

## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Hoxton Garden School
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rachel Davie
Pupil premium lead	Rachael Carr
Governor / Trustee lead	Victoria Crawford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 288,600
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 288,600</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

- We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We are committed to reducing class sizes wherever possible thus improving opportunities for personalised learning and accelerating progress for all pupils and in particular vulnerable pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil Premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading and writing than other pupils, identified as a typicality in EYFS baseline data. Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension and writing composition challenging and perform less well than their peers.
2	Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years and therefore speaking and listening skills are typically lower on entry, noted in EYFS baseline data.
3	Many disadvantaged pupils at our school start their education at a lower level of achievement in mathematics, identified as a typicality in EYFS baseline data. Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
4	Our assessments indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to less disadvantaged pupils reaching the higher standard, especially in writing and maths.
5	Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of wider educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development. Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
6	Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions, which acts as a barrier to their educational success.
7	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

## 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. Pupil Premium funding is used to part fund key interventions for vulnerable children and priority is given to children eligible for pupil premium. Provision for our children who are looked after is subject to specific scrutiny and review as our most vulnerable group.

### Whole School Priorities

- To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum.
- Securely embed knowledge of basic skills e.g. times tables, spellings.
- Engage parents and develop strong home school links to support learning and oracy.

Intended outcome	Success criteria / Impact Criteria
<p>To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, timestable check, and by the end of KS2 in reading, writing, mathematics and GSP.</p> <p>To ensure that disadvantaged pupils achieve at least as well as all pupils at the end of KS1 in reading, writing and mathematics (internal monitoring)</p> <p>To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.</p>	<ul style="list-style-type: none"> <li>• % of pupils reaching expected standard in comparison to other pupils nationally in Reception and Year 6.</li> <li>• Achievement of disadvantaged pupils across school in comparison to all pupils.</li> <li>• Progress of identified disadvantaged pupils reaching the higher standard because of intervention.</li> <li>• Phonics check data for disadvantaged pupils is above that of all pupils nationally.</li> <li>• Timestable check data for disadvantaged pupils is above that of all pupils nationally.</li> </ul>
<p>To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS2 across reading, writing, mathematics.</p>	<ul style="list-style-type: none"> <li>• Data collection points in December and June show progress in disadvantaged pupils attaining the higher standard.</li> <li>• Year 6 meetings demonstrate progress for key pupils through gap analysis.</li> </ul>
<p>To develop staff understanding of metacognition and memory recall.</p>	<ul style="list-style-type: none"> <li>• Lesson feedback, outcome monitoring and pupil voice shows evidence of sustained, deliberate practice to support memory recall.</li> </ul>
<p>To ensure the attendance of pupils in receipt of PPG is above 96%.</p>	<ul style="list-style-type: none"> <li>• Reduction in persistent absence for PPG group.</li> <li>• Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%.</li> </ul>
<p>To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p> <p>To ensure high degree of engagement and opportunity for parents through coffee morning workshops, enrichment and school oracy/social projects.</p>	<ul style="list-style-type: none"> <li>• Experiences and visitors planned for all pupils across the year.</li> <li>• Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment.</li> <li>• Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access.</li> </ul>
<p>To support the most vulnerable pupils in receipt of the Pupil Premium Funding to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.</p>	<ul style="list-style-type: none"> <li>• Good progress for target groups in Reading, Writing and Mathematics.</li> <li>• Speech and Language therapy reports indicate impact.</li> <li>• Feedback reports from Unlocking Potential measuring intervention and impact.</li> </ul>

