Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Academy
Number of pupils in school	1362
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	21.11.23
Date on which it will be reviewed	21.11.24
Statement authorised by	M Adams (Principal)
Pupil premium lead	S Clark
Governor / Trustee lead	M Boland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£386,055
Recovery premium funding allocation this academic year	£109,020
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	£495,075

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Hope Academy is to provide an inspirational and inclusive learning and teaching culture. We want every child to progress socially, academically and not be left behind due to disadvantage.

Here at Hope, we set high standards and expectations for all our pupils and strive to achieve our vision of serving one another through love.

Objectives

- To increase the progress of disadvantaged students so that they achieve a progress score of at least 0.
- To increase attendance for disadvantaged students so that it is at least in line with national average for non-disadvantaged students.
- To provide social, emotional and any other appropriate support to our disadvantaged students to help them make better progress.
- To ensure that students from a disadvantaged background have opportunities to develop cultural capital including those that develop aspiration for post 16 education and training.

Achieving these objectives

The range of provision includes:

- Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.
- Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning mentoring and coaching.
- Recruitment and retention of teaching staff
- Technology and other resources focussed on supporting high quality teaching and learning.
- Interventions to support language development, literacy, and numeracy.
- Activity and resources to meet the specific needs of disadvantaged pupils with SEND.
- Teaching assistant deployment and interventions.
- One to one and small group tuition.
- Supporting pupils' social, emotional and behavioural needs.
- Supporting attendance.
- Extracurricular activities, including sports, outdoor activities, arts, culture and trips.
- Breakfast clubs and meal provision.
- Communicating with and supporting parents.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last year indicates that attendance among disadvantaged pupils at KS3 was 3.5% below non-disadvantaged. At KS4 this difference increases to around 7%. Last year over 40% of disadvantaged students were PA and 8% were severe PA. This compares to less than 18% of non-disadvantaged students who were PA and 2% who were severe PA. 17% of disadvantaged students have an attendance of below 80% and only 33% have an attendance of above 95%. This compares to 9% of all students having an attendance of below 80% and 52% above 95%. Analysis of year 11 outcomes of KS4 students indicates that lower attendance has a significant impact on pupil attainment and progress with students below 90% attendance progressing half a grade less on average when compared to students above 90%.
2	An increasing proportion of students attending the academy from a disadvantaged background with 36% of students of the current year 7 cohort classified as PP. 26% of students attending the academy are living within the 10% most deprived areas in the UK according to the index of deprivation affecting children. As a result of deprivation many students do not have adequate access to technology or other materials to support with studying at home.
4	Our context leads to a lack of enrichment experiences in home life that broaden their experiences and develop their own interests and hobbies. Students have less aspiration resulting in lower percentage of students staying in appropriate education or training. Out of 82 PP students who left in 2023 31 are currently enrolled on a level 3 post-16 qualification. 9/14 leavers NEET are from a disadvantaged background.
5	A higher proportion of students entering the academy from a disadvantaged background are middle to lower prior attainment compared to non-disadvantaged students (90% compared to 80%). Of the 271 students at the academy with SEND 122 (45%) are doubly disadvantaged. Our observations and assessment data suggest that middle to lower ability students do not progress as well as higher prior attaining students. This is leading to lower progress scores for lower and middle prior attaining learners at KS4.
6	Standardised assessments completed by KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 the average reading and comprehension age of disadvantaged students is approximately 2 years behind than those who are not considered to be disadvantaged. On entry 32% of our disadvantaged students have a below average SAS for reading and comprehension, compared to 7% of non-disadvantaged students.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. Teacher referrals for support remain high. In the last academic year 106 pupils (55 of whom are disadvantaged) were referred for additional in-house support for social and emotional needs.
8	The progress of disadvantaged pupils is significantly below 0. In 2022 students the P8 score for disadvantaged students was -0.93 and in 2023 was -0.87*, which is significantly below the national average for non-disadvantaged students of +0.15. The average point score for disadvantaged students across EBacc subjects was 2.34 which is significantly below the local authority average for non-disadvantaged of 4.11 and that of the national

