



The William Hogarth School: Pupil Premium Strategy Statement, 2018 / 19

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).

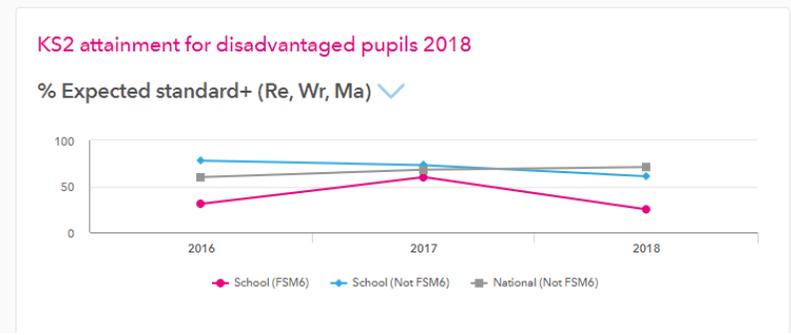
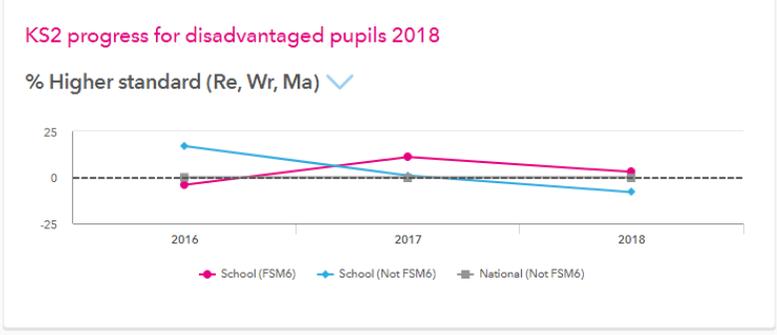
The funding is allocated to address the underlying inequalities between disadvantaged pupils (those in receipt of Pupil Premium) and non-disadvantaged pupils.

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	2018/19	Total PP budget	£75,240	Date of most recent PP Review	n/a
Total number of pupils	250	Number of pupils eligible for PP	57	Date for next internal review of this strategy	April 2020

2. Current attainment						
End of Key Stage 2, 2018	Pupils eligible for PP- The William Hogarth School			Pupils not eligible for PP (national average)		
reading, writing and maths (combined)	25% Expected Standard or higher		8% Higher Standard	71% Expected Standard		12% Higher Standard
						
reading progress score & attainment	Progress Score: -0.70	Expected Standard 50%	Higher Standard 25%	Progress Score: +0.00	64% Expected Standard	18% Higher Standard
writing progress score & attainment	Progress Score: -0.50	Expected Standard 58%	Higher Standard 8%	Progress Score: +0.00	68% Expected Standard	11% Higher Standard
maths progress score & attainment	Progress Score: -2.00	Expected Standard 25%	Higher Standard 8%	Progress Score: +0.00	64% Expected Standard	14% Higher Standard



End of Key Stage 1, 2018	Pupils eligible for PP- The William Hogarth School		Pupils not eligible for PP (national benchmark)	
reading, writing and maths (combined)	83% Expected Standard or higher	0% Higher Standard	51% Expected Standard	5% Higher Standard
reading attainment	At least Expected Standard 83%	Greater Depth 0%	At least Expected Standard 63%	14% Greater Depth
writing attainment	At least Expected Standard 83%	Greater Depth 0%	At least Expected Standard 56%	8% Greater Depth
maths attainment	At least Expected Standard 83%	Greater Depth 0%	At least Expected Standard 63%	12% Greater Depth

Year 1 Phonics Screen, 2018	Pupils eligible for PP- The William Hogarth School	Pupils not eligible for PP (national benchmark)
Pass	78%	84%

EYFS GLD, 2018	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	75%	71.5%

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*)

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| 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. |
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B.	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.
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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
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.	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: <ul style="list-style-type: none"> - Reduced instances of poor behaviour logged on school tracking systems. - 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.	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.

