



# Pupil premium report for The William Hogarth School, 2020/21

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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 2020-2021

| SUMMARY INFORMATION                          |                |   |                           |
|--|----------------|---|---------------------------|
| Date of most recent pupil premium review:    | September 2020 | Date of next pupil premium review:          | March 2021                |
| Total number of pupils:                      | 199            | Total pupil premium budget:                 | £73,285                   |
| Number of pupils eligible for pupil premium: | 53             | Amount of pupil premium received per child: | £1345<br>2 x LAC @ £2,345 |

| STRATEGY STATEMENT   |
|--|
| <p>Over the past 3 years, we have successfully implemented Read Write Inc small group Phonics across KS1 and Early Years. Last year, the Year 1 phonics screen was postponed until October/November 2020 because of COVID-19 lockdown and partial school opening. This produced the following outstanding results:</p> <ul style="list-style-type: none"> <li>100% of children who attended the school in Year 1 passed the phonics screen in October 2020. 1 child joined the class in the Autumn term and did not pass.</li> </ul> <p>All staff who teach RWI, have been trained and we are committed to train new Key Stage 1 and Early Years staff members as they arrive.</p> <p>End of Key Stage assessments were cancelled due to COVID-19 pandemic. As a result, current national data available reflects the 2018/19 Year 6 cohort which faced particular challenges. Due to particular characteristics of that Year 6 cohort, the full impact of PIXL as observed in classroom learning was not reflected in end of Key Stage assessments and the strategic decision was taken to roll PIXL out across Key Stage 1 and Key Stage 2 as the therapies and the small group lessons supported the children's learnings and they made considerable progress from the beginning of the year.</p> <p>Academic year 2019/2020: Children in Years 2 and 6 completed in-school 'mock' assessments in the week before the commencement of lockdown. This data was submitted to FFT Aspire and is tabulated below.</p> <ul style="list-style-type: none"> <li>Read Write Inc in Key Stage 1 and Early Years will continue to underpin our approach to the teaching and learning of phonics</li> <li>PIXL therapies across the school will support children's learning, with a particular focus on closing the gap for PP children</li> <li>We aim to raise the in-school attainment of both disadvantaged pupils and their peers in writing, particularly supporting children who could achieve the Higher Standard in writing.</li> <li>We need to support children in achieving good mental health and well-being, and to equip them with the skills to self-regulate effectively</li> </ul> |

## Assessment information

| YEAR 1 PHONICS SCREENING CHECK |                            |                  |
|--------------------------------|----------------------------|------------------|
| Pupils eligible for PP         | Pupils not eligible for PP | National average |
| 100%                           | 100%                       | NA               |

| 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 | 58%                    | 82%                        | N/A              |
| % expected progress (R,W,M)  | 5%                     | 27%                        | N/A              |

| 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 | 82%                    | 83%                        | N/A              |
| R, W, M Progress score   | +0.4                   | -0.1                       | N/A              |

## Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT   |   |
|---|---|
| Academic barriers: (issues addressed in school such as low levels of literacy/maths)                                |   |
| A   | Language deprivation is having a negative impact on children's progress and attainment across all areas of learning, particularly in Lower Key Stage 2 and Key Stage 1  |
| B   | More able disadvantaged.<br>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.   |
| C   | Children with multiple barriers<br>Our data shows that children with multiple barriers are making smaller steps in diminishing the difference with the peer group and need further targeted support, both in class and as intervention to support them in so doing. Staff need to have a better understanding and awareness of the strategies that will be most useful in supporting this group of children in making progress. |
| ADDITIONAL BARRIERS   |   |
| External barriers (issues which require action outside school such as home learning environment and low attendance) |   |
| D   | COVID-19 school closures and technological equality   |
| E   | Social, emotional and mental health needs, leading to lack of resilience and poor behaviours for learning.  |
| F   | Lack of access to extra-curricular activities, including music tuition, sporting activities, visits out.  |

| INTENDED OUTCOMES |  |  |
|-------------------|--|--|
| Specific outcomes |  | Monitoring   |
| A                 | All adults are equipped with understanding of additional challenges experienced by children with cross-over of need and know how to effectively support them to make secure progress, thereby diminishing the gap with their peers | Lesson monitoring<br>Impact of CPD<br>Evidenced in assessment data & pupil progress meeting minutes  |
| B                 | Improved stamina and fluency so that all pupils are able to write highly pieces across the curriculum  | Fortnightly extended writing<br>Moderation (internal and external)   |
| 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. PP children feel even more safe and secure, and show good readiness to learn.                                  | Timetabling of explicit LORIC & Character lessons<br>Children's behaviours reflect the learning that has taken place   |
| 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.<br><br>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 for the teaching of writing   | All staff to be more confident in planning and teaching highly effective sequences of writing<br><br>More children who are able to reach higher standard  | Data indicates that writing of all children, but particularly PP, has been particularly negatively impacted as a result of COVID-19 lockdown. This includes:<br><ul style="list-style-type: none"> <li>- Stamina for writing</li> <li>- Fine motor control skills</li> <li>- Motivation for writing</li> </ul> | Staff CPD<br>Use of PIXL, to support teaching and learning of spelling and grammar for writing.<br>Fortnightly extended pieces moderated regularly<br>Genre map updated<br>Pupil voice   | Leader of Learning : Communication   | Termly                     |
| To improve pedagogical knowledge of staff in order to improve differentiation with a particular on greater challenge across the broad curriculum | Pupils' engagement and attainment continue to improve<br>Opportunities for speaking and listening, vocabulary development and extended writing throughout the curriculum<br>Staff confidence and risk taking observed in lessons. | Baseline data, across the school, shows a small proportion of PP children meeting the exceeding standard in reading, writing or maths  | Staff CPD focused on differentiation and challenge across the curriculum, including:<br><ul style="list-style-type: none"> <li>- Science (Empiribox CPD; Science Environment)</li> <li>- Humanities (REACH OUT &amp; Maestro Curriculum)</li> <li>- Computing (curriculum launch)</li> <li>- RE (curriculum review)</li> </ul> | SLT<br><br>Leader of Learning : STEM | Ongoing                    |

