</p>
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