



The William Hogarth School: Pupil Premium Strategy Statement, 2017 / 18

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 programmes 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 programmes 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

1. Summary information					
Academic Year	2017/18	Total PP budget	£128,040	Date of most recent PP Review	n/a
Total number of pupils	322	Number of pupils eligible for PP	93	Date for next internal review of this strategy	January 2019



2. Current attainment						
End of Key Stage 2, 2017	<i>Pupils eligible for PP- The William Hogarth School</i>			<i>Pupils not eligible for PP (national average)</i>		
reading, writing and maths (combined)	60% Expected Standard or higher		15% Higher Standard	67% Expected Standard		11% Higher Standard
	Number of disadvantaged pupils = 20 <p>Percentage achieving the expected standard or higher</p>			Number of disadvantaged pupils = 20 <p>Percentage achieving the higher standard</p>		
reading progress score & attainment	Progress Score: +0.89	Expected Standard 72%	Higher Standard 14%	Progress Score: +0.33	77% Expected Standard	29% Higher Standard
writing progress score & attainment	Progress Score: +5.48	Expected Standard 86%	Higher Standard 33%	Progress Score: +0.18	76% Expected Standard	18% Higher Standard
maths progress score & attainment	Progress Score: +1.21	Expected Standard 77%	Higher Standard 21%	Progress Score: +0.28	80% Expected Standard	27% Higher Standard
End of Key Stage 1, 2017	<i>Pupils eligible for PP- The William Hogarth School</i>			<i>Pupils not eligible for PP (national benchmark)</i>		
reading attainment	At least Expected Standard 80%		Greater Depth 27%	At least Expected Standard 79%		28% Greater Depth
writing progress score & attainment	At least Expected Standard 67%		Greater Depth 20%	At least Expected Standard 72%		18% Greater Depth
maths progress score & attainment	At least Expected Standard 67%		Greater Depth 20%	At least Expected Standard 79%		23% Greater Depth
Year 1 Phonics Screen, 2017	<i>Pupils eligible for PP- The William Hogarth School</i>			<i>Pupils not eligible for PP (national benchmark)</i>		
Pass	88%			84%		



EYFS GLD, 2017	Pupils eligible for PP- The William Hogarth School	Pupils not eligible for PP (national benchmark)
Pupils achieving a good level of development at the end of the early years foundation stage	90%	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

We have identified the following as presenting the most significant barriers to achievement for our pupils

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Language deprivation, particularly in the Early Years and Key Stage 1. Reception baseline and in-year Early Years and Key Stage 1 data analysis shows that this remains an area of focus for our younger children who are disadvantaged.
B.	Social and emotional 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.
C.	Poor social skills, particularly in the Early Years and Key Stage 1. Reception baseline and in-year Early Years data analysis shows that this remains a key barrier for our younger children who are disadvantaged.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Irregular attendance and poor punctuality 16.7% persistent absenteeism for disadvantaged pupils in 2017 was significantly above that for non-disadvantaged pupils both nationally and in-school. Likewise, 6.6% sessions missed for disadvantaged pupils in 2017, was above that for non-disadvantaged pupils both nationally and in-school.
E.	Lack of access to extra-curricular activities, including music tuition, sporting activities, visits out.

4. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria / Evidence</i>
A.	All adults working in the Early Years 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.
B.	Improved behaviour for learning and general behaviour around the school, in line with the high expectations of all pupils in the school.	Behaviour tracking logs will show: - Reduced instances of poor behaviour logged on school tracking systems.

		<ul style="list-style-type: none"> - Reduction in Fixed Term Exclusions. - Reduction of in-school exclusions.
C.	All adults working in the Early Years have the knowledge and understanding of how to support children's acquisition of wider social skills, such as turn-taking	Children are able to sustain engagement in learning activities without being distracted by behaviours resulting from poor social skills.
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.
E.	To improve social inclusion of disadvantaged pupils by ensuring they have access to a wide range of enriching, real-life opportunities.	<p>Club registers show that all disadvantaged pupils participate in at least one before / after school club.</p> <p>Pupil Premium participation on Year 5 and Year 6 school journeys is in line with that of non-disadvantaged pupils at the school.</p> <p>Music tuition register shows that all Year 5 disadvantaged pupils have the opportunity to learn a musical instrument.</p>

5. Planned expenditure	
Academic year	<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> <p>Objectives in spending PPG:</p> <ul style="list-style-type: none"> • Reducing the KS2 gap between disadvantaged and other pupils in reading and mathematics (progress and attainment) • Reducing the KS1 gap between disadvantaged and other pupils in writing and mathematics. • Ensuring there is sufficient opportunity for challenge to stretch disadvantaged pupils with the potential for working at the Higher Standard in all areas and phases • Providing specialist support that prevents disadvantaged pupils falling behind their peers.

