



Pupil Premium Report and Strategy Statement v2

In Hogarth Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>



1. Summary information for 2019-20					
Academy	Hogarth Academy				
Pupil Premium Leader	Ms S Lee				
Academic Year	2019/20	Total PP budget	£102,960.00	Date of most recent PP Review	-
Total number of pupils	230	Number of pupils eligible for PP	60 (26%)	Date for next internal review of this strategy	July 2020

Pupil Premium Report Academic Year 2019-20 End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps
N	4		Outcomes for pupil premium children to be maximised to ensure good or better progress by attending nursery for 30hours for 6 months during their placement. Increase the % of pupils emerging in 40-60 months at the end of F1 2020 Any identified pupil premium children will be offered a place for a period of 6 months fulltime. Due to school closure the impact at July 2020 could not be verified.	Pupil numbers mean there is no nursery class Sept 2020. Ensure these children transition to F2 securely
R	14	Additional TA in FS phonic	All PP children to achieve GLD and achieve school target of 83% GLD for all pupils. It will be measured by teacher assessment and GLD data. All PP children to achieve GLD and overall GLD target of 83% is achieved for all pupils 100%PP children GLD	To ensure all pupils have daily phonic work and PP children to attend



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		tuition 30 mins a day £11,642.50	Teaching Assistants to deliver phonic interventions. All EYFS staff to deliver interventions in mathematics small group tuition. Due to school closure the impact on the pupil's outcomes at July 2020 could not be verified.	intervention sessions as part of PP provision in Y1.
1	11	£11,642.50	In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation, and spelling and in mathematics. Pupils are expected to meet the expected age-related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds. There has not been a Phonic Screening Check for 2020. Due to school closure the impact on the pupil's outcomes at July 2020 could not be verified.	Ensure all PP children are assessed for phonics and retested Autumn 2020 PP children to attend intervention sessions as part of PP plan in Y2.
2	5	£11,642.50	In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2020 Due to school closure the impact on the pupil's outcomes at July 2020 could not be verified	Ensure all PP children are assessed for phonics and retested Autumn 2020 PP children to attend intervention sessions as part of PP plan in Y3 for RWM.
3	11	£11,642.50	In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. All Y3 staff to deliver interventions in R W M dependent on data. Small group pre teaching and over learning as part of intervention maps for identified PP child at risk of WTS Due to school closure the impact on the pupil's outcomes at July 2020 could not be verified.	Ensure all PP children are assessed in RWM and are supported by interventions sessions as part of PP provision in Y4.



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4	8	£11,642.50	In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. All Y4 staff to deliver interventions in RWM. Small group pre teaching and over learning as part of intervention maps for identified PP child at risk of WTS Due to school closure the impact on the pupil's outcomes at July 2020 could not be verified.	Ensure all PP children are assessed in RWM and are supported by interventions sessions as part of PP provision in Y5.
5	13	£11,642.50	In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. All Y5 staff to deliver interventions in RWM. Small group pre teaching and over learning as part of intervention maps for identified PP child at risk of WTS Due to school closure the impact on the pupil's outcomes at July 2020 could not be verified.	Ensure all PP children are assessed in RWM and are supported by interventions sessions as part of PP provision in Y6.
6	15	£11,642.50	In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure.	



Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Small group Social and Emotional nurture sessions	20	£6000.00	Up until the point of closure these sessions were working well for the PP children attending pupil voice suggesting that they were more confident to ask for help and support with their learning.	Continue to offer 2020/21
Enrichment of all pupils inc PP children in Ks2 through weekly brass music provision	230	£4380.00	Until the point of closure, all pupils in Ks2 received brass instrument tuition weekly. The autumn term concert showed how much enjoyment and skill the different classes had learnt since Sept.	Continue to offer 2020/21 but in light of Covid, guitar instrument tuition will be offered.
Improve attendance of PP children	20c	£2448.00	Until the point of closure, close monitoring of PP children's attendance was impacting, and the PA rate was reducing in this group to 6%	Continue to offer 2020/21

Summary of Proposed Actions for the 2020/21

- The impact of the actions started in 2019/20 were beginning to be seen in pupil data and outcomes, March 2020. However, the school closure due to Covid19 meant it was unable to verify any further impact to July 2020.
- Proposed actions for 2020/21 are to continue with small group intervention and tuition to support PP children to narrow any gap in attainment by July 2021



Strategy for 2020-21

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

2. Summary information for 2020-21					
Academy	Hogarth Academy				
Pupil Premium Leader	Marie Cooper				
Academic Year	2020/21	Total PP budget	£102,960.00	Date of most recent PP Review	NA
Total number of pupils	210	Number of pupils eligible for PP	60(28%)	Date for next internal review of this strategy	July 2021

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	External barriers <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
Low attainment of PP children in year groups	Low attendance rates and PA rates of PP children Reading records demonstrate lack of reading at home Social care involvement with PP families Parental separation within PP families
Where there is no gap between PP and non-PP in RWM, this needs to be maintained through strong direct teaching	Increased number of new EAL children
Develop pupil's resilience to challenge	Known Adult mental health affects 20/60 PP children 33%
Curriculum great depth and mastery subject knowledge	Children not reading frequently at home
Target more high achieving PP pupils to attain GD	Children not reading frequently at home



