



# Pupil premium report for The William Hogarth School 2019/20

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Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are:

- Eligible for Free School Meals (FSM) (or have been eligible at any time in the preceding six years – Ever6);
- From service families; or
- 'Looked After' children (in care).

The funding is allocated to address the underlying inequalities between disadvantaged pupils (those in receipt of Pupil Premium) and non-disadvantaged pupils.

At The William Hogarth School, we believe that all of our pupils, regardless of their individual circumstances, are entitled to the highest quality of education. We ensure that the learning needs of all pupils, including those who belong to vulnerable groups, are met through consistently high quality teaching and learning in the classroom, access to a wide range of opportunities within and beyond the curriculum and, where appropriate, intervention programs for groups of children and individual pupils.

The progress and attainment of all pupils throughout the school is carefully monitored and, where pupils are at risk of underachievement, targeted intervention programs are put in place.

We recognise that not all pupils in receipt of free school meals are socially disadvantaged and that not all disadvantaged pupils are registered for free school meals. Pupil Premium is allocated within our school to support pupils who have been identified as being disadvantaged and at risk of underachievement. The funding may be allocated to classes, groups or individuals where a need has been identified through our monitoring systems. Not all pupils who receive Pupil Premium funding will be receiving additional support at any one time

## Pupil premium spending 2019-20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	September 2020
Total number of pupils:	237	Total pupil premium budget:	£72,900
Number of pupils eligible for pupil premium:	53	Amount of pupil premium received per child:	£1320 3 x LAC @ £2,300

STRATEGY STATEMENT
<p>Over the past 2 years, we have successfully implemented Read Write Inc small group Phonics across KS1 and Early Years. This has produced the following results:</p> <p>Y1 - 86.95% passed; Y2 – 76.5% passed and total 84.1 % passed All staff who teach RWI, have been trained and we have committed to train new staff members as they arrive.</p> <ul style="list-style-type: none"><li>• PIXL was introduced in Year 6 and Year 2. Due to particular cohort characteristics in Year 6, the full impact of what was observed in classroom learning was not reflected in end of Key Stage assessments. Therefore, we will continue to use this more broadly across the whole school. The therapies and the small group lessons supported the children’s learnings and they made considerable progress from the beginning of the year.</li><li>• Read Write Inc in Key Stage 1 and Early Years, and PIXI in Key Stage 2 will form the core approaches to our teaching. We will need to introduce other approaches to complement these initiatives, with targeting comprehension and higher level reading skills as well as developing Oracy and a love of language and Reading.</li><li>• We aim to raise the in-school attainment of both disadvantaged pupils and their peers in English.</li><li>• We need to be able to provide a safe, healthy and inspiring environment that reduces the exposure to pollution and promotes outside learning.</li></ul>

## Assessment information

EYFS		
Pupils eligible for PP	Pupils not eligible for PP	National average
71%	75%	71.5%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
86%	89%	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	86%	76%	71%(Hounslow)
% making expected progress in reading	100%	79%	75%
% making expected progress in writing	86%	76%	70%
% making expected progress in maths	85%	82%	76%

## END OF KS2

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	21%	38%	65%
% making expected progress in reading	37%	52%	73%
% making expected progress in writing	58%	81%	78%
% making expected progress in maths	53%	62%	79%

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Language deprivation. Data analysis shows that our children have a vocabulary gap which has a negative impact on their Reading progress and attainment, particularly in Key Stage 2 where this becomes increasingly evident.
B	Our tracking of reading speed, fluency and stamina show that this is an area requiring development for our disadvantaged pupils as it is having a negative impact on their Reading and Maths outcomes in particular, as they are not able to attempt large parts of the assessments.
C	More able disadvantaged. Our data shows that with effective and appropriate challenge, together with improved opportunities to apply their basic skills in a wider range of contexts, a greater percentage of our disadvantaged will be able to achieve the higher standard.

## ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Irregular attendance and poor punctuality Actions taken to improve absenteeism have had significant positive impact, particularly in Key Stage 2. There is still work to do in bringing Key Stage 1 attendance of disadvantaged into line with non-disadvantaged nationally and in-school.
E	Social, emotional and mental health needs, leading to poor general behaviour and behaviour for learning. This is a particular barrier for our LAC / previously LAC children in both Key Stage 1 and Key Stage 2.
F	Lack of access to extra-curricular activities, including music tuition, sporting activities, visits out.

