


# 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 ( <b>3-year plans are recommended</b> )	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
<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	£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, Attitudes To 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	<p>To ensure that all teachers, all the time, adopt a consistent approach to 'responsive teaching' in order to support students eligible for PP funding. In other words, teachers are using their assessment of children's progress to adjust their teaching in lessons and across a series of lessons.</p> <p>To close the gaps in vocabulary, numeracy and reading abilities for children in the PP cohort.</p>
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	<p>To close the 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 further close the gap so that their attainment and progress improves at the end of Key Stage Four.</p>
3.To improve the ATL grades of the students eligible for PP	<p>To remove barriers to developing positive learning habits and improve metacognition. To improve intrinsic motivation in all children but especially those in the PP cohort.</p>

<p>4. To improve the attendance of Disadvantaged cohort</p>	<p>Improving wellbeing by supporting students who are displaying higher levels of anxiety around attending school. To identify and address any potential safeguarding issues which are impacting on attendance.</p>
<p>5.Gaps in interactions with employers and post-16 providers</p>	<p>Building confidence and supporting those in the PP cohort to interact more frequently with employers and post-16 providers.</p>

## 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	<ul style="list-style-type: none"> <li>Gap will narrow to pre-pandemic levels</li> <li>Gap will be better than national gap</li> <li>Progress will be in line with non-pp cohort</li> </ul>
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 for PP cohort will be 1.9 or below for each year group
To improve the attendance of students eligible for PP	Attendance (as measured by Persistent Absenteeism) of students eligible for PP improves and is better or in line with national data, particularly in current Y11.
Sustain the % of EBACC Entry and outcomes for students eligible for PP funding where appropriate	Current Y9 PP cohort choose the English Baccalaureate (EBACC) pathway in line with non-PP cohort for 2023. The percentage of children in the PP cohort choosing this pathway is 39% or greater.

## 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	Activity
Extra Leadership capacity from Trust Central Team – this will be the Directors of English and Maths – they will 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	Recommended in ‘EEF Guide to the Pupil Premium:’	1, 2, 3, 4

Expectations' to ensure that all students make progress through developing Responsive Teaching strategies – this is formalised through the SSAT structured programme 'Embedding Formative Assessment'.	1.High Quality Teaching which includes investment in professional development.  Marc Rowland book /blogs and Tom Sherrington blogs.	
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
Ensure that our Professional Learning programme impacts on pedagogy and practice in every classroom, evidenced through Enquiry Visits (Quality Assurance mechanism)	As Above	1, 2, 3, 4

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

Budgeted cost: £ 40,495

Activity	Evidence that supports this approach	Activity
Ensure that Y11 students eligible for PP funding have access to intervention in English/Maths	Recommended in the '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,
Investment in the design of the curriculum for the PSHE Curriculum and Professional Learning for all staff to support this new curriculum.	Recommended in EEF Guide to The Pupil Premium – 1. High Quality Teaching which includes investment in professional development	1, 2,
Ensure that Y11 students eligible for PP funding have access to intervention in all subjects – this will include NTP where appropriate	Recommended in EEF Guide to The Pupil Premium' – 2. Intervention support and one to one small group tuition	1, 2,
Ensure that the Year 7 children eligible for PP funding have access to catch up for English and Maths	Recommended in 'EEF Guide to The Pupil Premium' – 2. Intervention support and one to one small group tuition	1, 2, 3, 4

	Evidence of success from 2021/22	
Leadership (senior and middle) focus on the progress of our PP cohort in all year groups. Decision making is focused on the PP cohort and prioritises resources to support this cohort.	Recommended in 'EEF Guide to The Pupil Premium' 3. Wider Strategies Evidence of success from 2021/2	1, 2, 3, 4
Investing resources (time and physical resources) in Drop Everything and Listen (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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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
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.

<b>KS4 Impact</b>
<ul style="list-style-type: none"> <li>✓ 8 out of 10 students in this cohort gained 8 or more GCSEs and the average A8 grade was 3.49</li> <li>✓ 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.</li> <li>✓ In English 7 out of 10 students achieved a G4+ with 3 of those students achieving a grade 7+.</li> <li>✓ 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).</li> </ul>

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
NA	

### Service pupil premium funding (optional)

<b>Measure</b>	<b>Details</b>
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

<b>Total Pupil Premium &amp; Recovery Premium Funding received</b>	<b>£110,437</b>
<b>Allocated:</b>	
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



## Further information (optional)

N/A