

Hope Valley College -Pupil premium strategy statement 2021-22

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	Hope Valley College
Number of pupils in school	515
Proportion (%) of pupil premium eligible pupils	18.06%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	04 10 2021
Date on which it will be reviewed	23 05 2021 (ahead of S&I Governors' Meeting)
Statement authorised by	
Pupil premium lead	RBE/JFi
Governor / Trustee lead	Professor D Butcher (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,660
Recovery premium funding allocation this academic year	£11,600
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	£114,260

Part A: Pupil premium strategy plan

Statement of intent

Following 2 years of disrupted learning due to Covid-19 this plan aims to build on the successful strategies put in place to support attainment and progress of students eligible for PP funding and to address the achievement gap ensuring these students make expected progress, if not better.

This plan places clear focus on 'teaching everyone better' aiming to 'strengthen the core to reach the students on the fringes' (Sherrington). This principle is clear in HVC's focus on improving and strengthening the core provision for all (including disadvantaged) in terms of teaching and learning, ATL and attendance.

Alongside this, HVC aims to use targeted and data driven interventions to further progress those students requiring additional support.

Challenges

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

Challenge number	Detail of challenge
1.To reduce the attainment gap between students in eligible for PP and their peers	An inconsistent approach to responsive teaching in order to support students eligible for PP funding Gaps in vocabulary, numeracy and reading abilities.
2.To raise the attainment of students eligible for PP to close the gap created by COVID-19 school closures	Gaps in knowledge and skills that have appeared between March and July 2020 due to school closure as identified by each head of subject/faculty.
3.To improve the ATL grades of the students eligible for PP	To remove barriers to developing positive learning habits and further understanding of metacognition, because of a lack of intrinsic motivation to succeed in learning.
4. To improve the attendance of Disadvantaged cohort	Wellbeing: students adjusting to the new school routines and structures and any associated anxiety and safeguarding issues. Students not attending school
5.Gaps in interactions with employers and post-16 providers	Creating opportunities to interact with employers and post-16 providers.

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
Reduced progress gap at end of KS4	Gap will narrow from 0.85 to pre-pandemic levels and better than national (Disadvantaged P8 in 2020/21 = ,0.10/Non-Disadvantaged P8 in 2020/21 = ,0.96)
To raise the attainment of all pupils to close the gap created by COVID-19 school closures	See closing of the gap above
Improved ATL scores for all students eligible for PP	ATL5 scores will be 1.9 or below for each year group
To improve the attendance of students eligible for PP	Attendance of students eligible for PP improves to PA rate of less than 22% over the year
Sustain the % of EBACC Entry and outcomes for students eligible for PP funding where appropriate	Y9 EBACC option choice 2022 is 39% for the whole cohort with students eligible for PP funding on the correct pathway

Activity in this academic year 2021-22

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: £46,599

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Leadership capacity from leaders of English/Maths Trust Central Team to lead strategies to support students eligible for PP funding (this includes higher ability students)	Recommended in EEF 'COVID-19 Support Guide for Schools' – intervention support and one to one small group tuition	1, 2, 3, 4
Continue to develop pedagogy and practice for 'High Expectations' to ensure that all students make progress through developing RT strategies	Recommended in EEF 'COVID-19 Support Guide for Schools', Marc Rowland book / blogs and Tom Sherrington blogs	1, 2, 3, 4
Continue to develop pedagogy and practice for 'High Expectations' to ensure that all students make progress through further development of assessment and data as planning tools	As above	1,2, 3, 4
Continue to develop pedagogy and practice for 'High Expectations' to ensure that all students make progress through metacognition	As above	1,2, 3, 4
Professional learning programme in place that impacts on pedagogy and practice in every classroom, evidenced through Enquiry Visits.	As above	1,2, 3, 4
Action research is faculty based and clearly tied to SIP/DIP priorities – track the impact of this work through enquiry visits and PL sessions	As above	1,2, 3, 4

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

Budgeted cost: £34,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified KS4 group of Y11 students eligible for PP funding – catch-up for English/Maths	Recommended in EEF 'COVID-19 Support Guide for Schools' – intervention support and one to one small group tuition	1, 2

Investment in Tutor Programme to promote learning habits	Recommended in EEF 'COVID-19	1, 2
Identified KS4 group of Y11 students eligible for PP funding – catch-up for all subjects – this will include NTP where appropriate	Recommended in EEF 'COVID-19 Support Guide for Schools' – intervention support and one to one small group tuition	1, 2
Identified group of Year 7 students - catch up for English/Maths	Recommended in EEF 'COVID-19 Support Guide for Schools' – intervention support and one to one small group tuition Evidence of success from 2020/21	1, 2
All leadership meetings (senior and middle) are data driven to support the progress of students eligible for PP funding	Recommended in EEF 'COVID-19	1,2, 3, 4
Investing in DEAL during tutor programme	Reiss and Hartley – word poverty	1,2, 3, 4

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

Budgeted cost: £33,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and implementation of processes to support attendance	Recommended in EEF 'COVID-19 Support Guide for Schools' – Supporting parents and carers	4
Support for extra curricula activity – music lessons, trips, ICT equipment.	Removes barriers to participation	3, 4
Time with the school counsellor and careers advisor for priority appointments	Prioritises those students to provide more time for discussion with parents	3, 4, 5

Total budgeted cost: £ 114, 260

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-21

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

Y11 IMPACT:

It is difficult to make a fair comparison between this year's data and previous year's data / SPI

- ✓ Whilst the gap between disadvantaged students and non-disadvantaged students has not been fully closed, the estimated SPI for disadvantaged students in English is positive and is the highest SPI historically (18/19 and 17/18).
- ✓ In Maths, again the gap between disadvantaged and non-disadvantaged students has not fully closed.
- ✓ For Y11 cohort in the final tracker from the first year of their GCSEs 10.2, both LANGUAGE and LITERATURE for disadvantaged students was negative: -0.31 and -0.37 which moved to both being positive for the final outcomes. This is also the case in Maths, y11 at 10.2 were SPI -0.99 and moved to outcome of -0.08, suggesting that teaching and interventions for these students (and all students) was effective.
- ✓ 5+ English and Maths for non-disadvantaged 54.1% and for disadvantaged is 11.5%. However, this data masks the achievement of Grade 5+ in English by 10 of the cohort, grade 5 + in maths by 5 of the cohort.
- ✓ 4+ English and Maths for non-disadvantaged 74.3% and for disadvantaged is 42.3%. Alongside the 5+ EM data, this suggests that work / collaboration remains to ensure disadvantaged students have the same opportunities to the next stage of their lives. Further analysis reveals that 19 students achieved G4+ in English and 11 in Maths.

KS3 Impact

Identified group of Year 7 students - catch up for English & Maths

- ✓ All PP students increased in reading ages over last year apart **from 2 students who do not have data**
- ✓ All lower prior attaining PP students who received small group reading intervention last year improved in terms of their reading ages, with the best improved 3 students progressing by 20, 17 and 14 months respectively.
- ✓ Average progress should be one step per year, so this represents good progress (especially given their ability range).
- ✓ Anecdotally, the difference in these students' attitude towards their mathematics after being put into a much smaller group (26 to 10) was marked. They were much more positive in their new group; school received emails from parents to this effect.

Externally provided programmes

Programme	Provider
English, Maths & Science	Academy 21

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?	

Further information (optional)

N/A