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	All adults are equipped with the knowledge and understanding of how to effectively support language development of pupils, so that disadvantaged pupils make rapid progress in Speaking, Listening and Understanding that brings them in line with their non-disadvantaged peers.	End of year Reception data. KS1 reading and writing data KS2 reading and writing data
B	Improved reading stamina and fluency so that all pupils are able to access the assessments more comprehensively.	KS2 reading data KS2 maths data
C	Well designed and appropriately sequenced humanities and Science curriculum increase opportunities for all pupils to apply their basic skills in a wider range of contexts at an appropriate level of challenge	Internal and end of Key Stage data show that an increasing percentage of disadvantaged pupils are working at the higher standard

D	To improve attainment and progress of disadvantaged pupils by ensuring they are 'available' for learning in-school.	Attendance data monitoring will show persistent absenteeism for disadvantaged pupils to be in line with that for non-disadvantaged pupils in school and nationally. Punctuality will have improved accordingly.
E	PP children feel even more safe and secure and showing readiness to learn. Improved learning environments, both inside and outside the classroom, to ensure that the school community is cohesive and supportive.	Reduction in the number of playground incidents and increase in demonstration of our school values. Local environment to be healthy and safe for our children. That they learn from their environment and surroundings, as well as their classroom learning.
F	To improve social inclusion of disadvantaged pupils by ensuring they have access to a wide range of enriching, real-life opportunities.	Club registers show that all disadvantaged pupils participate in at least one before / after school club.  Pupil Premium participation on Year 6 school journeys is in line with that of non-disadvantaged pupils at the school.

## Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To improve staff knowledge and resources of the teaching of reading and writing	All staff to be more confident in planning and teaching of reading and writing	Data suggests that 75% of PP children in Year 2 2019-20, are working below expected standards in reading and writing, therefore this shows a need for CPD in this area. We have 3 early career teachers who will benefit from this support.	Staff CPD Use of PIXL, Classroom Secrets to support teaching and learning of reading. PIXL and Benchmarking as a tool for informing assessment.	Leader of Learning : Communication	Termly
To improve pedagogical knowledge of staff in order to deliver more challenging activities for children	Pupils' engagement and attainment to improve Staff confidence and risk taking observed in lessons.	Baseline data, across the school, shows a small proportion of PP children meeting the exceeding standard.	Staff CPD focused on differentiation and challenge. Science Empiribox CPD Environment considered to offer a Science Space, raising the profile of Science.	SLT  Leader of Learning : STEM	Ongoing
Improve staff knowledge and provide resources to support Oracy Development	School wide consistent approach to teaching language and promoting vocab.	Baseline Data for PP children shows that reading and writing attainment is below national average.	Monitoring children's language around school, in lessons, assemblies and performances, which will have an impact on their writing.  Introduction of explicit vocabulary session daily, with home learning links embedded (Mrs Wordsmith)	KR  Leader of Learning : Communication	ongoing

					Total budgeted cost:	£19,095
Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
To improve attainment for PP children in reading and writing in Year 2 and 3.	Identify gaps in Reading Comprehension are addressed, and improved attainment for PP children	75% of PP children in Year 2 2019-20, are working below expected standards in reading and writing. We want to ensure that Year 2 and 3 curriculum meets the needs of the PP children. Which can then be disseminated across the school. Benchmarking in reading indicated poor comprehension, even where accuracy was high.	Use of PIXL, Classroom Secrets to support teaching and learning of reading. PIXL and Benchmarking as a tool for informing assessment.	Leader of Learning : Communication	Termly	
To increase the number of PP children in the school meeting the exceeding standard	Curriculum delivery and lesson delivery is better matched to the needs of the PP more able children across the school	Baseline data, across the school, shows a small proportion of PP children meeting the exceeding standard.	Regular monitoring of pupils work and Learning Walks of lessons across the curriculum. Subject leaders to monitor that challenge is happening in their subject areas – particularly the impact of Empiribox on Maths. Introduction of Reach Out humanities curriculum to improve opportunities for reading and writing at greater depth, in context.	SLT  Leader of Learning : STEM  KR	Termly (pupil progress meetings)	



