

Hogarth Primary School

Primary Pupil premium strategy statement

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	216
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26
Date this statement was published	November 25
Date on which it will be reviewed	November 26
Statement authorised by	Rob Watson Headteacher
Pupil premium lead	Lauren King
Governor / Trustee lead	James Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,880.00
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£93,880.00

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 they will remember for life that enhance their curriculum experience.

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 high-quality teaching, our use of the Pupil Premium provides additional support, such as an LSA in all KS1 classes and KS2 classes in the morning sessions and a programme of interventions, particularly in reading, writing and mathematics to close the gap with non-disadvantaged students linked closely to the identified provision monitored by the SENDCo and Assessment lead.

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.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in Prior Learning – Vocabulary gaps and weaker literacy/numeracy foundations can persist and widen without targeted support.
2	Attendance and Punctuality – Higher rates of absence or irregular attendance reduce exposure to teaching and disrupt learning continuity.
3	Reduced Parental Engagement – Reduced exposure to cultural capital that benefits learning (e.g., visits, extracurriculars).
4	Social, Emotional, and Wellbeing Needs – Families may face barriers such as work patterns, limited time, unfamiliarity with curriculum, or a lack of confidence supporting learning.
5	Homework and Independent Learning Barriers – Higher prevalence of issues such as anxiety, behaviour challenges, low self-esteem, or unmet SEND needs.
6	Aspirations, Expectations, and Motivation – Participation in clubs, trips, sports, music, and leadership roles may be lower. Reduced involvement can limit aspiration, confidence, and sense of belonging.

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: £ 44,250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide each KS1 class with a full time LSA and KS2 class in the afternoon 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, handwriting 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 the mastery approach and support from the Maths Hubs.	EEF Teaching and Learning Toolkit Mastery Learning Cost 1/5 Evidence Strength 2/5 Months Impact +5	1, 2, 4, 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: £ 28,750.00

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: £ 20,880.00

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: £ 93,880.00

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 2024 – 2025 academic year.

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

2023 – 85.7%

2024 – 88.8%

2025 – 89.8%

Attainment and Progress has improved significantly over the past year as a result of the targeted LSA and teacher support that has been in place. The robust timetabling has ensured catch up and keep up groups support those falling behind.

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

	2025 - RWM Hogarth	2025 - RWM National	Difference	2024 – RWM Hogarth	2024 - RWM National	Difference
PP	56%	47%	+9%	30%	46%	-16%
All Pupils	62%	62%	0%	56%	61%	-5%
Gap	-6%	-15%	+9%	26%	15%	-11%

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.

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