

Pupil Premium Strategy Statement

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 Academy
Number of pupils in school	1338
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	03/11/2021
Date on which it will be reviewed	03/05/2022
Statement authorised by	M Adams (Principal)
Pupil premium lead	E Mawdsley
Governor / Trustee lead	M Boland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£410,000
Recovery premium funding allocation this academic year	£61,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£471,000



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 Outstanding for All.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To increase attendance for disadvantaged students
- To provide social, emotional and any other appropriate support to our disadvantaged students to help them

Achieving these objectives

The range of provision includes:

- Enhancing the academic opportunities for our disadvantaged students across the Academy by focusing on the quality of Learning and Teaching as part of our whole school strategy - the ultimate aim for students to be able to consolidate and retain subject knowledge and develop strategies that close the gap
- Growth Mindset strategies to develop student's self-belief and challenge the concept of ability
- Continue to work on transition from KS2/KS3 (for new year intake) and KS3/KS4 to be smooth and effective
- Work with Post 16 providers in greater depth due to the Gatsby Benchmarks with regards workplace and work experiences
- Increase the attendance for all, but also closing the gap further between disadvantaged and non-disadvantaged students
- Support the funding of specialist software for students to help with academic progress
- Enhance the enrichment opportunities for our disadvantaged students by offering a variety of clubs and activities
- Closing the gap in Literacy and numeracy - with specific regards to disadvantaged students in KS3



Challenges

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

Challenge number	Detail of challenge
1	Attendance and PA for disadvantaged students
2	Disadvantaged students have Literacy levels that are lower on entry to non-disadvantaged students
3	Increased number of Social, Emotional and Mental Health concerns with disadvantaged students, heightened with the challenge of Lockdown/COVID
4	The examination performance of non-disadvantaged students is higher than disadvantaged students
5	Lack of enrichment experiences in home life to broaden their experiences and develop their own interests and hobbies

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
Improve the attendance figure of the disadvantaged students and reduce the number of persistent absentees	<ul style="list-style-type: none"> ○ PA rate for disadvantaged students will be in line with or lower than national averages ○ Attendance for disadvantaged is above local and national figures ○ Attendance for disadvantaged is in line or better than non-disadvantaged
Increase the progress in Literacy for disadvantaged students.	<ul style="list-style-type: none"> ○ The reading age of disadvantaged students is improved in all year groups so that it is at least in line with non-disadvantaged students, as measured through standardised assessments
Provide meaningful support to disadvantaged students with Social, Emotional and Mental Health problems	<ul style="list-style-type: none"> ○ 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

<p>Improve progress and outcomes for all disadvantaged students so they are in line with non-disadvantaged students</p>	<ul style="list-style-type: none"> ○ The % of students who achieve a grade 5 or above in both Maths & English is at least in line with non-disadvantaged ○ Disadvantaged students all go on to appropriate destinations in terms of aspiration and interests ○ NEET figure is 0% for disadvantaged students
<p>Target and create appropriate opportunities for enhancing cultural capital for disadvantaged students through enrichment clubs and activities and Super Curriculum programme.</p>	<ul style="list-style-type: none"> ○ The % of students actively participating in enrichment is at least in line with non-disadvantaged in all year groups ○ The enrichment offer reflects the interests and needs of the disadvantaged cohort



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

Budgeted cost: £183,194

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)	2, 4
Weekly staff CPD every Wednesday afternoon to develop pedagogy	Pedagogy framework is based around the three main strands from EEF guidance to improve the performance of disadvantaged students – Feedback, Metacognition & Reading/Literacy	2, 4
Classroom based support 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	2, 4
Library lessons & Librarian to support reading for pleasure & 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)	2, 4

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

Budgeted cost: £161,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pro-active rota 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.	2, 4
1-1 intervention for disadvantaged students to support those with social, emotional and mental health problems to remain in school	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020)	1, 2, 3, 4
Use of teaching assistants to support targeted interventions	EEF improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions	2 & 4



Wider strategies

Budgeted cost: £65,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead and pastoral liaison officer roles established to support the improvement of attendance for disadvantaged students	Increased capacity to work with parents and remove barriers to improve attendance	1, 3
Duke of Edinburgh Award	Nationally accepted and evidenced cultural and social mobility development activity. EEF Toolkit +4 months for outdoor adventure learning	5
Enhanced and tracked enrichment programme that analyses participation and	Arts Participation & Physical activity both have positive impact (EEF)	5

responds to meet the needs of disadvantaged students		
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	3, 4, 5
Working with external agencies including Barnados, TAZ, YPDAAT, Listening Ear	EEF Toolkit +4 months for social and emotional learning	3

Total budgeted cost: £410,000



Part B: Review of outcomes for 2020-2021

Pupil Premium Strategy Outcomes

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

Improve attendance and PA figures for disadvantaged pupils

Disadvantaged attendance is typically 91% in previous years (2018-19 & 2019-20). In 2020-21 this dipped to 80.4% with many external factors including the pandemic contributing towards this. Interventions were in place early to support students including all disadvantaged students having access to remote learning through academy-provided laptops.

Since returning on-site these figure have risen significantly to 89% and increasing (above national at 84% and local authority at 79%)

Reduce the number of fixed term exclusions for disadvantaged pupils

For disadvantaged students, F.T.E. at Hope were 6.44% (below national figure of 11.3%)

For disadvantaged students, permanent exclusions at Hope were 0.09% (below national figure of 0.30%)

Provide support for Social, Emotional and Mental Health Concerns

We used pupil premium funding to provide wellbeing support for our pupils, and targeted interventions where required. We are building on that approach in the plan this year. For example, we employed an on-site counsellor for students to be referred to by key staff. This service is fully-subscribed and a key feature of our support for student well-being for our most vulnerable students.

Ensure disadvantaged student engagement during Lockdown for remote learning

We ensured that all our disadvantaged students had access to digital technology during the COVID Pandemic. We provided laptops to all students who required a device for remote learning during Lockdowns and through isolation periods and 4G routers for those that did not have internet access. This ensured all students could still learn whilst at home. Our engagement figures (**89%**) for disadvantaged students were above national average (**52%**).

Increase entries on to the EBacc for disadvantaged students

2021 cohort had 15.5% of disadvantaged students entered for Ebacc. This has an upward trend for 2022 cohort (**40.9%**), and 2023 (**43.5%**).



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
N/A	N/A



Recovery Funding

This is allocated on a per pupil basis based on eligibility for FSM - We estimate this to be at £61,000 for Hope after our current census. Budgets for 2021-2022 include an allocation of £39k for pupil premium resources/spend/specific recovery (other than staffing). At Hope we will combine the two budget lines for this academic year.

Spending recovery - Proposed 2021-2022

Total to spend - £61,000

Category	Proposed Spend	EEF Guidance Mapping	Est. Cost	Actual
Counselling	Wigan Family Welfare - one day onsite counselling for students and staff for two days per week. Staff Wellbeing (TES pulse)	Removing non-academic barriers Staff Personal Development	£21,000 £1,000	
Blended Learning / Remote Education	GCSE POD for years 10 and 11 to support remote learning (£3K)	Targeted academic	£5,000	
Literacy	Literacy strategy (Access all areas) KS3- £5K	Targeted academic	£8,000	
Student Engagement/Intervention	Commando Joes (£10k)	Removing non-academic barriers	£11,000	
Super curriculum	D of E Eco schools	Removing non-academic barriers	£5,000	
General resources (Revision guides, uniform, stationery, books etc.)		Targeted academic/removing non-academic barriers	£10,000	
Total spends			£61,000	