**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 High School |
| Number of pupils in school | 85 |
| Proportion (%) of pupil premium eligible pupils | 78% |
| Academic year | 2022-2023 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | May 2023 |
| Statement authorised by | Helen Dunbavin – Headteacher |
| Pupil premium lead | Leanne Fletcher – DHT |
| Governor lead | Anne Clarke – Chair of Governors |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year  |  |
| Recovery premium funding allocation this academic year |  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  |  |
| **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 |  |

**Part A: Pupil premium strategy plan**

**Statement of intent**

The aim of the Pupil Premium funding is to support narrowing the gap between disadvantaged learners, and their non-disadvantaged peers. The plan addresses the additional challenges which are potentially faced by disadvantaged young people, and how this has an impact on their learning, both academically, socially, and emotionally.

School leaders in school assess disadvantaged learner need and deploy funding which is then used to improve learner progress in all aspects of their school journey. At the heart of our Pupil Premium strategy is highly effective, quality first teaching. Hope High uses funding in three specific areas, which include teaching and learning, targeted support identified through robust diagnostic and summative assessment, and wider school approaches which consider the social, emotional, and cultural capital needs of the disadvantaged learners at Hope High.

The Pupil Premium strategy gives learners a range of experiences which will support them in adult life. For example, supporting disadvantaged learners to develop the skills they need to contribute meaningfully to the community, live an independent life, develop social skills, and continue to ensure that high-quality work experience and careers guidance is provided.

**Challenges**

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

|  |  |
| --- | --- |
| **Challenge****number** | **Detail of challenge** |
| 1 | Learner’s low literacy levels, BPVS scores below expected for chronological age. |
| 2 | Learner’s numeracy levels on entry are lower based on chronological age. |
| 3 | Learner’s social, emotional development impacts progress and self-esteem. |
| 4 | Learner do not have access to enrichment activities. |

**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** |
| Increased levels of literacy progress from starting points * Comprehension ages
* Spelling ages
* CAT4 tests
* Progress data
* Reading ages
* BPVS scores
* Dyslexia screening
 | Pupil premium and non-pupil premium learners have outstanding achievement. Results and Progress Data Pupil premium learners make exceptional progress in line with Hope High expectations. |
| Increased levels of numeracy progress from starting points * Progress data
* Numeracy assessments
* MaLT assessments
 | Pupil premium and non-pupil premium learners have outstanding achievement. Results and Progress Data Pupil premium learners make exceptional progress in line with Hope High expectations. |
| To provide cultural experiences to learners who might not be able to access these. To provide structured social activities to enhance learners’ skills. * Learner voice
* Learning walks
 | Pupil premium learners feel they have a purpose, are prepared for learning and are motivated to learn. (Learner voice survey and evaluations of activities) |
| To provide additional quality CEIAG provision Provide activities which develop resilience and aspirations * Destinations data
* Learner voice
* Parent voice
 | Learners are provided with outstanding CEIAG provision which supports them into adulthood and beyond (Learner voice / parent feedback)PP learners feel they have a purpose, are prepared for learning and are motivated to learn. |
| To provide high quality CPD to staff team so that the quality of teaching and learning continues to excel and so that practice is evidence informed. | The staff team will have a range of strategies to support learning and promote progress. |

**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:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| To improve literacy progress; - By promoting and further embedding Reading for Pleasure using the Accelerated Reading programme. Also through challenging teacher texts, and personal reading. Accelerated Reading is a structured lesson initiative aimed at supporting learners to develop reading, spelling, comprehension skills, including vocabulary.- By continuing to promote Reading for Pleasure through form time activities and rewards. | Consolidation of skills / knowledge (mastery learning) (Talk for writing) Team working (Collaborative learning) Learning to learn, resilience, growth mindsets (Metacognition and self-regulation). <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit> | 1 |
| Improved numeracy progress; - Promote and further embed mathematical recall and retention using direct intervention for students during maths lessons through school. | Learning to learn, resilience, growth mindsets(Metacognition, self-regulation and spaced learning) <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit> | 2 |
| Improved social and emotional wellbeing of learners; Access to enrichment activities; - Educational visits are currently being mapped for all curriculum areas.- Educational visits will give learners access to a range of enrichment and cultural activities.- Enrichment, lunch and after school club times in school will provide learners the opportunity to improve their social skills, and taking part in a range of enjoyable activities during club time will improve learner’s emotional wellbeing | Consolidation of skills / knowledge (mastery learning) Team working (Collaborative learning) Social and emotional learning. <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit> | 3,4 |

