


Pupil premium strategy statement – Hope Valley College

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 Valley College
Number of pupils in school	546
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24
Date this statement was published	14.09.23
Date on which it will be reviewed	26.02.24 (Ahead of S&I 2 meeting)
Statement authorised by	
Pupil premium lead	G Jones
Governor / Trustee lead	Prof D.Butcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,595
Recovery premium funding allocation this academic year	£25,944
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	£149,539

Part A: Pupil premium strategy plan

Statement of intent

Hope Valley College is committed to 'A curriculum that inspires and nurtures every individual to be their best' This means that we are committed to providing equality of opportunity to every child no matter their starting point or the circumstances of their lives. Our strategy to improve the life chances of our 'Disadvantaged Cohort' (including those in receipt of PP Funding) has been planned to address the key challenges for our context. This includes but is not limited to: improving the attendance of our DA cohort, providing excellent teaching to address gaps in reading and vocabulary and to build their sense of autonomy and motivation for independent study. Post Pandemic, we see this as a three year strategy which is aimed at improving the educational outcomes and in turn the life chances of all children especially those in our DA cohort.

Challenges

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

Challenge	Detail of challenge
1.	Attendance and persistent absence At present, there is an attendance gap with Pupil Premium students attending less well. Pupil premium students are at risk of falling into the Persistent Absence category. This has a clear correlation with lower outcomes at GCSE
2.	Language and Communication Currently, some disadvantaged students have lower levels of reading, read less widely and lack the tier 2 and 3 vocabulary which is needed for academic success.
3.	Attitude to Learning Not all of our students have the self-regulation and metacognitive skills to achieve their full potential in their GCSE courses. Concerns about their mental health and wellbeing make it difficult for them to focus on the demands of GCSEs, especially on the independent study required. Some students need support to develop study skills and resilience. Active participation in lessons is not always sufficient
4	Personal Development Participation in wider aspects of school life is lower in Disadvantaged cohorts. Our location makes it challenging for some students to access extra-curricular opportunities, especially after school. Take-up of residential and day trips is lower amongst disadvantaged students. This also impacts on take-up of extra revision sessions and academic interventions.

5	<p>Next steps</p> <p>Some students in the disadvantaged cohort lack the cultural capital to confidently plan for their lives after school: this includes access to a narrower range of work experience opportunities, employers and post 16 providers. Our students do not lack ambition, but their life experiences and networks may limit what they believe is possible.</p>
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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
Higher levels of attendance at school and in lessons for disadvantaged students	<ul style="list-style-type: none"> • Reduction in percentage of DA cohort who are in the persistent absence category so that this number is in line with Non-DA cohort. • Reduction in instances of internal truancy to zero for all children especially those in the DA Cohort.
Reduce the gap between disadvantaged students and their non disadvantaged peers at GCSE	<ul style="list-style-type: none"> • Difference in P8 figure for Non-DA students and DA students will be reduced and in line with national statistics. Over three years we will aim for DA and Non-DA P8 figures to be the same.
Improve the literacy skills and reading levels of disadvantaged students	<ul style="list-style-type: none"> • Scores on NGRT reading screening for DA students at the end of year 7, 8 and 9 continue to improve in line with their Non-DA peers. • Students will be able to fully access the curriculum by reading to learn
Improve the attitude to learning of disadvantaged students	<ul style="list-style-type: none"> • The gap between ATL scores for DA and Non-DA students will narrow further so that DA and Non-DA students have the same ATL
Improve access to a wider range of personal development opportunities for those in the disadvantaged cohort	<ul style="list-style-type: none"> • Registers for trips and extracurricular clubs that DA students are just as likely to be part of Extracurricular as their NON-DA peers. • DA students take up careers

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: £ 80,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding Formative Assessment programme, using Teacher Learning Communities to promote:</p> <ul style="list-style-type: none"> • Clarifying, understanding, and sharing learning intentions • Engineering effective classroom discussions, tasks and activities that elicit evidence of learning • Providing feedback that moves learners forward • Activating students as learning resources for one another • Activating students as owners of their own learning 	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	<p>1,2,3</p>
<p>Reading to Learn strategy Professional Learning to support:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary • Disciplinary Literacy • Develop students ability to read complex academic texts • Provide 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>2</p>

opportunities for structured talk		
Personal Development: <ul style="list-style-type: none"> • PD coordinator to audit, track and promote the extra curricular offer to DA students 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Attitudes to Learning through: Assembly programme Tutor Programme and PSHE Extra-Curricular activities Interventions from Pastoral support	https://www.thinkingmatters.com/news/fear-is-the-mind-killer-by-dr-james-mannion-and-kate-mcallister-2020 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3 & 4

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

Budgeted cost: £ 34,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Strategy: <ul style="list-style-type: none"> • Phonics • Fluency Focus • Word Power • Word Shark • Toe by Toe • Reading Buddies 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
National Tutoring Programme: <ul style="list-style-type: none"> • Science tutor • Maths tutor 	https://schoolsweek.co.uk/ntp-what-impact-has-online-tuition-had/	3
Every Child Counts	Every Child Counts: the independent evaluation technical report (DfE)	3
Exam preparation programmes: <ul style="list-style-type: none"> • Intervention classes • Revision sessions • Assembly and tutor time programme to support 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3

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

Budgeted cost: £ 34,774

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement attendance strategy: monitoring and support procedures at: <ul style="list-style-type: none"> • Concerning • Very concerning • Persistent absence • Severely absent 	Working together to improve school attendance (DfE)	1
Wellbeing interventions: <ul style="list-style-type: none"> • School nurse • Yoga • Gardening Club • Poppin Club 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 & 5

Total budgeted cost: £149,539

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.

- Attitude To Learning averages continue to be positive overall with the whole school (11-16) achieving a score of 1.79 (1.9 or lower is the aim). The DA cohort has achieved a score of 1.99 against 1.78 for not disadvantaged. This represents an improvement on 21/22 (2.13) This is to be celebrated and is evidence to show that our DA cohort are increasingly well motivated and well behaved.
- In 21/22 DA PA was 53% on 8th June 2022 for the same period in 2023, the figure is 49% however it must be noted that this includes those on 90% whereas the 21/22 measure did not. This shows the impact on our improved attendance process on the attendance of our DA cohort.
- EBACC entry for the DA cohort has improved to 42% from 28% entry in 22/23 for the current Y10 cohort. We continue to focus on the importance of this curriculum for those children in the cohort.

Externally provided programmes

Programme	Provider
NA	

Service pupil premium funding (optional)

Measure	Details
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 2022-23

Total Pupil Premium & Recovery Premium Funding received	£130,817
Allocated:	
High Quality Teaching	£ 66,605
Targeted Academic support – including catch up lessons & interventions.	£ 37,833
Wider strategies – including curriculum enrichment, attendance monitoring, careers advice and pastoral	£ 26,379

Further information (optional)

N/A