|   |  |   |  |   |                            |
|---|--|---|--|---|----------------------------|
| To improve staff understanding of the impact of cross-over of need                  | So that intervention, therapy and small group support can be targeted even more precisely for greater effect on pupil outcomes | Children with multiple barriers are less likely to diminish the gap and achieve their potential                   | Staff CPD<br>Lesson observations<br>Pupil progress meetings  | AHT EYFS<br>LOI                                       | Termly                     |
| Improve staff knowledge and provide resources to support Oracy                      | School wide consistent approach to teaching language and promoting vocab.  | Baseline Data for PP children shows that speaking, listening and understanding are below age related expectations | Monitoring children's language around school, in lessons, assemblies and performances, which will have an impact on their writing.<br><br>Nuffield Early Language Intervention<br><br>Introduction of explicit vocabulary session daily, with home learning links embedded (Mrs Wordsmith) | AHT EYFS<br><br>Leader of Learning :<br>Communication | ongoing                    |
| Total budgeted cost:  |  |   |  |   | £12,800                    |
| 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, writing and maths in Years 2 - 4. | Identify gaps and implement interventions to improve attainment for PP children  | To diminish the gap for PP children, which has increased as a result of extended school lockdown                  | Use of PIXL, Classroom Secrets, Doodle to support delivery of highly effective and targeted intervention<br>PIXL and Benchmarking as a tool for informing assessment.  | DHT   | Termly                     |

|  |   |  |  |   |  |
|--|---|--|--|---|--|
| To ensure that all PP children continue to pass the Year 1 phonics screening check | To ensure that PP children have a secure platform on which to build future reading comprehension skills                           | Without secure phonological awareness and functional skills, the gap for PP children will continue to increase rather than diminish  | Use of RWI interventions, 1:1 and small class teaching   | LOL:<br>Communication   | ½ 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 greater gap between the relatively small number of PP children meeting the exceeding standard when compared with non-PP children.  | Regular monitoring of pupils work and Learning Walks of lessons across the curriculum.<br>Subject leaders to monitor that challenge is happening in their subject areas – particularly the impact of Empiribox on Maths.<br>Reach Out & Maestro humanities curriculum to improve opportunities for reading and writing at greater depth, in context. | SLT<br><br>Leader of Learning :<br>STEM<br><br>KR                                     | Termly<br>(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. Cross-over of need is high in the school, particularly PP & EAL therefore Oracy and Language development is vital for children to develop their language for both Maths and English. | Sing Education introduced weekly with each class.<br>Daily Word to support Vocabulary development<br>Daily Oracy lessons in all classes<br>Daily Guided Reading<br>Learning Village Online learning platform for EAL available at school and home.<br>Daily reading with Mentors   | HT<br><br>Leader of Learning :<br>Communication<br><br>Leader of Inclusion<br><br>DHT | Termly<br>(pupil progress meetings)<br><br>Half termly checks of online Learning Village |
| Total budgeted cost:   |   |  |  |   | £44,196  |

| 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 introduce discrete Character lessons  | To support children's good mental health and well-being and develop their self-awareness so that they are better able to self-regulate                             | We know that secure mental health is a fundamental pillar of becoming a successful learner.  | Weekly explicit LORIC lessons for KS1 and KS2 pupils<br><br>Pupil voice  | DHT   | Termly                                 |
| Funding out of school clubs and wider enrichment activities.<br><br>Funding of residential trips / reduction in charge for residential trips | 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 | 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.<br><br>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. | 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.<br>Monitoring behavior and attendance at club.<br>Disadvantaged pupils to have first choice when booking.<br><br>Residential promoted to target families in Year 5 to raise awareness of this funding opportunity.<br><br>1:1 conversations with key families. | Admin<br>LOL Inclusion<br><br>Y6 class teacher<br><br>DHT | Termly<br><br>Aut term for residential |
| Purchase of uniform & PE kit   | So that all children feel included and do not look different from their counterparts   | Children's mental health, well-being and engagement at school is linked to their self-esteem. Feeling different to your peer group, exacerbates these feelings.  | Home school communication regularly informs parents of support available if required   | Admin   | Ongoing                                |

|                            |                      |                |
|----------------------------|----------------------|----------------|
|                            | Total budgeted cost: | £16,675        |
| <b>TOTAL BUDGETED COST</b> |                      | <b>£73,671</b> |

**Review of expenditure : TO BE COMPLETED MARCH 2021, IN LINE WITH GOVERNMENT GUIDANCE**