To develop improved oral language and vocabulary for PP children	Assessment system identifies issues with pupil language development and curriculum is developed to match and meet needs of pupils	Evidence shows that good Oral Language influences reading and writing outcomes. Review of Baseline Data for PP children shows that reading and writing attainment is below national average.  45% PP children are EAL therefore Oracy and Language development is vital for them to develop their language for both Maths and English.	Sing Education introduced weekly with each class. Daily Word to support Vocabulary development Daily Oracy lessons in all classes Daily Guided Reading Learning Village Online learning platform for EAL available at school and home. Daily reading with Mentors	HT  Leader of Learning : Communication  Leader of Inclusion  DHT	Termly (pupil progress meetings)  Half termly checks of online Learning Village
Total budgeted cost:					£22,740
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To relocate Nursery and reception to a joint, safe and less polluted area.	PP children feel even more safe and secure and showing readiness to learn. Improved learning environments to ensure that the school community is cohesive and supportive.	Our last OFSTED stated that "Instigating, as a matter of priority, planned improvements to the early years provision"  London Mayor's air quality audit  £10,000 grant received from London Mayor £18,000 grant received fro LBH £3,500 pledged by FOWHS  £10,000 to match Mayor's AQA funding	Case study of PP children in Early Years to track improved learning behaviours and healthy behaviours during the children's time at The William Hogarth School	HT AHT EYFS	ongoing

<p>SLT to monitor and engage with parents for children who have persistently poor punctuality record. Target setting to improve. Working in partnership with parents to identify barriers and find strategies to support them in bringing children to school on time.</p>	<p>Increase the attendance and punctuality of PP children so that more children have an attendance of 97% or above</p>	<p>85% amount of PP children have an attendance of below 95% 100% amount of PP children have arrived late to school at some stage during the school year and this impacts their learning.</p>	<p>Assemblies to celebrate attendance Housepoints Parent voice-consulting with parents Staffing gates and doors Soft start Breakfast club School wide incentives to promote attendance</p>	<p>DHT</p>	<p>Termly</p>
<p>Individual behavior and emotional support for identified LAC children via Griffin Park Learning Zone.</p>	<p>Child has improved well-being and self-regulation strategies</p>	<p>Behavior incidents reduce, particularly during break and lunch periods. Fewer complaints by other children. Learning in class not impacted by poor behavior choices.</p>	<p>Visits to GPLZ Pupil and carer voice Building strong links with GPLZ Involving GPLZ in review meetings Engaging with mentoring service on offer.</p>	<p>LOL Inclusion</p>	<p>½ termly</p>
<p>Total Budgeted Cost</p>					<p>£18.393</p>

<p>Funding out of school clubs and wider enrichment activities.</p> <p>Funding of residential trips / reduction in charge for residential trips</p>	<p>For disadvantaged pupils to have access to a rich range of social and learning opportunities with the aim of improving social inclusion and fruitful participation</p>	<p>Improved access to activities which would otherwise be inaccessible to many of our disadvantaged pupils because of the cost implications for families in difficult financial circumstances.</p> <p>Pupils participate in learning outside of school and the extended curriculum. Improved access to an important life event / opportunity that would otherwise be inaccessible as a result of prohibitive costs for many disadvantaged pupils.</p>	<p>All disadvantaged pupils to have access to one fully-funded place at a before / after school club of their choice, with a second club being 50% funded.</p> <p>Monitoring behavior and attendance at club.</p> <p>Disadvantaged pupils to have first choice when booking.</p> <p>Residential promoted to target families in Year 5 to raise awareness of this funding opportunity.</p> <p>1:1 conversations with key families.</p>	<p>Admin LOL Inclusion</p> <p>Y6 class teacher</p> <p>DHT</p>	<p>Termly</p> <p>Aut term for residential</p>
Total budgeted cost:					£12,675
<b>TOTAL BUDGETED COST</b>					<b>£72,903</b>

<b>Review of expenditure</b>			
<b>2018 / 19</b>	<p>We analyse our data annually to compare the progress and attainment of our disadvantaged pupils with non-disadvantaged children at The William Hogarth School, in other local schools and nationally. This supports us in identifying barriers to learning or particular trends, so that we can take effective action to diminish any gap in performance and attainment. Our aim is for our disadvantaged pupils to be doing at least as well as other pupils of the same age. We regularly monitor the attainment and progress of all pupils throughout the school. This is done through our pupil progress meetings, which are led by senior leaders and involve all staff working with children. Attainment and progress data for all pupils is collated and analysed termly. Data for pupils entitled to Pupil Premium is collated and analysed separately. Where pupils are identified as having a specific need and a targeted intervention is put in place, individual targets will be set for the pupil and their progress is measured against these.</p>		
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not	<b>Lessons learned</b> (and whether you will continue with this approach)