	average of 4.43. Progress of disadvantaged students across the EBacc subjects is significantly below the national average.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged students to be at least in line with non-disadvantaged students and at least in line with the academy target of 97%. The percentage of students considered to be persistent absentees to be less than national average.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on Maths, Science and MfL	Progress scores for disadvantaged students in Maths, Science and MfL to be in line with non-disadvantaged students. Overall progress scores for disadvantaged students to be at least 0.
Improved reading comprehension among disadvantaged pupils across KS3.	Average reading and comprehension age of disadvantaged students to be at least in line with non-disadvantaged students. Percentage of students with below age-related expectations to be no more than the percentage for non-disadvantaged.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Students with social, emotional and mental health concerns all have the appropriate support to remove non-academic barriers. On-site counselling and Commando Joe being two examples to support and build confidence
To create appropriate opportunities for enhancing cultural capital for disadvantaged students through enrichment clubs and activities.	The % of students actively participating in enrichment is at least in line with the proportion of disadvantaged students attending the academy.
To achieve 100% of disadvantaged students going onto appropriate post-16 education, employment or training.	Achieve 0% NEET with all students accessing appropriately challenging post-16 education or training.

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: £125,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic reduction of class sizes across the academy to improve opportunity for quality feedback	EEF guidance states feedback as having the biggest positive impact on attainment of any intervention strategy (+8 months)	5, 6, 8
Investment in target setting and tracking (FFT and SISRA) tools to support high quality teaching and learning. Investment in Arbor (class charts) to improve staff awareness of student need, support with seating plans, improve parental engagement and promote the use of rewards.	EEF digital technology guide suggests that using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.	5, 6, 8
All staff have additional non-contact per fortnight to engage with directed CPD providing opportunities for coaching and mentoring. Investment in staff CPD resources including Walk-thrus and Steplab to enhanced mentoring and coaching of staff.	Pedagogy framework is based around the three main strands from EEF guidance to improve the performance of disadvantaged students – Feedback, Metacognition & Reading/Literacy	5, 6, 8
Classroom based intervention for any disadvantaged student performing below their peers in all year groups	Supporting the attainment of Disadvantaged students (DfE, 2015) suggests high quality teaching as a key aspect of successful schools	5, 6, 8
Access all areas strategy including; Reciprocal teaching approaches, library lessons & librarian to support reading for pleasure and targeted literacy intervention.	Reading for pleasure has social benefits and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency, 2015). EEF guidance suggests that reading comprehension strategies can have a very high impact (+6 months) based on extensive research.	5, 6, 8

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

Budgeted cost: £*201,054*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pro-active rota and inclusion room provision every lesson every day to maintain outstanding climate for learning within lessons.	Students need a purposeful learning environment to learn. EEF supporting behaviour in schools guidance.	5, 6, 8
Provision of an inclusion hub to help maintain an outstanding climate for learning and support students to engage with the curriculum.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF 2021)	5, 6, 7, 8
1-1 intervention for disadvantaged students to help those with social, emotional and mental health problems helping them to remain in school	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF 2021)	5, 6, 7, 8
Use of teaching assistants to support targeted interventions to improve pupil progress.	EEF improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions	5, 6, 8
Investment in read, write ink to support students with reading and comprehension significantly below their chronological age.	EEF improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions	5, 6, 8
Small group tuition delivered by a combination of academic mentors and online tuition partners	Evidence indicates that small group tuition has an average impact of four months' additional progress over the course of a year (EEF 2021)	5, 6, 8
Provision of technology, including laptops, online learning resources and other revision resources.	EEF research shows that mastery learning and homework have a high impact on pupil progress. Ensuring that all students have access to suitable resources enables them to enhance their learning beyond the classroom.	2, 5, 6, 8

