

Pupil premium strategy statement 2026-2027

This statement details our school's use of pupil premium 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
Number of pupils in school	488
Proportion (%) of pupil premium eligible pupils	25.87%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Debbie Petts
Pupil premium lead	Margaret Hayes
Governor / Trustee lead	Sandy Weir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,380
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	£153,380

Part A: Pupil premium strategy plan

Statement of intent

At Hope Valley College, we celebrate **ambition**, develop a strong sense of **belonging** and expect everyone in our school to demonstrate **integrity**. The proportion of our students in receipt of Pupil Premium funding is growing. This three-year strategy aims to promote the inclusion of all students, whatever their barriers to learning. Further, it aims to maximise the participation of disadvantaged students in all aspects of school life.

- Our curriculum is ambitious and wide ranging. We offer the range of qualifications that we know will unlock doors in the future and give our students the chance to access the most ambitious next steps they can.
- We prioritise and promote personal development through our targeted enrichment programme. We offer a range of leadership opportunities to students as they move through the school. Our careers programme connects students to a wide range of opportunities and promotes ambitious next steps.
- We aim to build a sense of belonging by knowing every individual. We pride ourselves on fostering a positive and respectful school through relationships with young people and their families and we use our 'Attitudes to Learning' approach to promote those positive attitudes and celebrate success.
- Where students are finding it difficult to keep up, we provide targeted interventions to help with literacy and numeracy as well as wellbeing interventions to promote resilience and ensure students can be successful in school.

Challenges

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

Challenge number	Detail of challenge
1.	Attendance and persistent absence Because we are a rural school, many of our children and young people travel long distances to school. Travel problems and the lack of alternatives if a student misses the bus make our attendance challenge more difficult. 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. Literacy difficulties make some classroom tasks more difficult for these students. Participation in lessons is less when students

	do not have well developed oracy skills: some disadvantaged students need to support to make their voices heard.
3.	Attitude to Learning Participation in lessons is not always as active as it should be. Concerns about mental health and wellbeing make it difficult for some students to focus on the demands of GCSEs. Some students need support to develop study skills and resilience.
4.	Personal Development Participation in wider aspects of school life is lower in the disadvantaged cohorts. Our location makes it challenging for some students to access extra-curricular opportunities and leadership opportunities, especially after school.
5.	Attainment Gap There continues to be a gap in outcomes between disadvantaged students and their non disadvantaged peers at GCSE. This is linked to lower attendance levels and difficulties in catching up missed work. Some interventions have more impact than others.
6.	Next steps 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.

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	Reduction in the gap between attendance rates at school between DA and non-DA cohorts.
Reduce the gap between disadvantaged students and their non disadvantaged peers at GCSE	Difference in P8 figure for non-DA students and DA students will continue to reduce to pre pandemic levels. Over three years we will aim for DA and Non-DA P8 figures to be in line with national statistics.
Improve the literacy skills and reading levels of disadvantaged students	Scores on STAR reading screening for DA students at the end of year 7 and 8 continue to improve in line with their non-DA peers. Students will be able to fully participate in lessons as their oracy and language skills improve
Improve the attitude to learning of disadvantaged students	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 score.
Improve access to a wider range of personal development opportunities for those in the disadvantaged cohort	Registers for extracurricular clubs and trips show that DA students are just as likely to be part of Extracurricular as their non-DA peers.

	DA students take up careers opportunities in a wider range of providers and access the full range of post 16 providers.
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Activity in this academic year 2026-27

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: £60,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Expert Knowledge': CPD	https://evidencebased.education/model-for-great-teaching/	5
'Maximising Learning: CPD	https://evidencebased.education/model-for-great-teaching/	5
'Supportive Environment': CPD	https://evidencebased.education/model-for-great-teaching/	1 & 3 & 5
Oracy strategy	Oracy language interventions EEF (educationendowmentfoundation.org.uk)	2 & 3 & 5
Additional capacity for English and Maths	Small group tuition EEF (educationendowmentfoundation.org.uk)	5
Learning resources	Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £44,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion panels, the inclusion map	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2 & 3 & 5