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 combined R, W, M (progress and attainment) • 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.
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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	Embed 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 Staff training Appropriate resourcing. Effective timetabling. RWI consultant to support	Year 1 Phonics Leader English	½ termly monitoring by Phonics Leader and Reading Leader. Termly Pupil Progress



<p>and Key Stage 1 have the required knowledge, skills and understanding supports pupils' confidence and ability in reading and writing.</p>	<p>Small targeted groups working with TAs each morning for phonics groups.</p>	<p>To ensure targeted pupils reach age related expectations and there is no discernible gap between them and non-PP children.</p>	<p>development of Phonics Leader. Regular monitoring by head, deputy, English lead and reading leader.</p>	<p>Lead</p>	<p>meetings with HT/DHT Phonics data reviewed 6-weekly</p>
Total budgeted cost					£5,650
<p>Improved learning behaviours demonstrated by all pupils with a resultant positive impact on pupil outcomes and progress</p>	<p>Behaviour specialist to working alongside teachers to offer strategies and support for challenging behaviours and developing effective learning behaviours</p>	<p>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.</p>	<p>Making time available for behaviour consultant to meet with key teachers and identified pupils. Leadership support. Whole school focus. Staff training..</p>	<p>Deputy Head SENCO</p>	<p>½ termly monitoring by Behaviour Consultant and Headteacher.</p>
	<p>Whole school approach to 'Character' and 'Values' Education (Commando Joe & Cornerstones Values Curriculum)</p>	<p>Lesson observations identify that children do not like to take 'risks' with their learning and as a result are not challenging themselves sufficiently.</p>	<p>Whole staff training – INSET Leadership support. Whole school approach</p>	<p>Values curriculum lead Head Deputy</p>	<p>½ termly monitoring Pupil Voice</p>
Total budgeted cost					£8,700
ii. Targeted support					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

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 social inclusion and fruitful participation	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. Improved engagement with school for families, especially families who are harder to reach.	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. Club places to be reserved for disadvantaged pupils before being offered to wider school population.	SBM	Termly – when club notices are sent out.
	Funding of residential trips	Pupils participate in learning outside of school and the extended curriculum.	Promoted to target families in Years 5 and 6 to raise awareness	KS2 Phase Leader	Autumn Term – when information about



		Improved access to an important life-skill opportunity that would be inaccessible because of prohibitive costings for many disadvantaged pupils.	of this opportunity. 1:1 conversations with key families.	SBM	residential trips is sent out. On placement of reservations.
Total budgeted cost					£38,406
TOTAL BUDGETED COST (i, ii, iii)					£75,256

6. Review of expenditure

2017 / 18	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.
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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 phonics lessons across EYFS and KS1 because all adults in Early Years and Key Stage 1 have the required	Implement Read Write Inc across Reception and KS1 to support phonic development.	Positive Impact for all pupils, although still some work to do to further diminish the difference between Pupil Premium and non-disadvantaged pupils in the Year 1 phonics screen. Extremely positive impact on Reading and	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	£37,568

<p>knowledge, skills and understanding to support pupils' confidence and ability in reading and writing.</p>	<p>Small targeted groups working with TAs and class teachers every morning for phonics lessons</p>	<p>Writing outcomes for Key Stage 1 with disadvantaged pupils at the school performing significantly better than their non-disadvantaged peers nationally. Some further work to do to ensure more able disadvantaged pupils are accurately identified and appropriately challenged.</p>	<p>recommended. Ongoing / further training and support for Phonics Leader.</p>	
<p>Improved learning behaviours demonstrated by all pupils, with a resultant positive impact on pupil outcomes and progress.</p>	<p>Behaviour specialist working alongside teachers to offer strategies and support for tackling more challenging behaviours and developing improved learning behaviours.</p>	<p>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.</p>	<p>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.</p>	<p>£9,000</p>

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
<p>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</p>	<p>Play therapist for LAC children.</p>	<p>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. .</p>	<p>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. Benefits are expected to continue for Child 2 so that his end of KS2 outcomes are significantly improved with no discernible difference from non-disadvantaged pupils.</p>	<p>£8,600</p>

challenges in their lives that impact on their focus in lessons.	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 track the impact of social stories more effectively and to support parents in using them at home.	£4,300
	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.	£9,600
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
TOTAL COST (i, ii, iii)				£151,804