

Pupil premium strategy statement – Hogarth Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	25-26
Date this statement was published	15 th December 2025
Date on which it will be reviewed	30 th September 2026
Statement authorised by	Ross Middleton
Pupil premium lead	David Jobling
Governor / Trustee lead	Ross Middleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,930.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£93,300.00

Part A: Pupil premium strategy plan

Statement of intent

Our core purpose is to ensure that all disadvantaged pupils at Hogarth Academy achieve highly, thrive personally, and access the full breadth of opportunity that school offers. We are committed to removing barriers to learning so that every pupil—regardless of background—develops strong foundations in language, reading, self-regulation, metacognition, and attendance, enabling them to succeed both academically and socially.

Our Pupil Premium strategy is designed to deliver sustained, evidence-based improvement. It combines targeted support with whole-school approaches that benefit all learners, while ensuring that disadvantaged pupils make accelerated progress. The plan prioritises high-quality teaching, early intervention, and consistent implementation of proven strategies, including oral language development, systematic phonics, self-regulation, metacognitive approaches, and improved engagement with feedback. Alongside this, we maintain a relentless focus on attendance, recognising its direct impact on attainment and wellbeing.

The key principles underpinning our approach are:

- Equity and ambition – disadvantaged pupils receive the highest-quality provision and are expected to achieve in line with their peers.
- Evidence-informed practice – decisions are guided by robust research, including the EEF Toolkit and national attendance analysis.
- Consistency and fidelity – strategies are implemented reliably across the school, supported by skilled staff and strong leadership oversight.
- Early identification and prevention – barriers are addressed promptly to prevent gaps from widening.
- Sustained impact – actions are designed to deliver long-term improvement.

Through this strategy, we aim to ensure that every disadvantaged pupil leaves Hogarth Academy as a confident, articulate, resilient learner who is well-prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Acquisition of oral language
2	Acquisition of phonic knowledge
3	Pupils' Self Regulation
4	Pupils' Meta-cognitive engagement with learning, including acting on feedback
5	Attendance

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>By the end of the academic year, targeted KS1 pupils—particularly those eligible for Pupil Premium—will demonstrate significant and measurable improvements in oral language skills, enabling them to access the full curriculum with increased confidence and independence.</p> <p>Specifically, pupils will:</p> <ul style="list-style-type: none"> ▪ Expand expressive vocabulary, using a wider range of age-appropriate words accurately in conversation and structured tasks. ▪ Improve sentence structure and grammatical accuracy, moving from single-word or simple-phrase responses to coherent, well-formed sentences. ▪ Develop listening and attention skills, enabling them to follow multi-step instructions and engage meaningfully in paired and group talk. ▪ Increase confidence in speaking, contributing more frequently and with greater clarity during class discussions, storytelling, and oral rehearsal for writing. 	<p>Success will be measured through:</p> <ul style="list-style-type: none"> ▪ Standardised or school-based oral language assessments (e.g., WellComm, NELI, teacher-led baselines). ▪ Observational evidence of improved participation and quality of talk in lessons. ▪ Progress in reading and writing outcomes linked to improved language foundations. ▪ Pupil voice demonstrating increased confidence and willingness to communicate.
<p>By the end of the academic year, all KS1 pupils, including those eligible for Pupil Premium, will receive consistent, high-quality phonics teaching, enabling them to make accelerated progress in early reading and to meet or exceed age-related expectations.</p>	<p>Success will be measured through:</p> <ul style="list-style-type: none"> ▪ Outcomes in the Year 1 Phonics Screening Check and Year 2 re-takes.

<p>Specifically, pupils will:</p> <ul style="list-style-type: none"> ▪ Secure phoneme–grapheme correspondence, confidently recognising and applying taught sounds in reading and writing. ▪ Blend with increasing fluency, moving from segmented decoding to smooth, automatic reading of words and simple sentences. ▪ Segment accurately for spelling, applying phonics knowledge to construct plausible and increasingly accurate spellings. ▪ Develop reading stamina and confidence, engaging with decodable texts matched precisely to their phonics stage. ▪ Close attainment gaps, with disadvantaged pupils making progress at least in line with, and ideally exceeding, their peers. 	<ul style="list-style-type: none"> ▪ Regular fidelity checks confirming consistent delivery, accurate modelling, and effective use of decodable texts. ▪ Reading fluency assessments and teacher observations demonstrating improved automaticity and confidence. ▪ Work scrutiny showing accurate application of phonics in independent writing.
<p>By the end of the academic year, pupils across the school — with a particular focus on those eligible for Pupil Premium — will demonstrate stronger self-regulation skills, enabling them to manage emotions, sustain attention, and engage more effectively with learning. This will contribute to improved behaviour, increased independence, and better academic outcomes.</p> <p>Specifically, pupils will:</p> <ul style="list-style-type: none"> ▪ Strengthen emotional regulation, using taught strategies to manage frustration, anxiety, and impulsivity, leading to calmer, more purposeful learning behaviours. ▪ Improve attention and task persistence, sustaining focus for longer periods and returning to tasks with greater independence after interruptions. ▪ Apply self-regulation strategies across subjects, using routines such as self-talk, goal-setting, checklists, and reflection prompts. ▪ Increase readiness to learn, arriving at lessons settled, organised, and able to transition smoothly between activities. 	<p>Success will be measured through:</p> <ul style="list-style-type: none"> ▪ Behaviour and engagement data showing reductions in low-level disruption and increased time on task. ▪ Teacher observations and learning walks evidencing consistent use of self-regulation strategies across classrooms. ▪ Pupil voice demonstrating increased confidence in managing emotions and learning behaviours. ▪ Improved outcomes in targeted groups (including Pupil Premium pupils) where self-regulation has previously been a barrier to progress. ▪ Monitoring of pastoral and safeguarding logs showing fewer incidents linked to dysregulation.
<p>By the end of the academic year, pupils across the school — with a particular focus on those eligible for Pupil Premium — will demonstrate stronger metacognitive skills and improved ability to act on teacher feedback, enabling them to plan, monitor, and evaluate their learning more independently. This will</p>	<p>Success will be measured through:</p> <ul style="list-style-type: none"> ▪ Learning walks and book looks showing pupils acting on feedback and using metacognitive strategies with increasing independence.