**Targeted academic support (for example one-to-one & small group support structured interventions)**

Budgeted cost:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Improved access to technology;- Provide all learners with a device, as part of the 1:1 device strategy. | Learning to learn, resilience, growth mindsets (Metacognition and self-regulation) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | 1,2,3,4 |
| Improved literacy progress; - Access to one-to-one support from specialist teacher for all learners who require this intervention. - Purchase training for staff in reading & literacy (Reading conference). - Develop a sustainable system to provide opportunities for this during the school day. Deliver targeted group and individual intervention for all disadvantaged learners- Deliver literacy intervention in the classroom to model effective strategies to specialist and non-specialist staff. | Learning to learn, resilience, growth mindsets (Metacognition and self-regulation) <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit> | 1 |
| Improved numeracy progress;- Deliver targeted group and individual intervention for all disadvantaged learners.- Purchase resources for staff in Numeracy.- Deliver numeracy intervention in the classroom to model effective strategies to specialist and non-specialist staff. | Learning to learn, resilience, growth mindsets (Metacognition and self-regulation) <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit> | 2 |
| Improved Social skills, emotional wellbeing and mental health; - Deliver targeted nurture group and individual intervention for disadvantaged learners as part of the Thrive approach.- Deliver intervention in the classroom to model effective strategies to the staff team. | One to one tuition Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)<https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit> | 3 |

**Wider Strategies**

Budgeted cost:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Learners are provided with outstanding CEIAG.- Learners engage with a range of CEIAG opportunities, including themed days and weeks, opportunities to visit employers, and try different job roles. - Where appropriate learners have access to a vocational curriculum and have access to independent careers advice.- Learners in Year 11 have access to taster days for the chosen next destination. | Aspiration interventions Parental involvement<https://educationendowmentfoundation.org.uk/>[educationevidence/teaching-learningtoolkit](https://educationendowmentfoundation.org.uk/) | 4 |
| To provide cultural experiences to learners who might not be able to access these;- Learners access cultural experiences as part of their learning journey, and curriculum map, including themed days, themed weeks, and educational visits.- Learners have access to cultural experiences including, activity weeks, residentials and end of Key stage celebrations. - Magazines and journal subscriptions. | Outdoor adventure learning, physical activity, mastery. <https://educationendowmentfoundation.org.uk/>[educationevidence/teaching-learningtoolkit](https://educationendowmentfoundation.org.uk/) | 3,4 |
| To provide structured social activities to enhance learners social and interaction skills;- Learners have the opportunity to access after school clubs.- Breakfast club gives learners the opportunity to socialise in a nurturing environment.- Large range of weekly enrichment activities to promote interaction and communication skills.- Year 7 team building residential visit. - Learners to access summer school to enhance their cultural experiences and social interactions. | One to one tuition Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)<https://educationendowmentfoundation.org.uk/>[educationevidence/teaching-learningtoolkit](https://educationendowmentfoundation.org.uk/) | 3,4 |
| To provide strategies to support and ensure accessibility to learning;- Learners have access to Thrive & Forest school as part of their curriculum offer. Learners will be supported through assessments, interventions and equipment used to support learning. | Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)<https://educationendowmentfoundation.org.uk/>[educationevidence/teaching-learningtoolkit](https://educationendowmentfoundation.org.uk/) | 1,2,3,4 |

**Total budgeted cost:**

**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.

**Quality of teaching and learning**

New laptops for the 1:1 device strategy have been ordered, purchased, and are being disseminated to learners. The devices provide all learners with an individual device to support learning.

All key stage 4 learners who are on the GCSE pathway continue to use the resources they received at the start of the year, including revision guides for all subjects to support their learning. Learners on the GCSE pathway were invited to attend revision seminars ran by Elevate which gave them strategies to revise which promoted confidence and resilience. Learners were out of their comfort zone, but had the support of staff. Learner comments included; “there were so many useful revision tips and the staff were friendly”, and “the revision was good and we got lots done.

Funded by the recovery premium, a large majority of learners are engaging in school led tutoring delivered by two specialist teachers, focusing on literacy & SALT. Subjects include English and speech and language, and are on a 1:1 or 2:1 basis. This has increased from when the tutoring initially was started. Additional learners are requesting access to school led tutoring, having seen their peers engage with it. The impact of the school led tutoring will be measured in the summer 2 term, when all learners are assessed for both English and Reading. Learner voice indicates that learners enjoy taking part in school led tutoring because they know it will help them with their accreditation and exams in the future. Another learner said that tutoring is fun, and helps them to learn.

5 learners have engaged with tutoring provided by our off-site team, this has been done both remotely at the learners home or an agreed public space.

100% of students entered achieved pass grades (1-9) in GCSE Science (Double Award), Computer Science and Art with 94% of students passing their GCSE English Language and 89% passing their GCSE Maths. This continues Hope High’s upward trajectory, with outcomes once again exceeding all expectations. 100% of candidates entered achieved a Level 1 Pass in Functional Skills English and Maths, and 90% of candidates entered achieving a Level 2 in English and Maths.

