

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Academy
Number of pupils in school	1333
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	21.12.22
Date on which it will be reviewed	3.5.22
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	£423,526
Recovery premium funding allocation this academic year	£59,413
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	£482,939

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.

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	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils at KS3 was within 2% of non-disadvantaged. At KS4 this difference increases to around 5%.</p> <p>15% of disadvantaged students have an attendance of below 80% and only 39% have an attendance of above 95%. This compares to 7% of all students having an attendance of below 80% and 48% above 95%.</p> <p>Analysis of year 11 outcomes of KS4 students indicates that lower attendance had a negative impact on disadvantaged pupils' progress.</p>
2	<p>Our observations and assessment data suggest that higher attaining students are not sufficiently challenged to achieve outcomes in line with their ability leading to lower attainment for the high ability students at KS4.</p>
3	<p>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.</p> <p>On entry to year 7 the average reading and comprehension age of disadvantaged students is approximately 1.5years behind than those who are not considered to be disadvantaged.</p> <p>10% of non-disadvantaged students have an SAS of below 85 compared to 23% for disadvantaged students.</p> <p>By the end of KS3 6% of non-disadvantaged students have an SAS of below 85 compared to 17% of disadvantaged students.</p>
4	<p>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.</p> <p>Teacher referrals for support remain high. 155 pupils (76 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
5	<p>The progress of disadvantaged pupils is significantly below 0.</p> <p>In 2022 students the P8 score for disadvantaged students was -0.93 which is significantly below the nation average for non-disadvantaged of +0.15.</p> <p>The average point score for disadvantaged students across EBacc subjects was 2.51 which is significantly below the local authority average for non-disadvantaged of 4.27 and that of the national average of 4.65. Progress of disadvantaged students across the Ebacc subjects is significantly below the national average.</p>
6	<p>Our context leads to a lack of enrichment experiences in home life to broaden their experiences and develop their own interests and hobbies</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
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 national average. 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
Target and 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.

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: £197,560

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, 3, 5
Investment in target setting and tracking (FFT and SISRA) tools to support high quality teaching and learning	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.	2, 3, 5
Weekly staff CPD every Wednesday afternoon to develop pedagogy Investment in staff CPD resources including; Walk-thrus and T&L Library.	Pedagogy framework is based around the three main strands from EEF guidance to improve the performance of disadvantaged students – Feedback, Metacognition & Reading/Literacy	2, 3, 5
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, 3, 5
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, 3, 5

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

Budgeted cost: £ 32,620

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, 3, 5
1-1 intervention for disadvantaged students to support those with social, emotional and mental health problems 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)	2, 3, 4, 5
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, 3, 5
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)	2, 3, 5

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

Budgeted cost: £ 252,759

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, 4
Duke of Edinburgh Award	Nationally accepted and evidenced cultural and social mobility development activity. EEF Toolkit +4 months for outdoor adventure learning	6
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)	6
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, 5, 6
Working with external agencies including Barnados, TAZ, YPDAAT, Listening Ear	EEF Toolkit +4 months for social and emotional learning	3

Total budgeted cost: £482,939

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

For 2022, the Progress 8 score for our disadvantaged pupils was -0.93 which is significantly below the national figure of -0.55 for disadvantaged students. The LA average P8 value for non-disadvantage students is 0 and nationally it is +0.15. For Attainment 8 for disadvantaged students was 31.6 which is significantly below national figure of 37.5 for disadvantaged students and 52.6 for non-disadvantaged students.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above).

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 2021/22 was below national standards.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The progress gap increased from -0.6 to -0.8. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

Our attendance data over the last year indicates that attendance among disadvantaged pupils at KS3 was within 2% of non-disadvantaged. At KS4 this difference was around 5%. 15% of disadvantaged students have an attendance of below 80% and only 39% have an attendance of above 95%. This compares to 7% of all students having an attendance of below 80% and 48% above 95%. Analysis of year 11 outcomes at KS4 indicates that this lower attendance had a negative impact on disadvantaged pupils' progress. 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.

Predicted results for 2023 suggest an improvement in the overall progress score of disadvantaged students and a reduction in the overall progress gap. 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 29% in 2022. 45% of disadvantaged students in current year 11 are entered for the EBacc, which is increase from previous years and is 10% below that for non-disadvantaged pupils.

On entry to year 7 the average reading and comprehension age of disadvantaged students is approximately 1.5years behind than those who are not considered to be disadvantaged. 23% of our disadvantaged students have a SAS for reading and comprehension below 85 on entry; by the end of KS3 this is reduced to 17%. Last academic year 54 students with a reading SAS below 89 were targeted for intervention. Overall, 76% of these students improved in their reading and comprehension age throughout 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 567 students who have signed up to take part in extra-curricular activities 25% of whom are disadvantaged students.

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.