

Hogarth Primary School

Pupil Premium Strategy Statement 2024-5

This statement details our school's use of pupil premium 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	Hogarth Primary School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	60 (26%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2025
Date this statement was published	November 24
Date on which it will be reviewed	November 24
Statement authorised by	Rob Watson Headteacher
Pupil Premium lead	Lauren King
Governor / Trustee lead	Cathryn Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,010
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,010

Part A: Pupil premium strategy plan

Statement of intent

At Hogarth Primary School, our aim is that all children achieve their potential; enjoy their primary years; and are given opportunities and experiences that enhance their curriculum and that they will remember for life.

All of the children at Hogarth learn within a safe, secure and caring environment where their education, inclusion, well-being and social skills are promoted daily. The focus of our pupil premium strategy is to support our disadvantaged pupils and their families to achieve this.

High-quality teaching is at the centre of our approach and our primary focus is on making sure that daily teaching is as strong as it can be. Through consistently high-quality teaching, coupled with high expectations and standards, we are making sure our most disadvantaged pupils make the best progress they can while at the same time non-disadvantaged pupils also benefit. Our broad and balanced curriculum caters for the individual needs of children and is designed to remove the identified barriers whilst providing experiences that are designed to raise aspirations. There is a strong focus on developing links between home and school so that children are supported at all times.

In addition to this, our use of the Pupil Premium provides additional support, such as an LSA in each class and a programme of interventions, particularly in reading, writing and mathematics, to close the gap with non-disadvantaged students.

Funding is also used to provide disadvantaged children with additional access to clubs, trips and opportunities in school as well as supporting them with wrap-around care in certain circumstances, in consultation with the headteacher.

Our strategy is informed by diagnostic assessment and the ongoing assessment and knowledge of pupils and their needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, lesson observations and book scrutinies highlight areas of attainment where disadvantaged pupils do less well, particularly in both reading and writing.
2	From assessments and observations, there is a gap in vocabulary, spelling and oral language skills.
3	Attendance of disadvantaged students is below that of other students in the school and there is higher persistent absence for disadvantaged pupils.
4	There is a gap between the amount disadvantaged children read at home and that of other students as seen in weekly reading figures.
5	Disadvantaged students don't always realise their potential and can have lower academic aspirations.
6	Some disadvantaged students will have less 'cultural capital' at home than other students, which can impact on their attainment at school.
7	Parental engagement with school for some disadvantaged families is often lower.

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
Areas where disadvantaged children are attaining less well are identified and progress is made to close the gaps.	Assessment data and formative assessment identify gaps in knowledge and disadvantaged pupils make progress to close these gaps.
Disadvantaged pupils make accelerated progress to recover ground lost due to the pandemic.	Assessment data shows all pupils and particularly disadvantaged pupils are back on track.
Disadvantaged pupil attend school more regularly in line with their peers.	Attendance tracking is effective and demonstrates that the gap between disadvantaged children and others is closing
Disadvantaged pupils improve spelling, oral language skills and vocabulary develops.	This is evidenced in observations, book scrutinies and assessment data.

Disadvantaged pupils are reading as regularly as non-disadvantaged pupils.	Weekly reading figures show disadvantaged children read as much as non-disadvantaged pupils and are given additional support to read in school.
Disadvantaged pupils realise their potential and leave Hogarth ready for the next stage of their education.	Disadvantaged pupils are making positive progress and attainment is at least in line with all pupils nationally.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide each class with a full time LSA with training from suitable sources to further develop their effectiveness in class and to support high-quality teaching.	EEF Teaching and Learning Toolkit EEF: Using your pupil premium effectively Teaching Assistant Interventions Cost 3/5 Evidence Strength 3/5 Months Impact +4	1, 2, 4, 5.
Purchase of suitable standardised assessments to identify gaps in learning.	EEF: Using your pupil premium effectively This is part of the EEF recommended strategy.	1, 2, 4, 5.
Embedding changes to the curriculum around the development of vocabulary and provide additional staff CPD to deliver lessons even more effectively.	EEF Teaching and Learning Toolkit Phonics Cost 1/5 Evidence Strength 5/5 Months Impact +5 Oral Language Interventions Cost 1/5 Evidence Strength 4/5 Months Impact +6	1, 2, 4, 5.
Further developments of our maths provision based on	EEF Teaching and Learning Toolkit Mastery Learning Cost 1/5	1, 2, 4, 5.

