

Pupil premium strategy statement 2021 – 2022

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 Community School
Number of pupils in school September 2021	127
Proportion (%) of pupil premium eligible pupils	33.85% (43 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Pupil premium lead	Anne Wood
Governor / Trustee lead	Lynn Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,835
Recovery premium funding allocation this academic year	£6,235
School Led Tutoring Grant allocation this academic year	£5,062
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	£69,132

Part A: Pupil premium strategy plan

Statement of intent

Hope Community School aims that all children should have a access to a broad, balanced and diverse curriculum, therefore staff and resources will be used to support disadvantaged pupils to access the full offer of learning.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills
2	Pupils who are eligible for PP are making less progress and achievement is not as high as other pupils across Key Stage 1 in reading, writing and maths.
3	Attendance rates and punctuality
4	Children lack confidence as learners due to disrupted home life and a lack of support from home to support children being strong learners, and a lack of access to Home learning

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
Increase use of wider vocabulary and specific vocabulary in different subjects and oral responses to be in full sentences.	Pupils able to demonstrate an increased knowledge of vocabulary in lessons.
Improve rates of progress in reading, writing and maths.	Attainment gap closes between PP and non PP
improve attendance	Whole school attendance to be at least 97%
Children supported with a range of strategies to improve their emotional resilience to make academic progress Families more engaged in Home learning.	Improvement in pupil attendance and progress & attainment. Higher proportion of children complete home learning.

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: £9794

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide CPD to all staff to support pupils effectively. To check progress on a regular basis. To implement support strategies and interventions where needed to ensure good progress</p>	<p>Class teachers and TAs enable to provide Quality first teaching and immediate interventions for pupils to make a demonstrable impact on progress.</p> <p>Two Training course for senior staff, to be disseminated to staff.</p>	<p>1,2,4</p>
<p>To provide CPD to improve Maths teaching and learning.</p>	<p>Maths Hub training for ECT / NQT staff to develop specialist knowledge. 4 days for 2 staff</p> <p>Mastering Number 3 days for staff in for Year 1, 2; 3 classes. National Maths initiatives (National Centre for Excellence in the Teaching of Mathematics)</p> <p>Use of clear mathematical vocabulary and focus on concrete manipulatives to enable pupils to understand mathematical concepts and express their understanding</p>	<p>1 and 2</p>
<p>To implement a reading focused curriculum</p>	<p>Focus on reading; vocabulary; developing language through talk/ back and front dialogue, story times / rhymes / songs; key importance of phonics. Vocabulary across the curriculum. Core texts and reading for pleasure. Broader range of texts, including people with protected characteristics.</p> <p>To narrow a gap in cultural capital.</p> <p>Purchase high quality shared texts.</p> <p>Development of a love of reading and reading being core to all learning.</p>	<p>1,2</p>
<p>Implement back and forth talk across the curriculum. Focus on questioning and quality feedback.</p>	<p>Staff training time: 0.5 day 2/9/2021</p> <p>Implementing strategies outlined in the Reading Framework, DFE, July 2021</p>	<p>1,2</p>
<p>Provide quality phonics teaching</p> <p>School to adopt a new approved SSP</p>	<p>SSP programmes are recognised as a core means of developing fundamental reading skills. This approach in 2019- 2020 enabled positive progress in pupils gaining phonics skills.</p> <p>All staff trained.</p> <p>Funded by English Hub</p>	<p>1, 2</p>
<p>To develop technical vocabulary and concepts</p>	<p>Historical Association membership</p> <p>Staff training to promote the use of Big Questions, broaden understanding of</p> <p>Black History, particularly in the UK.</p> <p>To narrow a gap in cultural capital.</p>	<p>2</p>
<p>Meadow School to develop team work, vocabulary and resilience.</p>	<p>Meadow school sessions for YR and Year 1</p> <p>To narrow a gap in cultural capital. To develop speaking skills.</p>	<p>1,2,4</p>