## 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: £155,141**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to support high quality teaching across the school to support all groups of children but particularly those disadvantaged, SEND and more able</p> <p>Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points</p>	<p><a href="#">Supporting the Attainment of Disadvantaged Pupils</a> identifies high quality teaching as a key aspect of successful schools. DFE, 2015.</p> <p><a href="#">High Quality Teaching</a></p> <p>The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. EEF 2022 – 2023.</p> <p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” Sutton Trust Report, 2011.</p> <p>Within the school context, regular evaluation of teaching provides consistency in evaluation of the teaching and learning profile.</p>	1, 2, 3, 4
<p>Release time for middle leaders to provide additional coaching / mentoring support for Early Career Teachers and new to school induction in order to ensure consistency in outcomes for all pupils</p>	<p><a href="#">Effective Professional Development</a>, EEF 2021 and <a href="#">Coaching for teaching and learning: a practical guide for schools</a> National College, 2010, identify that teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes.</p> <p>Within the school context, there are two new experienced members of staff and four Early Career Teachers.</p>	1, 2, 3, 4
<p>Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly</p>	<p><a href="#">Making Best Use of Teaching Assistants</a> identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes. EEF, 2021.</p> <p>Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.</p>	1, 2, 3, 4
<p>Embedding of diagnostic teaching across the curriculum.</p>	<p>There is a strong evidence base that suggests <a href="#">oral language interventions</a>, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading, EEF, 2021.</p> <p>Within the school context, continued professional development is focused around the Federation ‘pillars of pedagogy’ model with a focus on assessment and impact.</p>	1, 2, 3, 4, 5, 6, 7
<p>Home reading books and topic book resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth of reading opportunity</p>	<p>Book accessibility is imperative for developing positive reading habits and engagement in <a href="#">reading for pleasure</a> (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socio-economic status. <a href="#">A word gap study</a> suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).</p> <p>Within the school context, a strategy plan for evaluation and development of reading resources is undertaken annually to support breadth of reading opportunity.</p>	1, 2, 3, 4, 5, 6, 7
<p>Enhancement of our maths teaching and curriculum planning to support adaptive teaching and planning pathways</p>	<p>The EEF research <a href="#">Improving Mathematics in Key Stages 2 and 3</a>, EEF 2022, and the DFE paper <a href="#">Mathematics in KS1 and KS2</a>, DFE, 2021 brings greater coherence to the national curriculum by exposing core concepts in the national curriculum and demonstrating progression from year 1 to year 6 including summarising the most important knowledge and understanding within each year group and important connections between these mathematical topics.</p> <p>Within the school context, research is being used to develop the curriculum offer,.</p>	1, 2, 3, 4

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**
**Budgeted cost: £53,910**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a specific teaching assistant to lead language sessions and school based catch up interventions across the school  Additional time from S&L therapist  Launch Pad for EYFS (intervention) including PPG focus groups	<p><a href="#">Communication and language approaches</a> emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021).</p> <p>Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.</p>	1, 2, 3, 4, 5, 6, 7
DHT small group support, booster classes and Easter School (identified Year 6 pupils)	<p><a href="#">Small group tuition</a> has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p> <p>Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established through evaluation and analysis termly.</p>	1, 2, 3, 4, 7
Homework club for identified Year 1-6 pupils in receipt of PPG	<p><a href="#">Homework</a> clubs are identified as having impact for pupils when linked to core learning, (EEF 2021).</p> <p>Target support for identified pupils throughout COVID disruption substantiated EEF outcomes. A continuation of provision will be applied across 2021 – 2022 as a result.</p>	1, 2, 3, 4, 7
Online mathematics programmes including: Symphony – maths programme (intervention) in receipt of PPG / Mathletics and TT Rock Stars home learning access (across the school)	<p><a href="#">Digital technology</a> can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Action research within the Federation has evaluated impact of home learning access. During partial closures, tracking demonstrated an uptake of, on average, 90% across an 8 week period. Continued promotion and tracking of home learning offer programmes enables targeted support.</p>	1, 2, 3, 4, 5, 6, 7

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

**Budgeted cost: £79,549**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: university visits for Year 6 pupils, subsidised peripatetic lessons and subsidised residential visit (PGL) for children in receipt of the pupil premium grant	<p>The EEF, consider evidence based research unpicking <a href="#">the 'enriching' of education</a> and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.</p>	7, 8
Learning mentors supporting for vulnerable children across EYFS, KS1 and KS2	<p><a href="#">Learning mentors</a> are effective in promoting pupil motivation and thereby positively affecting outcomes of attainment, confidence, homework and focus in lessons (UoC, 2017).</p> <p>EEF identifies 3 months + behaviour interventions are effective and benefit all pupils in the classroom by ensuring a maintained purposeful learning environment where need is identified.</p> <p>Within the school context, learning mentor intervention is precisely allocated to support target pupils.</p>	7
Additional time from School Attendance Officer to track and monitor lates, (including home visits) and identified external support for vulnerable children	<p>Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and <a href="#">attendance</a>. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, NFER, 2015. <a href="#">Attendance intervention rapid assessment</a>, EEF 2022, examines the existing research on interventions that aim to improve pupils' school attendance and the characteristics of these interventions, based on a systematic search of existing literature.</p> <p>Within the school context, in depth attendance analysis takes place half termly supported by daily tracking systems.</p>	4, 7
Leadership of coffee mornings (including additional EYFS specific coffee mornings)	<p>The security of the evidence around <a href="#">parental engagement</a> is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment, EEF, 2021.</p> <p>Within the school context analysis of parent engagement takes place half termly and a parent survey annually.</p>	6
Subsidised extend day including ASC, BC and curriculum club offer for disadvantaged pupils	<p>Planning to get the most from any <a href="#">extra time</a> is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).</p> <p>A revised strategy for developing wrap around provision capacity is in place to support disadvantaged families.</p>	7, 8
Therapeutic and social development support from Unlocking Potential	<p><a href="#">Unlocking Potential annual reports</a> identify the evidence of impact of service over time to support pupils with identified need.</p> <p>Within the school context termly and annual tracking of interventions provides responsive impact for identified children.</p>	7

