

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hogarth Academy
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 September 2022
Statement authorised by	Sarah Lee
Pupil premium lead	Marie Cooper
Governor / Trustee lead	Az Raof

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,771.00
Recovery premium funding allocation this academic year	£9,715.00
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	£99,486.00

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	Our pupils and their families have social and emotional difficulties (33% of our PP families have known adult mental health issues) especially following the Covid 19 pandemic.
3	Lack of attendance due to Covid 19 and persistent absenteeism of PP children
4	Our pupil premium 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 2021.</p> <p>More disadvantaged Pupil Premium children attain GD in RWM July 2022 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</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>Senior Mental Health Lead Training Programme is completed 21/22 which support the identification and support of these families and alleviates barriers for learning.</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: £3000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on RML synthetic phonics	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.	1 4
Staff training on Active Spelling	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

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

Budgeted cost: £ 90, 486.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed phonic groups through RML are planned and delivered daily to ensure pupils	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

are fluent and confident readers in all their learning.	The EEF has found that early and targeted phonic intervention will give 5+ months progress	
Targeted intervention groups based on PP data half termly to ensure ALL PP 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
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.	1 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.	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.	1 2 3 4

Rewards for improved and 100% attendance are implemented for all pupils.		
Develop the Nottingham Citizens Drive group	Citizens UK supports community groups to develop leaders so they can participate in public life , being part of this programme gives our PP children a voice that can be heard at local and national level.	1 2 4

Total budgeted cost: £ £99,486.00

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Activity	Evaluation												
Nurture Group - Small group sessions for PP children to support emotional and social learning skills.	<p>Our aim was to see our more complex PP children able to feel safe and secure, learn and progress. All have made expected or better progress and all have been able to regulate their emotions more effectively as a result of the nurture support group.</p> <p>All pupils have participated in the Stormbreak mental health weekly activity. The children enjoy these sessions and talk well about their mental health and feelings.</p>												
Raise attendance of all pupils especially PP children	<p>Whilst the data shows our PP children attend marginally less (-0.61) compared with PP national, this is much improved especially given the disruption to schooling last year.</p> <table border="1"> <thead> <tr> <th>2020/21</th> <th>Current</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>96.00%</td> <td>96.00%</td> </tr> <tr> <td>PP</td> <td>93.49%</td> <td>94.10%</td> </tr> <tr> <td>Non FSM</td> <td>96.55%</td> <td>96.51%</td> </tr> </tbody> </table>	2020/21	Current	National	All	96.00%	96.00%	PP	93.49%	94.10%	Non FSM	96.55%	96.51%
2020/21	Current	National											
All	96.00%	96.00%											
PP	93.49%	94.10%											
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Enrichment of all pupils including pp children in KS2 through weekly guitar instrument tuition.	<p>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.</p>												

Magic Breakfast (free)

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.

Increase % of PP to attain ARE and GD in RWM compared to non PP children by July 2021 through targeted interventions and class based groupings in Phonics (R Y1 and 2) Reading, Writing and Mathematics.

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 well above the national average for 2019. 83% on average at ARE.

The impact of our provision over the year either in school or remotely would support the above, with all pupils making expected or better progress (see diagram below) The one pupil has not made this expected progress was due to the level of SEND need this pupil has. They had made progress against their individual progress steps.

The attainment of pupil premium pupils is above the non-pupil premium pupils at age-related expectations combined. 85% of pupil premium pupils are working at this standard. 82% of non-pupil premium pupils are working at this standard.

At greater depth combined, the gaps in attainment are mixed. 16% of pupil premium pupils are working at greater depth combined.

		Reading				Writing				Maths			
		Attainment				Attainment				Attainment			
		Below	Expected	Above		Below	Expected	Above		Below	Expected	Above	
Year 1 <i>All pupils</i>	Progress	Above	-	15	62.5%	6	25%	-	-	13	54.2%	8	33.3%
	Expected	3	12.5%	-	-	-	-	3	12.5%	-	-	-	-
	Below	-	-	-	-	-	-	-	-	-	-	-	-
Year 2 <i>All pupils</i>	Progress	Above	-	16	55.2%	9	31%	-	-	17	58.6%	9	31%
	Expected	3	10.3%	-	-	-	-	2	6.9%	-	-	-	-
	Below	1	3.4%	-	-	-	-	1	3.4%	-	-	-	-
Year 3 <i>All pupils</i>	Progress	Above	-	15	55.6%	9	33.3%	-	-	15	55.6%	10	37%
	Expected	3	11.1%	-	-	-	-	4	14.8%	-	-	-	-
	Below	-	-	-	-	-	-	-	-	-	-	-	-
Year 4 <i>All pupils</i>	Progress	Above	-	15	50%	12	40%	-	-	18	60%	8	26.7%
	Expected	3	10%	-	-	-	-	4	13.3%	-	-	-	-
	Below	-	-	-	-	-	-	-	-	-	-	-	-
Year 5 <i>All pupils</i>	Progress	Above	-	14	48.3%	12	41.4%	-	-	18	62.1%	8	27.6%
	Expected	3	10.3%	-	-	-	-	3	10.3%	-	-	-	-
	Below	-	-	-	-	-	-	-	-	-	-	-	-
Year 6 <i>All pupils</i>	Progress	Above	-	12	48%	8	32%	-	-	14	56%	5	20%
	Expected	5	20%	-	-	-	-	6	24%	-	-	-	-
	Below	-	-	-	-	-	-	-	-	-	-	-	-

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
FSM vouchers due to Covid	Nottingham City Council
Stormbreak mental health learning programme	Stormbreak.Org