- Ensuring that the improvements to the attainment of disadvantaged pupils drives success across the school.
- Developing social skills and resilience of disadvantaged pupils.

How The William Hogarth School will use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 supports pupils' confidence and ability in reading and writing.	Introduction of Read Write Inc across Reception and KS1 to support phonic development.	Education Endowment Fund. RWI is an evidence-based systematic phonics programme which is proven to have the desired impact.	Leadership support Whole staff training Appropriate resourcing. Effective timetabling. RWI consultant to support development of Year 1 reading leader. Regular monitoring by head, deputy, English lead and reading leader.	Year 1 Reading leader (SO'D) English Lead (JA)	½ termly monitoring by leadership team and KS1 reading leader. Class teacher – review of weekly learning Termly Pupil Progress meetings with HT/DHT Phonics data reviewed 6-weekly
	Small targeted groups working with TAs each morning for phonic and maths groups.	To ensure targeted pupils reach age related expectations and there is no discernible gap between them and non-PP children.			
Total budgeted cost					£37,568
Improved learning behaviours demonstrated by all pupils with a resultant positive impact on pupil outcomes and progress	Behaviour specialist to working alongside teachers to offer strategies and support for challenging behaviours and developing effective learning behaviours	Lesson observations identify that inconsistent learning behaviours amongst pupils are impacting negatively on pupils achieving their potential. This action will reduce incidents of inappropriate behaviours, enabling pupils to take responsibility for their own learning and choices.	Making time available for behaviour consultant to meet with key teachers and identified pupils. Leadership support. Whole school focus. Staff training..	KS2 Phase Leader SENCO	½ termly monitoring by Behaviour Consultant and Headteacher.



Total budgeted cost					£9,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 able to deal with challenges in their lives.	Play Therapy for identified LAC children to support their social and emotional well-being.	Recommended therapeutic approach based on medical input (CAMHS) and Educational Psychologist.	½ termly play therapist reports. Monitoring of behaviour logs in school to identify impact through reduction in behavioural incidents.	SENCO	At Case Conferences and LAC Review meetings.
	Lego Therapy intervention	Recommended by Speech and Language Therapist to support positive behaviour by targeting communication barriers.	Speech and Language Therapist training for all support staff working in the school. Monitoring of behaviour logs to identify impact through reduction in incidents.	SENCO Class teachers	½ termly
	Social stories	Educational psychologist and Speech and Language Therapist recommendation.	All teaching assistants trained and supported in writing effective social stories.	SENCO Class teachers	½ termly
Total budgeted cost					£22,500
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For disadvantaged pupils to have access to a rich range of social and learning opportunities with the aim of improving	Funding out of school clubs and wider enrichment activities.	Improved access to activities which would otherwise be inaccessible to many of our disadvantaged pupils because of the cost implication for families in difficult financial circumstances.	All disadvantaged children to have access to one fully-funded place at a before / after school club of their choice, with a second club being 50% funded.	SBM	Termly – when club notices are sent out.



social inclusion and fruitful participation		Improved engagement with school for families, especially families who are harder to reach.	Club places to be reserved for disadvantaged pupils before being offered to wider school population.		
	Funding of residential trips	Pupils participate in learning outside of school and the extended curriculum. Improved access to an important life-skill opportunity that would be inaccessible because of prohibitive costings for many disadvantaged pupils.	Promoted to target families in Years 5 and 6 to raise awareness of this opportunity. 1:1 conversations with key families.	KS2 Phase Leader SBM	Autumn Term – when information about residential trips is sent out. On placement of reservations.
Total budgeted cost					£44,908
To improve engagement of hard-to-reach families with school life so that they have better understanding of the educational aims for their children and cooperate in supporting these aims outside of school.	Parent Support Advisor (PT).	Parent support advisor to working with targeted families 2-days a week. Parent support advisor is best positioned to work with families at different level which may be perceived to be more collaborative and friendly than more traditional home – school relationships. Support provided by PSA will enable children to be ready for learning as opposed to having concerns about what is creating barriers for their families on a day-to-day basis.	Key families to work with will be identified in RADAR meetings (6-weekly). Level of need and proposed support to be identified with the leadership team.	Head Deputy	Monitoring at 6-weekly RADAR meetings.
Total budgeted cost					£18,000
TOTAL BUDGETED COST (i, ii, iii)					£131,976