		eligible for PP, if appropriate.	
Consistently high quality phonics lessons across EYFS and KS1 because all adults in Early Years and Key Stage 1 have the required knowledge, skills and understanding to support pupils' confidence and ability in reading and writing.	Embed Read Write Inc across Reception and KS1 to support phonic development.	Positive Impact for all pupils. Gap closed to 3% in school. Pupil Premium children in school achieved better than National (+4%).  Extremely positive impact on Reading and Writing outcomes for Key Stage 1 with disadvantaged pupils at the school performing significantly better than their non-disadvantaged peers nationally and in-school. Some further work to do to ensure more able disadvantaged pupils are accurately identified and appropriately challenged.	This approach will be continued particularly given the level of financial investment. It is anticipated that the difference will be further diminished once the scheme has been in place for a full academic year and that this will be evidenced in the phonics screen results.  Ongoing / further training of support staff is recommended.  Ongoing / further training and support for Phonics Leader.  All new staff to be trained in RWI and inducted effectively.
	Small targeted groups working with TAs and class teachers every morning for phonics lessons		
Improved learning behaviours demonstrated by all pupils, with a resultant positive impact on pupil outcomes and progress.	Behaviour specialist working alongside teachers to offer strategies and support for tackling more challenging behaviours and developing improved learning behaviours.	Whole school general behaviour improved as evidenced by behaviour log, plus reducing number of internal and external exclusions over the course of the year.  Learning behaviours have improved in all areas of the school with greater consistency in approach and use of whole school values to shift ethos.	Developing whole school use of CPOMS as a tracking system to monitor behaviour incidents.  Staff ownership of Behaviour Policy was a powerful tool in securing improvements to general behaviour across school. This was facilitated during staff meetings by the Behaviour Consultant.  Whole school will be further developed.
			<b>Total Cost</b> <b>£15,350</b>
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not	<b>Lessons learned</b> (and whether you will continue with this approach)

		eligible for PP, if appropriate.	
<b>Children become more resilient and confident by developing a range of strategies to help them take responsibility for choices and improve self-regulation so that they are better able to deal with challenges in their lives that impact on their focus in lessons.</b>	Play therapist for LAC children.	Limited. Impact was hard-to-measure. For Child 1, life-story work carried out in therapy sessions often presented difficulties that were carried out of the therapy room (1 FTE for this child).  Greater impact has been more apparent for Child 2. No FTEs. Greater readiness to learn and improved focus in class. Gap closing across all areas as evidenced by in school assessments and data. .	Play therapy will continue for key children as recommended treatment by CAMHS and clinical psychologist. Impact for Child 1 is expected to be seen in the longer term only.  Expected benefits were not as significant for Child 2 at the end of KS2. Although the gap closed, combined remained significantly below non-disadvantaged peers. However, learning behaviours did improve.  Play therapy will not continue in this form for Child 1. Griffin Park Learning Zone will be explored instead.
	Social stories	Used effectively as a tool for both non-disadvantaged and disadvantaged pupils, improving children's understanding of their responsibilities and roles in making choices.	Further training for support staff. Leader of Inclusion to implement Provision Map to support implementation and impact tracking. Parent engagement work to be carried out.
	LEGO Therapy Intervention	Improved communication barriers experienced by the children. Impact was seen both in class and in the playground.  Training by Speech and Language Therapist was vital in securing success.	It proved beneficial to include children who are not identified as disadvantaged in the therapy groups as this supported roll-out and wider impact outside the therapy groups.  Ongoing staff training as required.  Improved tracking of impact by Leader of Inclusion is now required.
			<b>Total Cost</b> <b>£26,000</b>
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not	<b>Lessons learned</b> (and whether you will continue with this approach)

		eligible for PP, if appropriate.	
Improving social inclusion and fruitful participation in wider school life	Funding out of school clubs and wider enrichment activities.	Most disadvantaged pupils participate in at least 1 club termly (86%). 64% of disadvantaged pupils attended more than one club – an increase on the previous year. Attendance continued to improve on those days when the particular club was running. More disadvantaged pupils also participated in competitive sporting events as a result.	This approach will be continued. Consideration to be given to how best to ensure 100% of disadvantaged pupils are able to attend an after school club (parent voice, pupil voice)
	Funding of residential trips for Years 5 & 6	100% Year 6 disadvantaged pupils attended the residential trip.	This approach will be modified so that the residential trips are part-funded instead of fully funded. This will allow scope to fund workshop participation / other events for younger children, with the potential of having greater impact on outcomes at the end of Key Stage 2.
<b>Total Cost</b>			<b>£37,800</b>