The outstanding accomplishments continue to include the more practical/creative based subjects with students achieving a 100% pass rate in BTEC Level 1 Sport and Active Leisure and BTEC Level 2 Home Cooking Skills.

Outstanding individual successes are being celebrated at the very top end with one student achieving a minimum of a grade 4 in English, Maths and Science – a first in Hope High’s history. 13 students achieved at least 10 recognised qualifications – another record in Hope High’s history.

**Improved Literacy;**

Accelerated reading is now implemented throughout school. Learners are reading every day. They also have access to their own reading record and can keep track of their progress. Learning walks and monitoring of accelerated reading lessons indicate that learners are positively engaging with the f initiative and enjoy reading with class staff. One learner commented, ‘reading makes me feel calm’.

The Reading Conference followed by a session from the English department provided highly successful CPD on a consistent approach to teaching phonics across school. 100% of staff felt this had impact and staff felt they had a number of phonics strategies to apply in their practice from the training. All learners who are engaging with the phonics programme in English lessons have made progress since the Autumn term screening.

The Learning Resource Centre at Hope High has been restocked, with appropriate reading material that can used in conjunction with the accelerated reading programme. This overhaul of reading materials has given learners access to the most current, high quality and challenging texts available to them. Learner voice indicates that; reading in class “helps to make me feel calm and relaxed and makes me feel happy.” “The books really exciting, Miss makes us feel calm and relaxed” 100% of groups across both key stage 3 and 4 are actively engaging in the Accelerated Reading Programme.

100% of key stage 3 learners have made progress in phonics screening in the Autumn, and spring term. All learners have been assessed termly for English. Learners continue to access literacy intervention where appropriate, on a 1:1 or small group basis.

**Improved numeracy;**

Learners continue to access numeracy interventions. All learners have had assessments following interventions.

**Social emotional/Wellbeing;**

Learners are accessing Thrive interventions. The completed Thrive assessment is designed to support learners social and emotional needs. Learners are identified through various channels, inclduing as a safeguarding referral, counselling referral or teacher request. There is no significant difference in behaviour incidents in learners identified as pupil premium in comparison to non-pupil premium learners. There is also no significant difference between pupil premium learners. There is no significant difference in behaviour incidents between sub-groups such as pupil premium girls and non-pupil premium girls.

Where appropriate learners identified as pupil premium are engaging weekly with enrichment & club sessions. Learner voice and engagement indicates that learners communicate well during the sessions, and sessions improve self-esteem and motivation to communicate.

Identified learners are engaging with an afterschool club regularly and learner voice indicates they enjoy the sessions with their peers.

**Cultural opportunities;**

Students have access to a range of different events and key dates throughout the year. Important cultural days are built into the curriculum with additional activities included to support the event.

**Travel Training;**

Pupil Premium learners have accessed the community as part of their curriculum, and accreditation, including aspects of managing money, social interactions, and understanding a bus timetable. Learners have used travel training skills to travel around the community, on public buses and also by foot. Learners have developed an awareness of the dangers related to being in the community including road safety and stranger danger. Learner voice indicates that they ‘feel independent in the community’ and ‘feel confident on the public bus’.

**CIAEG**

100% of learners identified as Pupil Premium have had careers advice from schools identified careers advisor. The advice is fed back through the annual review process and shared with parents and careers, which informs transition planning for learners.

100% of pupil premium learners engaged with careers week. Learners experienced a range of career-based activities and tasks. Learner voice indicated that learners saw the purpose of learning about careers and employment.

All year 11 pupil premium learners engaged with work experience. In some cases, this has been school based where appropriate. In the future the aim is for learners to have the opportunity to explore a range of work-based experiences, including working in shops, land-based employment, and meeting employees from a range of sectors, including hospitality and catering.

**Strategies to support accessibility to learning**

Thrive Therapy is used to support learners who are identified as Pupil Premium through specific, individual targeted support and group sessions. Thrive also continue to support class staff to embed effective strategies to support accessibility to learning. Learners have access to the sensory equipment that they need to support self-regulation, and to prepare them to learn.

100% of Pupil Premium learners who require Thrive input have had an initial assessment which is reviewed regularly, and strategies disseminated to staff and parents as they are reviewed and updated.

Where appropriate all pupil premium learners engage with sensory breaks throughout the day overseen by the individual class teacher and supported by TAs.

**CPD for staff**

Hope High’s Thrive Practitioners & intervention team has delivered CPD to staff about the fundamental principles of Thrive and how they prepare learners for learning. Staff voice indicated that the session had given them the knowledge they needed to support learners during the day and gave them an understanding of the theory behind Thrive. As a result, staff refer students for Thrive support regularly when they feel there is a need for this level of intervention.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| **Programme** | **Provider** |
|  |  |
|  |  |