		2. Implementation				
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	
Year R 7PP Children	All PP children to achieve GLD. It will be measured by teacher assessment and GLD data.	100%PP children attain GLD July 2021	Teaching Assistants to deliver phonic interventions All EYFS staff to deliver interventions in small group tuition for PP children	The EEF has found that phonics teaching and intervention can positively benefit pupils by +4 months 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.	Pupil Progress data Learning journey books Observations of pupils engagement in learning.	1 additional TA in FS for phonic interventions. 30 minutes per day (Communication) £3,000 £11,641.50
Year 1 7PP Children	Increase % of PP to attain ARE and GD in RWM compared to non PP children by July 2020 Increase % of PP children to attain higher than NA for Y1 phonic screening test.	100% PP children are at ARE for RWM July 2021 100%PP children attain WA in phonic screening test.	TAs to deliver phonic interventions All Y1 staff to deliver interventions Small group tuition as part of learning.	The EEF has found that phonics teaching and intervention can positively benefit pupils by +4 months 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.	Termly Pupil Progress data and intervention analysis. Pupils Workbooks Phonic screening scores LEAD termly QA reports to AAB.	£11,641.50 Plus additional TA support £3000.00
Year 2 11PP children (1EHCP PP child)	Maintain 100% of PP children attaining EXS or above in RWM at the end of KS1 2020.	100% PP children are at ARE for RWM July 2020	Teaching Assistants to deliver phonic interventions	The EEF has found that phonics teaching and intervention can positively benefit pupils by +4 months The EEF has found that small group tuition can impact on pupils' outcomes by more	Termly Pupil Progress Meetings and Intervention analysis SAT data	£11,641.50 Plus additional TA support £5,960.00



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	50% PP children targeted for GD	All PP children targeted for GD achieve.	All Y2 staff to deliver interventions in mathematics.	sustained engagement in smaller groups by +4 months	Pupils Workbooks LEAD termly reports to the AAB.	
Year 3 5PP children	100 % of PP children attaining ARE in RWM by July 2021 Increase the % of PP children attaining GD in RWM	100% PP children are ARE in RWM by July 2021 Increased % PP children achieve GD in RWM by July 2021	All Y3 staff to deliver interventions in R W M dependent on data. Small group pre teaching and over learning as part of intervention maps for identified PP child at risk of WTS.	<ul style="list-style-type: none"> The EEF has found that small group tuition can impact on pupils' outcomes by more sustained engagement in smaller groups by +4 months 	Termly Pupil Progress data and intervention analysis Pupils Workbooks LEAD termly reports to AAB.	£11,641.50
Year 4 10PP children	100% PP children attaining ARE in RWM by July 2021 Increase the % of PP children attaining GD in RWM	PP children are ARE in RWM by July 2021 Increased % PP children achieve GD in RWM by July 2021	All Y4 staff to deliver interventions in R W M dependent on data. Small group pre teaching and over learning as part of intervention maps for identified PP child at risk of WTS.	<ul style="list-style-type: none"> The EEF has found that small group tuition can impact on pupils' outcomes by more sustained engagement in smaller groups by +4 months 	Termly Pupil Progress data and intervention analysis Pupils Workbooks LEAD termly reports to AAB.	£11,641.50
Year 5 8PP children	Increase the % of PP children attaining ARE in	ALL PP children are ARE in RWM by July 2021	All Y5 staff to deliver interventions in R	<ul style="list-style-type: none"> The EEF has found that small group tuition can impact on pupils outcomes by more sustained engagement in smaller groups by +4 months 	Pupil Progress data and	£11,641.50



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	RWM by July 2021 Increase the % of PP children attaining GD in RWM	Increased % PP children achieve GD in RWM by July 2020	W M dependent on data. Small group pre teaching and over learning as part of intervention maps for identified PP children		intervention analysis Pupils Workbooks LEAD termly reports to AAB.	
Year 6 13PP children	Increase the % of PP children attaining EXS in RWM by July 2021	100%PP children are at least EXS in RWM by July 2021	All Y6 staff to deliver interventions in R W M dependent on data. Small group pre teaching and over learning as part of intervention maps for identified PP children	<ul style="list-style-type: none"> The EEF has found that small group tuition can impact on pupils outcomes by more sustained engagement in smaller groups by +4 months 	Pupil Progress data and intervention analysis Pupils Workbooks LEAD termly reports to AAB.	£11,641.50

Whole School Initiatives	How	What is the rationale for this chosen strategy	How will it be monitored	Cost
Social and Emotional Nurture group time	Small group sessions for PP children to support emotional and social learning skills.	Our aim is to see our more complex PP children able to feel safe and secure, learn and progress.	Case study reports from the interventions	£3000
Raise attendance of all pupils especially PP children	Attendance Officer Time Rewards	Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our family's needs to improve the attendance rates.	Monthly spreadsheet analysis, meetings and visits	£2448.00



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Enrichment of all pupils including pp children in KS2 through weekly guitar instrument tuition.	NCC Music Hub team to deliver hourly lesson to all KS2 classes weekly	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.	Pupils end of term performances and assessments by the music tuition team.	£4380.00
		Total		£102,960.00

August 2020