

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	524
Proportion (%) of pupil premium eligible pupils	24.62%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23
Date this statement was published	08 09 2022
Date on which it will be reviewed	23 05 2023 (ahead of S&I Governors' Meeting)
Statement authorised by	
Pupil premium lead	RBE
Governor / Trustee lead	Professor D Butcher (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,196
Recovery premium funding allocation this academic year	£24,940
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	£137,136

Part A: Pupil premium strategy plan

Statement of intent

Following 2 years of disrupted learning due to Covid-19 and the impact this has had on attendance in the academic year 2021/22, 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 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 closure and the impact on attendance in academic year 2021/22	Gaps in knowledge and skills that appeared between March and July 2020 due to school closure as identified by each head of subject/faculty. Whilst these gaps are narrowing, we still need to support our students with PP to close the gap in KS4 attainment.
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 are displaying higher levels of anxiety and safeguarding issues which his impacting on attendance. 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 to pre-pandemic levels and better than national in line with non-pp cohort
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 in line with national data, particularly in current Y11.
Sustain the % of EBACC Entry and outcomes for students eligible for PP funding where appropriate	Y9 EBACC option choice 2022 is 39% or greater for the whole cohort with students eligible for PP funding on the correct pathway

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: £ 61,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Leadership capacity from leaders of English/Maths Trust Central Team to lead 'Targeted Academic Support' strategies to support students eligible for PP funding (this includes higher ability students)	Recommended in 'EEF Guide to the Pupil Premium' – 2. Targeted Academic Support in the form of one to one and small group tuition which mirrors the main curriculum.	1, 2, 3, 4
Continue to develop pedagogy and practice for 'High Expectations' to ensure that all students make progress through developing RT strategies – this is formalised through the structured programme 'Embedding Formative Assessment'.	Recommended in 'EEF Guide to the Pupil Premium' Marc Rowland book / blogs and Tom Sherrington blogs. 1. High Quality Teaching which includes investment in professional development.	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

Professional learning programme in place that impacts on pedagogy and practice in every classroom, evidenced through Enquiry Visits.	As above	1,2, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,495

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 the 'EEF Guide to The Pupil Premium' – intervention support and one to one small group tuition	1, 2
Investment in Tutor Programme to promote learning habits	Recommended in EEF Guide to The Pupil Premium'	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 Guide to The Pupil Premium' – intervention support and one to one small group tuition Evidence of success from 2021/22	1, 2
Identified group of Year 7 students - catch up for English/Maths	Recommended in 'EEF Guide to The Pupil Premium' – intervention support and one to one small group tuition Evidence of success from 2021/22	1, 2
All leadership meetings (senior and middle) are data driven to support the progress of students eligible for PP funding	Recommended in Recommended in 'EEF Guide to The Pupil Premium' 3. Wider Strategies Evidence of success from 2021/22	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: £ 35,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and implementation of processes to support attendance	Recommended in 'EEF Guide to The Pupil Premium' 3. Wider Strategies	4
Support for extra curricula activity – music lessons, trips, ICT equipment.	Recommended in 'EEF Guide to The Pupil Premium' 3. Wider Strategies	3, 4

	Removes barriers to participation	
Time with the school counsellor and careers advisor for priority appointments	Recommended in 'EEF Guide to The Pupil Premium' 3. Wider Strategies Prioritises those students to provide more time for discussion with parents	3, 4, 5

Total budgeted cost: £137,136

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 2021 to 2022 academic year.

KS4 Impact

- ✓ 8 out of 10 students in this cohort gained 8 or more GCSES and the average A8 grade was 3.49
- ✓ In Maths, the attainment of the disadvantaged shows that 4 out of the 10 students achieved a Grade 4+ pass with all 4 students gaining a grade 5.
- ✓ In English 7 out of 10 students achieved a G4+ with 3 of those students achieving a grade 7+.
- ✓ The progress gap between disadvantaged students and non-disadvantaged students continues to be a challenge for our school. The figure is disproportionately affected by the size of the cohort (10 students).

Externally provided programmes

Programme	Provider
NA	

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?	See above

Pupil Premium funding budget allocations 2021-22

Total Pupil Premium & Recovery Premium Funding received	£110,437
Allocated:	
High Quality Teaching	£ 47,807
Targeted Academic support – including catch up lessons & interventions.	£ 37,056
Wider strategies - Attendance monitoring	£ 11,705

Wider strategies – including music lessons, Revision guides, books & curriculum materials, careers advice & counselling services.	£ 13,869
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Further information (optional)

N/A