the mastery approach.	Evidence Strength 2/5 Months Impact +5	
Continue to enhance our reading resources, particularly in the teaching of early reading.	EEF Teaching and Learning Toolkit Phonics Cost 1/5 Evidence Strength 5/5 Months Impact +5	4

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

Budgeted cost: £ 20,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group interventions in reading, writing and maths across the school daily.	EEF Teaching and Learning Toolkit Teaching Assistant Interventions Cost 3/5 Evidence Strength 3/5 Months Impact +4	1, 2, 4, 5.
Speech and language LSA to improve the communication skills of children and to work with support staff to deliver sessions.	EEF Teaching and Learning Toolkit Oral Language Interventions Cost 1/5 Evidence Strength 4/5 Months Impact +6	2
1:1 precision teaching for children for regular (daily) sessions.	EEF Teaching and Learning Toolkit One to one tuition Cost 3/5 Evidence Strength 3/5 Months Impact +5	1, 2, 4, 5.
Additional interventions after school with disadvantaged children prioritised.	EEF Teaching and Learning Toolkit Small Group Tuition Cost 2/5 Evidence Strength 3/5 Months Impact +4	1, 2, 4, 5.
Employment of additional staff member to release teachers to plan and provide additional support, particularly in Year 4.	EEF Teaching and Learning Toolkit Small Group Tuition Cost 2/5 Evidence Strength 3/5 Months Impact +4	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional sports clubs after school.	EEF Teaching and Learning Toolkit Physical Activities Cost 1/5 Evidence Strength 3/5 Months Impact +1	2, 6.
Funding provided for families that are unable to fund trips and residential.	EEF Teaching and Learning Toolkit Physical Activities Cost 1/5 Evidence Strength 3/5 Months Impact +1	2, 6.
Additional visitors to school to enrich the curriculum.	EEF Teaching and Learning Toolkit Arts Participation Cost 1/5 Evidence Strength 3/5 Months Impact +3	2,6
Specialist workshops throughout the year.	EEF Teaching and Learning Toolkit Physical Activities Cost 1/5 Evidence Strength 3/5 Months Impact +1	2, 6.

Total budgeted cost: £ 95,010

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 2023 to 2024 academic year.

The impact of the COVID-19 pandemic has impacted disadvantaged children significantly at both school and national level.

Attendance of our PP children has shown a dramatic increase over the last year –

2023 – 85.7%

2024 – 88.8%

2025 – 89.4%

Attainment and Progress has improved over the past year -

2023 – Average scaled score – 99.1 Reading and Maths

2024 – Average scaled score – 100.2 Reading and Maths

2023 – Pupil progress - - 4.9 Reading and Maths

2024 – Pupil progress - - 1.0 Reading and Maths

As you can see from the data above there is positive progress in terms of our PP children in terms of both attainment and progress.

There does still remain a gap between PP children and non-PP children and this will be addressed this year.

2024	Reading	Writing	Maths	RWM	2023	Reading	Writing	Maths	RWM
PP	55%	40%	55%	30%		38%	38%	44%	25%
Non PP	88%	84%	91%	78%		62%	62%	54%	46%
Gap	33%	44%	44%	48%		24%	24%	10%	21%

Further information (optional)

In formulating our strategy, we have evaluated our previous strategies which have been highly successful in closing gaps and allowing our disadvantaged pupils to attain well. We have also consulted with other primaries within our trust for further advice and support.

Extensive evidence has been taken from the EEF to develop these strategies, particularly around the teaching of maths and English taken from the Teaching and Learning Toolkit.

We have enhanced our provision of lunchtime and afterschool activities.

We have additional training for staff being undertaken in mental health support becoming a hub for the MHST.

Our strategy continues to be informed by the needs of our community.