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

Budgeted cost: £168,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead and pastoral liaison officer to support with the improvement of attendance for disadvantaged students	Increased capacity to work with parents and remove barriers to improve attendance	1, 8
Investment in extended pastoral support team including non-teaching PM and Safer school officer	Increased capacity to work with parents and students to remove barriers to learning	1, 2, 8
Duke of Edinburgh Award	Nationally accepted and evidenced cultural and social mobility development activity. EEF Toolkit +4 months for outdoor adventure learning	4
Enhanced and tracked enrichment programme that analyses participation and responds to meet the needs of disadvantaged students	Arts Participation & Physical activity both have positive impact (EEF)	4
Targeting of disadvantaged students for enhanced careers guidance	'Aspiration interventions' currently has limited impact measures on EEF guidance, however internal tracking shows positive impact over time	2, 4, 7, 8
Enhanced guided choices process to ensure that all students are studying the most appropriate KS4 courses	Analysis of KS4 outcomes shows that having students on the most suitable courses improves outcomes and post-16 options.	2, 4, 7, 8
Bursary programme allowing students to attend a fully funded independent sixth form.	Tracking of the progress of leavers shows that all students who are successful in securing a bursary place are successful in their further educations.	4
Parental engagement events including those that specifically help parents to support students in preparing for exams.	EEF guidance indicates that parental engagement has a positive impact on average of 4 months' additional progress.	2, 4, 7, 8
Working with external agencies including Barnados, TAZ, YPDAAT, Listening Ear	EEF Toolkit +4 months for social and emotional learning	7

Total budgeted cost: £495,075

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 2022 to 2023 academic year.

For 2023, the Progress 8 score for our disadvantaged pupils was –1.08 which is significantly below the progress of non-disadvantaged students which was +0.05. The LA average P8 value for non-disadvantage students is –0.07 and nationally it is +0.17. The attainment 8 for disadvantaged students was 29.5 which is significantly below the attainment 8 of 45.69 achieved by non-disadvantaged students. The local authority attainment 8 score for non-disadvantaged students was 47.5 and nationally was 50.2.

DfE have confirmed that there has been a return to pre-pandemic grading this summer in England with protection in place for students. It is most meaningful to compare results to 2019, the last summer exam series before the pandemic. Overall GCSE results are similar to 2019. Outcomes at grade 7 and above are 21.6% compared with 20.6% in 2019, and outcomes at grade 4 and above are 67.8% compared with 67.0% in 2019.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below national standards of progress for all students.

The Progress 8 and Attainment 8 scores for our disadvantaged students have both decreased since 2019. The A8 has reduced from 32.99 to 31.55 and the progress has reduced from -0.73 to -0.93. Our analysis suggests that the primary reason for this is the significant number of 16 students from a disadvantaged background who were adversely impacted by social, emotional and health issues that limited their ability to access a full curriculum. The progress score for students who consistently attended the academy was -0.40 and the attainment 8 was 37.03. This compares to a P8 of -0.67 and A8 of 35.76 for students who consistently attended in 2019.

Our attendance data over the last year indicates that attendance among disadvantaged pupils at KS3 was 5% below the attendance of all students. At KS4 this difference was around 7%. 17% of disadvantaged students have an attendance of below 80% and only 33% have an attendance of above 95%. This compares to 9% of all students having an attendance of below 80% and 52% above 95%. Analysis of year 11 outcomes at KS4 indicates that students with an attendance below 90% attendance made on average 0.5 grades less progress that students with attendance above 90%. We recognise the attendance gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Internal assessment data suggests an improvement in the overall progress of disadvantaged students and a reduction in the overall progress gap this is particularly evident at KS3 where disadvantaged students progress at least as well as non-disadvantaged. Whilst this is an improvement, we are still expecting the progress of disadvantaged students to be lower than national average and so this continues to be a focus for our current plan.

EBacc entry for disadvantaged pupils was 45% in 2023. 47.8% of disadvantaged students in current year 11 are entered for the EBacc, which is shows the continued ambition for disadvantaged students but remains a focus as this is 20% below the entry of non-disadvantaged students.

On entry to year 7 the average reading and comprehension age of disadvantaged students is approximately 2 years behind than those who are not considered to be disadvantaged. 32% of our disadvantaged students have a SAS for reading and comprehension below 85 on entry; by the start of year 9 this is reduced to 16%. Last academic year 96 students across years 7 and 8 who had reading ages significantly below their chronological age were targeted for intervention. Overall, 97% of these students showed an improvement in their reading and comprehension age throughout the year with 35% improving significantly and 19% reaching their chronological age by the end of the year. This improvement demonstrates the positive impact that reading intervention is having on reading and comprehension. Improving the reading and comprehension of students continues to be a focus for this strategy due to the ongoing reading gap observed on entry.

Out of 624 students who have signed up to take part in extra-curricular activities 27% of whom are disadvantaged students. This is an increase of 2% from the previous year and is close the 30% proportion of disadvantaged student within the academy.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.