

Pupil Premium Strategy Statement 2023/4

This statement details our school's use of pupil premium funding for the academic year 2023/24 to help further 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	225
Proportion (%) of pupil premium eligible pupils	36.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	16 th September 2023
Date on which it will be reviewed	31 st July 2024
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	£105,260.00
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	£114,975.00

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.
- 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

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

Challenge number	Detail of challenge
1	Our data 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 attain above the NA for PP and make good or better progress from their starting point Sept 2023.</p> <p>More disadvantaged Pupil Premium children attain GD in RWM July 2024 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 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	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: £ 107,975.00

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. Pupil Premium attainment and progress is above NA for GLD and Y1 phonic screening test 2024.	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	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

better attainment and progress in RWM to be above NA by July 2024		
Targeted intervention groups based in class using PP data half termly to ensure ALL PP GDS targeted children are making good or better attainment and progress to be above NA by July 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
The wider curriculum CSI provides hooks, trips, visits, and visitors as well as relevant outcomes for children to use and apply their learning. Attainment of PP children in foundation subjects is in line with non-PP by July 2024.	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.	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	1 2 3 4

Rewards for improved and 100% attendance are implemented for all pupils.	improve pupil outcomes by five plus months.	
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
Magic Breakfast	This initiative supported by the NSBP provides bagels for children to eat before school starts , thus supporting children's basic needs to have had breakfast and the NSBP national research supporting sustained concentration in class. (FREE)	1234

Total budgeted cost: £114,975.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

<p>The following information details the impact of the interventions and money spent to support our pupil premium children in the academic year 2022/23</p>	
Activity	Evaluation
<p>Staff training on Active Spelling</p>	<p>As a result of additional training , the teaching of spelling is consistent across the school for all pupils. The impact of this upon pupil premium children can be seen in their writing outcomes.</p>
<p>Staff training on Stormbreak</p>	<p>As a result of additional training in the Stormbreak approaches to support children’s mental health; a consistent approach to the programme is seen across the school. The impact is supporting pupil premium children to focus on learning more within the lesson , this is evidenced in observations of pupils in class with great behaviours for learning and their outcomes for reading , writing and mathematics being above the national average for pupil premium children in all year groups.</p>
<p>Targeted Activity</p> <p>Focussed phonic groups through RML are planned and delivered daily to ensure pupils are fluent and confident readers in all their learning.</p>	<p>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.</p> <ul style="list-style-type: none"> • 80% of Pupil Premium children attained GLD at the end of EYFS 2023. • The impact was KS1 Year One phonic screening outcomes were above national average with 80% WA, with 75% of pupil premium children attaining 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

Targeted support for pupil premium children within lessons has significantly impacted on their attainment and progress over the year compared to non-pupil premium children.

KS2		READING EXS				READING GDS				Progress	
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	PP Expected Progress	Non-PP/Peer Gap Comparison +/-	
		NA EXS+: 62%		NA Gap: -18%		NA GDS: 17%		NA Gap: -15%			
Y6	92%	+30%	+4%	+22%	15%	-2%	44%	-29%	100%	0	
Y5	77%	+15%	+1%	+19%	38%	+21%	+3%	+18%	100%	0	
Y4	93%	+31%	+1%	+19%	57%	+40%	-2%	+13%	93%	-7%	
Y3	89%	+27%	-1%	+17%	22%	+5%	-8%	+7%	EX	0	

KS1		READING EXS				READING GDS				Progress	
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	PP Expected Progress	Non-PP/Peer Gap Comparison +/-	
		NA EXS+: 62%*		NA Gap: -16%*		NA GDS: 14%*		NA Gap: -14%*			
Y2	85%	+23%	-8%	+3%	15%	+1%	-18%	-4%	92%	-8%	
Y1	73%	+9%	-7%	+9%	27%	+13%	-13%	+1%	100%	100%	

*KS1 outcomes based on 2019 as no NA data for KS1 given in 2022, unlike KS2.

