

Pupil premium strategy statement 2024- 2025

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
Number of pupils in school	553
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Debbie Petts
Pupil premium lead	Margaret Hayes
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,949
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	£138,949

Part A: Pupil premium strategy plan

Statement of intent

At Hope Valley College, we aim **to inspire and nurture every student to be the best they can be**. This strategy aims to maximise the participation of DA students in all aspects of school life.

- Our curriculum is ambitious and wide ranging. We offer the range of qualifications that we know will unlock doors in the future and give our students the chance to access the most ambitious next steps they can. We support *all* students to follow this curriculum, with no narrowing
- We prioritise and promote chances to participate in the wider life of the school through a programme of extracurricular opportunities. We offer a range of leadership opportunities to students as they move through the school.
- We aim to build a sense of belonging by knowing every individual. We pride ourselves on fostering a positive and respectful school through relationships with young people and their families and we use our 'Attitudes to Learning' approach to promote those positive attitudes and celebrate success.
- Where students are finding it difficult to keep up, we provide targeted interventions to help with literacy, numeracy as well as wellbeing interventions to promote resilience and ensure students can be successful in school.

Challenges

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

Challenge number	Detail of challenge
1.	Attendance and persistent absence Because we are a rural school, many of our children and young people travel long distances to school. Travel problems and the lack of alternatives if a student misses the bus makes our attendance challenge more difficult. At present, there is an attendance gap with Pupil Premium students attending less well. Pupil premium students are at risk of falling into the Persistent Absence category. This has a clear correlation with lower outcomes at GCSE.
2.	Language and Communication Currently, some disadvantaged students have lower levels of reading, read less widely and lack the tier 2 and 3 vocabulary which is needed for academic success. Literacy difficulties make some classroom tasks more difficult for these students. We have a number of EAL students needing specific support with language and communication.
3.	Attitude to Learning Participation in lessons is not always as active as it should be. Concerns about mental health and wellbeing make it difficult for some students to

	focus on the demands of GCSEs. Some students need support to develop study skills and resilience.
4.	Personal Development Participation in wider aspects of school life is lower in the disadvantaged cohorts. Our location makes it challenging for some students to access extra-curricular opportunities and leadership opportunities, especially after school.
5.	Attainment Gap There continues to be a gap in outcomes between disadvantaged students and their non disadvantaged peers at GCSE. This is linked to lower attendance levels, Interventions offered to students are not always effective and can be counter-productive.
6.	Next steps Some students in the disadvantaged cohort lack the cultural capital to confidently plan for their lives after school: this includes access to a narrower range of work experience opportunities, employers and post 16 providers. Our students do not lack ambition, but their life experiences and networks may limit what they believe is possible.

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
Higher levels of attendance at school and in lessons for disadvantaged students	Reduction in the gap between attendance rates at school between DA and non-DA cohorts.
Reduce the gap between disadvantaged students and their non disadvantaged peers at GCSE	Difference in P8 figure for non-DA students and DA students will continue to reduce to pre pandemic levels. Over three years we will aim for DA and Non-DA P8 figures to be in line with national statistics.
Improve the literacy skills and reading levels of disadvantaged students	Scores on STAR reading screening for DA students at the end of year 7 and 8 continue to improve in line with their non-DA peers. Students will be able to fully participate in lessons as their oracy and language skills improve
Improve the attitude to learning of disadvantaged students	The gap between ATL scores for DA and non-DA students will narrow further so that DA and non-DA students have the same ATL score.
Improve access to a wider range of personal development opportunities for those in the disadvantaged cohort	Registers for extracurricular clubs and trips show that DA students are just as likely to be part of Extracurricular as their non-DA peers. DA students take up career's opportunities and in a wider range of providers and access the full range of post 16 providers.

Activity in this academic year 2024-25

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: £64,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff professional learning to promote high expectations and boost subject knowledge	'Teach to the Top' – Aiming High for every learner	5
Oracy strategy	Oral language interventions EEF (educationendowmentfoundation.org.uk)	2 & 3 & 5
Reading to learn strategy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2 & 5
EAL support	Sheffield EAL/New Arrivals Team training	2
Additional capacity for English and Maths	Small group tuition EEF (educationendowmentfoundation.org.uk)	5
Learning resources	Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £40,864

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention review panels	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2 & 3 & 5

<p>Reading Strategy:</p> <ul style="list-style-type: none"> • Phonics • Fluency Focus • Word Power • Word Shark • Toe by Toe • Reading Buddies 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2
Every Child Counts	Every Child Counts: the independent evaluation technical report (DfE)	5
<p>Exam preparation programmes:</p> <ul style="list-style-type: none"> • Intervention classes • Revision sessions • Engagement with parents • Assembly and tutor time programme to support 	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	3 & 5

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

Budgeted cost: £33,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention review panels	Working together to improve school attendance - GOV.UK (www.gov.uk)	1 & 3
<p>Personal Development:</p> <p>PD coordinator to audit, track and promote the extra-curricular offer to DA students</p> <p>Financial contribution to reduce costs for some extra-curricular activities</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4
Implement new attendance strategy: involving pastoral and teaching staff in actions at different 'banded' levels, supported by new MIS.	Working together to improve school attendance - GOV.UK (www.gov.uk)	1

Family support worker		
Wellbeing interventions: including school counsellor	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 & 5
Attitudes to Learning through: Assembly programme Tutor Programme and PSHE	https://www.thinkingmatters.com/news/fear-is-the-mind-killer-by-dr-james-mannion-and-kate-mcallister-2020 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3 & 4
Careers programme: careers advisor to prioritise support for PP students	Independent review of careers guidance in schools and further education and skills providers - GOV.UK (www.gov.uk)	6

Total budgeted cost: £138,948

Part B: Review of outcomes in the previous academic year

Pupil Premium funding budget allocations 2023-24

Total Pupil Premium Funding received	£127,524 Pupil Premium £29,739 Recovery Premium Total = £157,263
Allocated:	Total = £157,263
Teaching and Learning	£85,633
Academic Support	£29,931
Wider Strategies	£41,698

Pupil premium strategy outcomes 2023-24

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

Our whole staff focus on *Maximising Participation* for students has begun to change the experience of DA students in our school. The Embedding Formative Assessment has had an impact in the school. The SSAT report for our school showed that students recognise that their teachers are using a range of strategies to elicit what they do and don't know. The impact of this wider range of strategies is an improvement in active learning across subjects.

The gap in progress figures at GCSE between DA students and the cohort as a whole has narrowed. This was supported by an extensive programme of small group tuition. We will continue to prioritise closing this gap.

In terms of attendance, the figure for DA students remains the same as in 22/23. Our new strategy will aim to increase this figure.

DA students' Attitude to Learning scores have improved on the same period in 22/23 - the gap between DA and Non-DA has also continued to reduce.

Access to personal development opportunities: more pupil premium students are enjoying residential opportunities. The significant majority of students in years 7 and 9 had a residential experience in 2024, at rates very close to those of the non-DA cohort. Numbers of pupil premium students accessing music tuition increased significantly.

Externally provided programmes

Programme	Provider
Embedding Formative Assessment	SSAT

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not reported separately n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

N/A