<p>contribute to improved academic outcomes, greater resilience, and more purposeful engagement with learning.</p> <p>Specifically, pupils will:</p> <ul style="list-style-type: none"> ▪ Use metacognitive strategies independently, including planning steps before beginning tasks, monitoring progress during learning, and evaluating outcomes afterwards. ▪ Respond more effectively to teacher feedback, using prompts, success criteria, and modelling to make meaningful improvements to their work. ▪ Articulate their thinking, explaining the strategies they chose, why they used them, and how they might adapt them next time. ▪ Develop greater ownership of learning, showing increased initiative, persistence, and willingness to revise and improve their work. ▪ Apply metacognitive routines consistently across subjects, using tools such as checklists, self-questioning frameworks, reflection journals, and structured peer feedback. 	<ul style="list-style-type: none"> ▪ Pupil voice demonstrating improved understanding of how they learn and how feedback helps them improve. ▪ Teacher assessments and progress data showing accelerated improvement for pupils who previously struggled to self-regulate or respond to feedback, including those eligible for Pupil Premium. ▪ Observations of lessons evidencing consistent use of metacognitive modelling, guided practice, and structured reflection across the school. ▪ Increased quality and depth of pupil responses to feedback, including redrafting, editing, and improved accuracy or reasoning.
<p>By the end of the academic year, whole-school attendance will improve, with a particular emphasis on raising the attendance of pupils eligible for Pupil Premium so that persistent absence reduces and disadvantaged pupils attend in line with, or above, national expectations. Improved attendance will support stronger academic progress, better wellbeing, and increased engagement in school life.</p> <p>Specifically, pupils will:</p> <ul style="list-style-type: none"> ▪ Attend school more regularly, with fewer broken weeks and reduced patterns of sporadic absence. ▪ Demonstrate improved punctuality, arriving on time and ready to learn, contributing to smoother starts to the school day. ▪ Sustain attendance above key thresholds, with Pupil Premium pupils showing accelerated improvement where attendance has previously been a barrier. ▪ Engage more consistently with learning, benefiting from uninterrupted curriculum access and improved continuity in teaching and support. 	<p>Success will be measured through:</p> <ul style="list-style-type: none"> ▪ Whole-school attendance data showing upward trends across all groups, with Pupil Premium pupils making the most rapid gains. ▪ Reduction in persistent absence rates, particularly among disadvantaged pupils and those with historically low attendance. ▪ Weekly and half-termly monitoring demonstrating improved punctuality and fewer late marks. ▪ Pastoral and safeguarding records evidencing timely intervention, improved family engagement, and reduced escalation to formal processes. ▪ Pupil and parent voice indicating increased understanding of the importance of attendance and improved confidence in attending regularly.

<ul style="list-style-type: none"> Develop a stronger sense of belonging, supported by positive relationships, early help, and proactive pastoral intervention. 	
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,000.00 (Salary + on-costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic oral language training, supported through the appointment of an additional teaching assistant to increase delivery capacity	The EEF Teaching and Learning Toolkit identifies oral language interventions as having the potential to secure an average of +6 months' progress, when implemented with fidelity.	1
Systematic phonics instruction, supported through the appointment of the additional teaching assistant to increase delivery capacity	The EEF Teaching and Learning Toolkit reports that high-quality phonics provision typically leads to +5 months' progress on average, when delivered consistently and systematically.	2

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

Budgeted cost: £45,000.00 (0.6 salary + on-costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.6 deployment of an experienced senior member of staff to oversee the implementation of effective strategies for self-regulation	The EEF Teaching and Learning Toolkit indicates that self-regulation and behaviour-for-learning approaches can result in +8 months' progress on average, when effectively embedded	3

Deployment (0.6 FTE) of an experienced senior leader to oversee the implementation of metacognitive strategies and high-quality engagement with feedback	The EEF Teaching and Learning Toolkit identifies metacognition as securing +8 months' progress, and effective feedback as securing +6 months' progress on average, when implemented well.	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school strategy to improve attendance for all pupils below 95%, with a particular focus on disadvantaged learners. This includes release time for office staff and ELSA training for a designated member of support staff	DfE analysis (2025) demonstrates a strong correlation between attendance and attainment. At KS2, pupils with 95–100% attendance were 1.3 times more likely to achieve the expected standard in reading, writing and mathematics combined than those with attendance between 90–95%.	5

Total budgeted cost: £ 93,000.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School Performance for the academic year 2024-25:

Phonics:

- School performance (all pupils): 80%
- Disadvantaged pass-rate: 75%
- National Pass-rate (disadvantaged): 67%

Key Stage 2 Assessments (SATs):

School performance (Disadvantaged pupils)

- RWM: 69% (National DA Pupils = 47%)
- Reading: 81% (63%)
- Writing: 69% (59%)
- Maths: 88% (61%)
- EGPS: 75% (60%)

Disadvantaged pupils at Hogarth achieved a significantly higher overall percentage at age-related expectations in each subject area than disadvantaged pupils nationally.

The combined figure for RWM, at 69%, equalled the national figure for all pupils, which was also 69%.

Externally provided programmes

Programme	Provider
NA	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

NA