KS2		WRITING EXS				WRITING GDS				Progress	
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	PP Expected Progress	Non-PP/Peer Gap Comparison +/-	
		NA EXS+: 62%		NA Gap: -18%		NA GDS: 17%		NA Gap: -15%			
Y6	85%	+23%	-3%	+15%	15%	-2%	-20%	-5%	100%	0	
Y5	85%	+23%	+9%	+27%	31%	+14%	-4%	+11%	100%	0	
Y4	86%	+24%	+1%	+19%	43%	+28%	+5%	+20%	100%	0	
Y3	89%	+27%	+4%	+22%	11%	+6%	-14%	+1%	100%	0	

KS1		WRITING EXS				WRITING GDS				Progress	
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	PP Expected Progress	Non-PP/Peer Gap Comparison +/-	
		NA EXS+: 62%*		NA Gap: -16%*		NA GDS: 14%*		NA Gap: -14%*			
Y2	77%	+15%	-16%	0	0	-14%	-33%	-19%	100%	0	
Y1	73%	+11%	-7%	+9%	27%	+13%	+20%	+24%	100%	0	

KS2		MATHEMATICS EXS			MATHEMATICS GDS				Progress	
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	PP Expected Progress	Non-PP/Peer Gap Comparison +/-
		NA EXS+: 62%		NA Gap: -18%		NA GDS: 17%		NA Gap: -15%		
Y6	85%	+23%	-5%	+9%	15%	-2%	-44%	-29%	100%	0
Y5	85%	+23%	+3%	+21%	31%	+14%	-4%	+11%	100%	0
Y4	93%	+31%	+1%	+19%	43%	+26%	+5%	+20%	100%	0
Y3	89%	+27%	-1%	+17%	11%	-6%	-13%	+2%	100%	0

KS1		MATHEMATICS EXS			MATHEMATICS GDS				Progress	
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	PP Expected Progress	Non-PP/Peer Gap Comparison +/-
		NA EXS+: 62%*		NA Gap: -16%*		NA GDS: 14%*		NA Gap: -14%*		
Y2	100%	+38%	+7%	+23%	23%	+9%	-10%	+4%	100%	0
Y1	73%	+9%	-7%	+9%	18%	+4%	-15%	-1%	100%	0

Key	Outstanding	Good	Expected	Just Below	Below
Attainment	10% or above	1% to 9%	A0	1% to 5% below	6% or more below
Progress %	100%	90% to 99%		80% to 89%	Below 80% or more

In Reading

- All PP pupils have made expected progress in reading.
- Pupil Premium children attaining ARE is significantly above the NA.
- Therefore, significantly eliminating the gap for Hogarth's PP children compared to the NA PP children at ARE.
- GDS attainment of pupil premium children is also above the NA.
- The gap within the class will remain a target for 2023/24 and that of GDS compared to national.

In Writing

- All PP pupils have made expected progress in writing.
- Pupil Premium children attaining ARE is significantly above the NA.
- Therefore, significantly eliminating the gap for Hogarth's PP children compared to the NA PP children at ARE.
- GDS attainment of pupil premium children is also above the NA in most year groups.
- The gap within the class will remain a target for 2023/24 and that of GDS compared to national.

In Mathematics

- All PP pupils have made expected progress in mathematics.
- Pupil Premium children attaining ARE is significantly above the NA.
- Therefore, significantly eliminating the gap for Hogarth's PP children compared to the NA PP children at ARE.
- GDS attainment of pupil premium children is also above the NA in most year groups.

	<ul style="list-style-type: none"> The gap within the class will remain a target for 2023/24 and that of GDS compared to national. <p>Where a pupil has not made the expected progress, forensic analysis shows this is due to their additional need .e.g. level of SEND pupil has. They had made progress against their individual progress steps.</p>
<p>Wider Support</p> <p>Enrichment of all pupils including pp children in KS2 through weekly guitar instrument tuition.</p> <p>Attendance officer to raise standards of attendance of our PP children by supporting the families to improve attendance.</p> <p>Develop the Nottingham Citizens Drive group to empower to have a voice within the locality.</p> <p>Magic Breakfast (free)</p>	<p>This curriculum enrichment activity has increased pupils’ confidence and resilience to try something new and broadened their understanding of music and cultural capital. Building on their knowledge and skills from the previous year , pupils as a result are more cognisant of their ability to read music and perform in front of an audience. Assessments by the NMS show progress in all pupils in their music knowledge and skill.</p> <p>Attendance targets for pupil premium children have honed action on specific families and involved Education Welfare Services to improve attendance – see case study . One pupil premiums child attendance as a result has improved from 38% to 95% within the year as a direct result of targeted PP action and support from wider services. Pupil Premium pupils attendance compared to Non Pupil Premium pupils has improved and the gap has reduced to -2.5% .This will continue to be a target for 2023/24.</p> <p>The children involved in the Nottingham Citizen group were 50% PP. As a result of being involved in the young peoples manifesto, they have listened to their community and shared the outcomes with local MPs. This has increased their confidence in taking action to make a change up by 100%</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>