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	Senior leaders to monitor planning and half termly discussions in regard to pupil progress. Observations identify use of assessment.	1,2 4
Ongoing support of teachers to improve: -standards of teaching in Maths and English.	PiXL membership Training and moderation Training for KS1 staff x 2 Training for KS2 staff x2	2
Reading	Costs of courses for EC Phonics course for use with pupils	1,2
	TOTAL	£9794

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

Budgeted cost: PP £28,310 Recovery Premium £6235 School Led Tutoring £5062

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one / small group structured interventions.	EEF recommended High quality structured interventions for children struggling with literacy, phonics, reading comprehension skills, reading fluency.	1,2
<i>Implement NELI intervention for selected pupils in YR</i>	NELI has been successfully used nationally to improve children's language development	1,2
<i>Small group sessions to close the attainment gaps, post school</i>	Identified children supported by staff to close the attainment gaps, using PiXL and other appropriate materials, such as those to further phonic resources, in after school sessions.	1,2
<i>Enabling children to access quality first teaching.</i>	High quality TAs supporting Quality first teaching and immediate intervention for pupils to make a demonstrable impact on progress	1,2
<i>Targeted homework learning resources</i>	children provided with high quality home learning resources to embed knowledge and skills.	4
<i>Targeted decodable books to improve reading</i>	Recognised that children make greater progress as independent readers with decodable books.	1,2
	TOTAL	£39 607

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

Budgeted cost: £19,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment</i>	PP pupils need to develop vocabulary and real experiences will aid this. To narrow a gap in cultural capital	1, 2,3
<i>Enrichment chn develop vocabulary, and real experiences</i>	theatre performances / pantomime - Rainbow Theatre CRIBS plays	1,2
<i>Enrichment chn develop vocabulary, and real experiences</i>	School trips subsidy and subsidy for the year 6 residential trip.	1,3
<i>Wellbeing FLO to support PP families with low attendance and poor punctuality</i>	FLO's actions have already been positive in improving attendance and engagement in school Wellbeing support groups / one to one sessions	3
<i>Use the EWO to support the work of the FLO</i>	EWO has been able to add support and enforcement to persistent absence is an issue. July 2021, 20% of pupils had 100% attendance.	3
<i>Enrichment chn develop vocabulary, and real experiences and promote wellbeing</i>	Plants / equipment craft material	4
<i>promote wellbeing so all children can participate in school</i>	Sanitary products	4
<i>promote wellbeing so all children can participate in school</i>	Uniform support	4
<i>to enable children to transition into school at the start of the day and access their learning</i>	Staff to support with transition into school at the start of the day	4
<i>Targeted homework learning resources</i>	<i>High quality learning resources for individuals with identified additional needs or gaps in attainment.</i>	4
<i>Targeted parent training sessions in how chn can imbed phonic reading skills</i>	<i>From 5/10/2021, various dates. Parent sessions: parents of Reception class children invited into the classroom to see how phonics is taught.</i>	1,2,4,

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<i>Small group Reading tutoring</i>	<i>PP pupils to be prioritised for reading tutoring focused on fluency, phonics skills and comprehension</i>	
<i>Family engagement</i>	<i>Boost home learning Improve attendance and parental engagement with learning. Parent / school workshops Attendance</i>	4
<i>To support children with challenging behaviours to be able to access quality first teaching.</i>	Behaviour CPD for staff.	4?
<i>Development of social and emotional skills to support to improve their learning.</i>	Teaching assistants to support children with social emotional development and self-regulation, through activities focused on sensory needs and emotional resilience	4
<i>Extracurricular clubs to provide opportunities for key individuals to participate in enrichment and wellbeing activities.</i>	Subsidy multisport clubs – external providers Support for particularly vulnerable children	
	TOTAL	£19730

Total budgeted cost: £ maximum of £69,132 (including Catch Up and School Led Tutoring grants)