6. Review of expenditure	
Previous Academic Year	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.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Consistently high quality maths lessons the school because all have the required knowledge, skills and understanding to support pupils' number sense and mastery.	Implement Maths No Problem across the school.	Positive Impact for all pupils, although less than expected due to the introduction of the scheme. It is anticipated that once the scheme is fully embedded, the impact will be more noticeable and will help to reduce the gap between disadvantaged and non-disadvantaged pupils at both Key Stage 1 and Key Stage 2.	This approach will be continued particularly given the level of financial investment. Identifiable impact was slower than expected due to the implementation of a new approach and development of a new whole school maths strategy. Now that all teachers are fully trained and the programme is fully underway across the school, broader impact is expected. Further training of support staff is recommended.	£11,828
To ensure children have secure grammatical building blocks to support excellence in writing and oracy	Colourful semantics introduced as a whole class strategy in KS1 and EYFS	This is still a relatively new whole-class approach and impact is not expected to be seen until summer 2018.	Ongoing. Top-up training for any new staff to EYFS / KS1 will be required.	£2,500

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>To close identified gaps in attainment between disadvantaged and non-disadvantaged pupils in Reading and Maths</p>	<p>Small targeted groups working with teachers and teaching assistants during afternoon sessions.</p>	<p>In year data and end of Key Stage data shows the positive impact of these groups.</p>	<p>Many children involved in close the gap groups missed wider curriculum learning opportunities. This approach will be continued, but focusing on in-class interventions, so that children who are participating are quickly able to access the learning opportunities in the wider curriculum as well.</p>	<p>£22,568</p>
<p>To close the attainment and progress gap between disadvantaged and non-disadvantaged pupils at the end of Key Stage 2</p>	<p>Year 6 booster groups for identified pupils beyond.</p>	<p>Positive impact for disadvantaged pupils who were targeted. The in-school variation between the two groups closed. Disadvantaged pupils made better progress in Reading, Writing and Mathematics than non-disadvantaged pupils nationally.</p>	<p>There is still work to be done on ensuring that disadvantaged pupils are sufficiently stretched, particularly in reading, to reach the higher standard of attainment.</p>	<p>£14,500</p>
<p>To equip teachers of children with very challenging behaviours with a range of strategies to support their successful inclusion in a mainstream classroom</p>	<p>Behaviour Support consultant</p>	<p>Teachers were able to ensure that very challenging children were well-supported in the mainstream environment with no fixed term exclusions.</p>	<p>The school will continue to work with the behaviour consultant, focusing on improving learning behaviours in identified year groups where behaviour is more challenging.</p>	<p>£9,000</p>
<p>Improve children's ability to self-regulate so that they are better able to deal with life's</p>	<p>Play therapist for LAC children.</p>	<p>Limited, hard-to-measure impact, as the life-story work carried out often presented difficulties that were carried out of the therapy room. No fixed term exclusions for pupils involved.</p>	<p>Play therapy will continue for key children as recommended treatment by CAMHS and clinical psychologist. Impact is expected to be seen in the longer term only.</p>	<p>£5,700</p>

challenges and focus on learning.	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. SENCO to investigate ways to improve tracking of the use of social stories and their impact.	£4,300
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improving social inclusion and fruitful participation in wider school life	Funding out of school clubs and wider enrichment activities.	Most disadvantaged pupils participated in at least 1 club termly (86%). 45% of disadvantaged pupils attended more than one club. An unanticipated impact was improved attendance on those days when the particular club was running.	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)	£42,408
	Funding of residential trips for Years 5 & 6	100% Year 6 disadvantaged pupils attended the residential trip. 10/12 Year 5 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.	£21,000
Improving engagement of hard-to-reach families with school life so that they understand how to support the educational aims for their children	Parent Support Advisor to work with identified target families (2 days / week)	Identified families worked well with the PSA, facilitating effective communication with teaching staff and school leadership. Much of the support offered alleviated children's concerns about barriers between home and school, improving their readiness to learn in the classroom.	This approach will be continued. Investigation of how to improve tracking of impact on children to be explored. Many of the barriers are not directly associated with children's learning, but involve issues such as housing, debt or employment.	£18,000
TOTAL COST (i, ii, iii)				£151,804