



The William Hogarth School

Pupil Premium Strategy Statement 2021-2024

&

Annual Impact Review

Reviewed: Annually

Next review due by: October 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The William Hogarth School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2023/24 (3-year plan)
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022 October 2023
Statement authorised by	Avril Stockley
Pupil premium lead	Katy Luciani
Governor / Trustee lead	Debra Kane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,785
Recovery premium funding allocation this academic year	£2,973
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	£59,758

Part A: Pupil premium strategy plan

Statement of intent

At The William Hogarth School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We support disadvantaged pupils to achieve that goal.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential and, at The William Hogarth School, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are formally classified as disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, for example tackling the vocabulary gap. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment through PiXL. We do not make assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for raising expectations for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and listening to pupils in class indicates a vocabulary gap between our disadvantaged and non-disadvantaged pupils.
2	In many year groups, internal age-standardised assessments (PiXL) indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, particularly in Key Stage 2.
3	Attendance data (FFT Attendance Tracker) indicates that a 5% difference between the attendance of disadvantaged pupils at our school compared with national and falls well below our whole school attendance target of 96%.
4	More able disadvantaged. Our data shows that in all year groups and all subjects there is a differential between the attainment of disadvantaged pupils compared with their non-disadvantaged peers at greater depth.
5	Observations by staff and anecdotal data (CPOMS) indicate that many disadvantaged pupils and their families have social & emotional difficulties, including medical and mental health issues.
6	Pupils have limited experiences beyond their home life and immediate community (pupil voice, school council survey).

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
The vocabulary gap is significantly narrowed.	<p>Writing and reading outcomes are improved evidenced by age-standardised assessment.</p> <p>Teacher observation / formative assessment (Learning Ladders) indicates improved engagement in lessons</p>
Improved maths attainment for disadvantaged pupils at the end of Key Stage 2.	End of Key Stage 2 assessment data demonstrates disadvantaged pupil attainment in line with national attainment.
To achieve and sustain improved attendance for all pupils, but particularly our disadvantaged cohort.	Year on year improvements in attendance as evidenced FFT Attendance Tracker
Improved attainment in Reading and Maths at GDS for disadvantaged pupils at the end of Key Stage 2.	End of Key Stage 2 assessment data demonstrates disadvantaged pupil attainment at GDS in line with national attainment.
Achieve and sustain improved well-being for all our pupils, but particularly those who are disadvantaged.	<p>Qualitative data from pupil voice (Satchel Pulse – parent & pupil)</p> <p>Reduced referrals to Leader of Inclusion</p> <p>Reduction in incidents noted on CPOMS</p>
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	<p>Tracking of Learning 2 Lead curriculum indicates positive participation by disadvantaged pupils.</p> <p>Observations and Learning Ladders Tracker show a significant increase in participation and a willingness to try new experiences.</p> <p>Enrichment Curriculum (Hogarth University) includes experiences to enhance and inspire learning.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</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.

Total budgeted cost: £ £15,300+£18,200+£26500 =£60,000

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc	Synthetic phonics approach has a strong evidence base to improve accuracy of word reading	1 & 4 & 5
Maths Mastery	NCETM EEF: indicates that this is a cost-effective approach to significantly improving maths outcomes for primary aged pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2 & 4
Get Hounslow Reading	Strong evidence base that there is a correlation between reading for pleasure and attainment in reading, writing and grammar, as well as engagement with wider curriculum learning https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1, 2, 4 & 5
Writer's Toolbox	25-year evidence base on positive impact on writing outcomes https://www.wtbox.com/about	1 & 4
Mrs Wordsmith Super Power of Looking	Strong evidence base that suggests oral language interventions, such as facilitation of high quality discussion, have a high positive impact on reading. https://educationendowmentfoundation.org.uk https://www.widgit.com/about-symbols/booklets/vocabulary-recovery-guide.pdf	1 & 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £18,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIXL	All interventions are evidence based https://www.pixl.org.uk/plc	2&4
Lexia	This is a unique reading assessment method that has been developed following over 30 years of scientific research, looking at how eye movements can offer a new insight into reading as a complex cognitive and linguistic processes, instead of a simple percentile or score. https://www.lexia.com/gb/the-research/	2&4

Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on classroom management	Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time. EEF Behaviour https://teachlikeachampion.org/	5&6
Attendance Support for parents and incentives	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. EEF	5&6
<i>Schoolwide behaviour system including House points and Stars</i>	Consistency and coherence at a whole-school level are paramount. However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole-school level. EEF	5
Supporting pupils' social, emotional and behavioural needs	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.pixl.org.uk/plc	5 & 6
After school clubs	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. EEF	5&6
Breakfast clubs and meal provision	There is good supporting evidence from the EEF that providing universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. EEF	5&6
Cooking Curriculum	The DfE have outlined a DT curriculum that develops the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. DFE	6
Singing curriculum	Singing in schools dramatically improves self-esteem (particularly for vulnerable) and helps children to be more calm and focused, and increases enjoyment and engagement in class. https://www.musicalfutures.org/musical-futures-updates/why-its-more-important-than-ever-to-include-singing-in-the-classroom	5 & 6

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

	Reading		Reading Progress		Writing		Writing Progress		Maths		Maths Progress	
	EXS +	GDS	EXS	Above	EXS +	GDS	EXS	Above	EXS +	GDS	EXS	Above
Year 6												
All pupils	93% (25)	59% (16)	89% (24)	44% (12)	78% (21)	19% (5)	96% (26)	85% (23)	81% (22)	44% (12)	93% (25)	56% (15)
PPG	90% (9)	50% (5)	90% (9)	50% (5)	60% (6)	10% (1)	90% (9)	80% (8)	70% (7)	20% (2)	80% (8)	40% (4)
Year 5												
All pupils	80% (24)	17% (5)	67% (20)	23% (7)	73% (22)	17% (5)	73% (22)	47% (14)	80% (24)	43% (13)	77% (23)	17% (5)
PPG	88% (7)	13% (1)	88% (7)	38% (3)	75% (6)	13% (1)	75% (6)	63% (5)	88% (7)	13% (1)	75% (6)	13% (1)
Year 4												
All pupils	65% (15)	22% (5)	65% (15)	30% (7)	65% (15)	13% (3)	61% (14)	22% (5)	57% (13)	26% (6)	83% (19)	22% (5)
PPG	57% (4)	0% (0)	71% (5)	43% (3)	57% (4)	0% (0)	57% (4)	0% (0)	29% (2)	0% (0)	86% (6)	43% (3)
Year 3												
All pupils	65% (15)	22% (5)	91% (21)	30% (7)	61% (14)	9% (2)	65% (15)	35% (8)	87% (20)	48% (11)	78% (18)	22% (5)
PPG	75% (6)	13% (1)	100% (8)	63% (5)	50% (4)	0% (0)	63% (5)	38% (3)	88% (7)	50% (4)	88% (7)	25% (2)
Year 2												
All pupils	89% (17)	47% (9)	84% (16)	79% (15)	74% (14)	26% (5)	79% (15)	68% (13)	79% (15)	37% (7)	74% (14)	53% (10)
PPG	100% (7)	29% (2)	100% (7)	86% (6)	71% (5)	0% (0)	86% (6)	71% (5)	86% (6)	14% (1)	100% (7)	57% (4)
Year 1												
All pupils	63% (12)	21% (4)			79% (15)	11% (2)			74% (14)	11% (2)		
PPG	67% (2)	33% (1)			100% (3)	33% (1)			67% (2)	0% (0)		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading, Grammar and Maths Interventions	PiXL Primary
Wider opportunities	Sing Education
Primary Futures: Linking education to the world of work	Primary Futures
Online writing intervention	Write That Essay
Online writing assessment	No More Marking
Online reading assessment and intervention	Lexia
Art: Cultural capital & vocabulary	Super Power of Looking
Vocabulary development	Mrs Wordsmith
Peripatetic instrumental tuition	Hounslow Music Service
	Rock Steady