**Total budgeted cost: £288,600**



# 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.

### Current Achievement of PPG Pupils (2024 KS2 Outcomes)

% achieving the expected standard or above	Our pupils eligible for PPG		National Average for all pupils	
	% at expected standard	% at the high standard	% at expected standard	% at the high standard
Reading, Writing & Maths	81%	11%	61%	8%
Reading	93%	37%	74%	28%
Writing	89%	15%	72%	13%
Mathematics	100%	33%	73%	24%

### Teaching

- In 2024, attainment of disadvantaged **Key Stage 2** pupils in all subjects was above the national average for all pupils. The percentage of most able disadvantaged pupils achieving a high standard in reading, writing and maths combined and in single subjects was above that of other pupils nationally. Disadvantaged pupils have performed better than national expectations in Reading, Writing, Mathematics and GSP at the end of Key Stage 2 for the last 7 years (excluding 2019 and 2020 where no reportable data was available) and make progress better than that expected nationally.
- In the **Year 1 phonics check**, 96% of disadvantaged pupils achieved standard compared to 93% of all pupils in the cohort and 80% of all pupils nationally.
- At the end of **EYFS**, 68% of disadvantaged pupils met the expected standard (Good Level of Development) in line with 68% of all pupils nationally.
- Teacher assessment data was collated in December 2023 and June 2024. Disadvantaged children in all year groups typically make progress better or in line with their peers in Reading, Writing and Mathematics. Progress measures show disadvantaged pupils are making more progress than all pupils in reading, writing and maths, (School In-House Year End 2024 data set).
- A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. Additional funding has been invested to enhance the curriculum provision relevant to our context including cross curricular library books, developing a spine of texts for each year group (the Big Six) and purchasing these. As a result, children continue to have high quality access to a broad range of books and practical resources across the curriculum.
- A strategic approach to delivered continued professional development has ensured a secure teaching profile with all teaching good or better and 45% judged outstanding. Additional release time allocated to middle leaders to provide coaching / mentoring support to Early Career Teachers has resulted in all Early Career Teachers meeting the required year end thresholds.
- The introduction of the Pillars of Pedagogy framework has ensured continued professional development is precise, research informed and that all staff have a shared language and toolkit for effective teaching.
- The development of the maths curriculum for the Year 1 cohort has resulted in refreshed opportunities to evaluate lesson pathways which has resulted in 76% of disadvantaged pupils reaching the expected standard compared to 70% of the cohort.

### Targeted Support

- A speech and language specific teaching assistant was successfully retained to ensure speech and language intervention could be undertaken with consistency and without disruption to class based teaching assistants therefore ensuring maximum impact. This meant that 93% of pupils fully met or partially met speech and language targets.
- The take up and use of online homework support programmes have ensured continuation of skill application over time. This has been tracked and monitored to ensure all pupils are accessing the offer.
- Typically, children receiving small group intervention made the expected progress against the intervention targets set. Homework club and booster intervention for disadvantaged pupils resulted in good or better end of year outcomes.

## **Wider Strategies**

- Therapeutic support sessions provided by Unlocking Potential has been accessed by disadvantaged pupils including play or art therapy, talk time sessions, occupational therapy and additional speech and language support.
- Families have benefitted from advice and support through additional workshops and interventions organised by the Inclusion Team, resulting in continued high levels of engagement. This is demonstrated by attendance at coffee mornings, drop in sessions, technology support and homework coaching.
- Club analysis and music analysis demonstrates equal access for disadvantaged pupils when compared to all pupils in KS1 and KS2.
- Enhanced enrichment opportunities have included a subsidised PGL trip for disadvantaged pupils, a 5 day trip to Tenerife for 10 pupils and subsidised enrichment half termly in all year groups for all pupils.
- Attendance focus work including precise tracking of persistently absent pupils has resulted in attendance of disadvantaged pupils above the national average and persistent absence significantly below the national average.