Reading Strategy: • Phonics • Fluency Focus • Inference training • Word Shark • Reading Buddies	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Every Child Counts	Every Child Counts: the independent evaluation technical report (DfE)	5
Exam preparation programmes: • Intervention classes • Revision sessions • Engagement with parents • Assembly and tutor time programme to support	Small group tuition EEF (educationendowmentfoundation.org.uk)	3 & 5
Mentoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 5, 6

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

Budgeted cost: £48,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development: PD coordinator to audit, track and promote the extra-curricular offer to DA students Financial contribution to reduce costs for some extra-curricular activities	https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges/enrichment-benchmarks Arts participation EEF (educationendowmentfoundation.org.uk)	4
Attendance Hub plan Family support worker	Working together to improve school attendance - GOV.UK (www.gov.uk)	1
Wellbeing interventions: including school counsellor and ELSA staff member	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/wellbeing	4 & 5

	toolkit/social-and-emotional-learning	
Attitudes to Learning through: Assembly programme Tutor Programme and PSHE	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3 & 4
Careers programme including encounters with employers	Independent review of careers guidance in schools and further education and skills providers - GOV.UK (www.gov.uk)	6

Total budgeted cost: £153,380

Part B: Review of outcomes in the previous academic year

Pupil Premium funding budget allocations 2025-26

Total Pupil Premium Funding received	£142,500
Allocated:	£142,500
Teaching and Learning	£54,186
Academic Support	£44,994
Wider Strategies	£43,320

Pupil premium strategy outcomes 2025-26

This details the impact that our pupil premium activity had on pupils in the **2025 to 2026** academic year.

At the end of the second year of this three-year strategy, we have made significant progress in closing the gap between socio-economically disadvantaged students and the cohort as a whole.

Attainment outcomes for DA students in summer 2026 showed outcomes which were much closer to the cohort as a whole than in previous years. For example:

- the difference between achievement at 4+ English and Maths between PP students and the whole cohort has closed (previously 52 percentage points).
- The percentage of DA students achieving a grade 5+ in English grew from 18.2% to 76%: those achieving a grade 4+ in maths grew from 27.3% to 76%.
- DA attainment was 44.8 (compared to a national figure of 34.9).
- We will deliver mentoring, study support and interventions in 2026-27 to try to sustain these improvements.

The attendance strategy had an impact on year 11 students and their outcomes: the gap in attendance rates at school between year 11 DA and Non DA cohorts narrowed from 15.5 percentage points in 2024-25 to 3.19 percentage points in 2025-26. However, the attendance gap has not closed in other year groups so this challenge remains a key priority which we will tackle through our work with the attendance hub.

Personal development opportunities for DA students are wide ranging and increasingly well targeted. The percentage of club members who were disadvantaged grew from 15% to 20%. The percentage of trip participants who were disadvantaged grew from 18.3% to 23.8%. Despite progress being made, this still means that disadvantaged students are underrepresented at extracurricular clubs and on trips. We will develop our work in partnership with families to close the gaps in participation rates.

Our professional learning programme has focussed on delivering our oracy strategy through Voice 21, checking for understanding and on removing barriers to learning. Staff voice shows that staff understand the priorities and how these contribute to our Disadvantaged strategy. External QA visits have recognised the development of building vocabulary activities which target the language gap. Checking for understanding is well embedded, using a range of strategies.

The gap between Attitude to Learning grades for DA students and the cohort as a whole has not narrowed yet: our staff training on 'Supportive Environment' aims to increase the sense of belonging amongst DA students to tackle this.

Hope Valley College is committed to delivering the improvements on our DA implementation plan to ensure that we are ambitious for all our students.

Externally provided programmes

Programme	Provider
Oracy programme – Discover Classroom Practice	Voice 21
NPQs	South Yorkshire Teaching Hub

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?	n/a

Further information (optional)