

Pupil premium strategy statement – Hope Community School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sara Donnelly
Pupil premium lead	Sara Donnelly
Governor / Trustee lead	Andy McGee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68385
Recovery premium funding allocation this academic year	£7395
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75780

Part A: Pupil premium strategy plan

Statement of intent

Here at Hope Community School, we believe that all pupils should be empowered to achieve their full potential, regardless of background, race, gender or socio-economic circumstances. Through the support of many local people, we have created a school that is designed to meet the needs of the community. When joining our school, children are part of a safe, inclusive and stimulating environment, where they are taught to value themselves and others, to fulfil their potential, and to experience school as an exciting and enjoyable place.

We do this through community engagement, a broad curriculum and excellent teaching staff. The children are encouraged to be adventurous, confident, creative, passionate to learn and proud of their successes, along with developing independence, respect for others and self-discipline. We are passionate that all children leave Hope with the necessary skills to access the next part of their learning journey in preparation for them to contribute to society regardless of their starting point.

This year families in the community are continuing to face face significant economic challenges due to the rise of living costs and this increase in children with multiple vulnerabilities means it is essential we identify barriers quickly.

Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. Pupil premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils who have been eligible for free school meals (FSM) at any point in the last six years (also known as Ever 6 FSM), looked after children and children whose parents are currently serving in the armed forces as eligibility criteria for the pupil premium, and have provided a fixed amount of money for schools per pupil based on these. Acting early and creating an enabling environment allows children to catch up quicker and sooner. We strongly believe that wellbeing, physical health, social, moral, spiritual and cultural are all as equally important to ensure each one of our children receives the best start in life, in addition to academic progress, if they are to access school fully and we therefore use our Pupil Premium funding to achieve this by:

- Ensuring that all children have access to quality first teaching and learning
- Focusing on early intervention, which identifies need as early as possible, providing targeted or specialist support
- Providing opportunities and 'life-experiences' which the children might not otherwise have access to.
- Making use of our outdoor learning environments, trips, clubs
- Providing opportunities to attend extra-curricular activities and to enjoy educational trips and visits, irrespective of family income.
- Promoting positive wellbeing, nurturing approach and positive restorative behaviour across the school to support an environment which empowers all children to make excellent progress.
- Supporting pupils, parents and carers emotionally and in times of hardship in order to help them to deal with the pressures of modern life. This may involve food

parcels, subsidised uniform or counselling sessions for pupils and their families with emotional needs.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality - Our attendance data over the past 3 years indicate low levels of attendance with a high proportion of persistent absenteeism amongst our disadvantaged pupils.
2	Increased number of children with undiagnosed SEND and a strong correlation between PP and SEND.
3	Significant social and emotional needs and fewer strategies for maintaining positive mental and physical health among PP children.
4	Higher levels of parental anxiety, financial pressure, mental ill health and safeguarding concerns.
5	Speech and language, reading and vocabulary skills lower than peers from non-disadvantaged backgrounds.
6	Fewer opportunities outside of school which widens the cultural capital gap.
7	Children of pupil premium background less likely to reach ARE by end of Key Stage.

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
Improved attendance and punctuality for Pupil Premium Children to make sure that it is above national averages.	Whole school attendance to be at least 96% - with pupil premium children showing a positive trajectory across the year on reducing absenteeism. Robust support in place to reduce the number of pupils considered to be Persistent Absentees – including through the work of the Family Liaison Officer and EWO.
Pupil Premium children with SEND need are identified, supported through the	Additional barriers for individuals are identified by those who know them best,

diagnosis process and appropriate support and funding (if applicable) has been put in place. These children will make good progress from their starting points.	class teachers. Data is used to inform bespoke provision, strategies and resources to secure progress. Early identification and SEN pathways enable children with the most complex needs to be supported with the provision needed to engage in learning and progress
Children will have access to a wider range of pastoral support which will develop their ability to self-regulate and maintain good relationships with their peers and adults.	Behaviour incidents among children struggling to self-regulate will reduce. Feedback from parents and children will show improvements in social and emotional well-being.
Pupil premium families will engage with the school and contribute to the process of supporting children holistically in school and at home.	Engagement with Family Liaison Officer increases. Parents feedback that they feel supported by the school and know where to turn to for help.
The cultural capital deficit is reduced through working closely with families on how to access opportunities and also through providing children with a wide range of experiences and opportunities through the school.	Pupil premium children are accessing extra-curricular activities, sports and trips regardless of the financial barriers. Families of pupil premium children engage with opportunities in school which will support their home life and ability to support children.
Pupil premium children will be enabled to make good progress from starting points.	The percentage of Pupil Premium children meeting ARE will increase year on year and meet or exceed national percentages.

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: £ 13104

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for reading/English lead	The Rose Review (2006) states that teaching synthetic systematic phonics is the most effective method to teach children to read. Research from EEF show 5+ months progress can be made through a structured phonics programme.	5 , 7

Phonics Play and Nesy Subscriptions	Research from EEF show 5+ months progress can be made through a structured phonics programme.	5, 7
Improved development of phonics and early reading. Rapid recovery programme delivered to children in Years 3,4,5 and 6 where needed.	Phonics Research shows (EEF) that systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, with an average impact of additional 4 months' progress	5,7
SENCO to support early identification of learning needs in EYFS. SENCO to guide staff in adapting provision to reduce the SEN barrier	Research shows that early intervention and access to pathways increases the opportunity for needs to be met and for them to make appropriate progress.	1, 2 , 7
Create increased opportunities for children to develop skills and interests across the curriculum through a range of enrichment opportunities.	Arts Participation leads to an impact of +3 months progress. Increased exposure to extra curricula activities develops children's social skills and sense of holistic well-being.	6

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

Budgeted cost: £ 41,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist	Research shows that early intervention and access to pathways increases the opportunity for needs to be met and for them to make appropriate progress.	2
Additional tuition and catch up sessions in small group sizes for	EEF Research shows that Tutoring is one of the most effective tools for recovering lost education (+4 months). Tuition is most effective when it is linked to classroom	7

marginal PP children delivered.	teaching. Regular assessment and monitoring ensures that children remain on track and make progress. Small group sizes lead to better outcomes for pupils.	
Children who fall well below age expectations are provided with small group support during math and English lessons to cater for specific needs using PIXL diagnose, Therapy test and review model	Research from EEF states that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	5 , 3 , 7
Deployment of teaching assistants for academic and pastoral interventions in addition to in class support.	Research from EEF states that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	5, 3 , 7
Forensic Level Assessment systems (PIXL) allows for bespoke and targeted interventions specific to individual needs including learners with SENd. small group tuition as +4 progress indications for both. 1, 2	Bespoke data systems enable high quality teaching assistant interventions and have a demonstrable impact on small-group tuition with a data-led approach. This is reinforced on the EEF Teaching and Learning toolkit which highlights TA Interventions and small group tuition as +4 progress indications for both.	5 , 3 , 7

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

Budgeted cost: £ 21,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Mentoring of vulnerable children through CRIBS programme	Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1 , 3
Recruitment and retention of Family Liaison Officer	Research from the EEF states that social and emotional meaning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes.	1 , 4
Recruitment of and engagement with Local Authority Education Welfare Officer	Current data from the school shows that PP children have a higher rate of absenteeism. Previous strategies have shown the engagement of senior leaders at an early stage with parents has significantly improved attendance.	1 , 4
Pupils from disadvantaged backgrounds will have financial barriers removed enabling them to participate fully in education visits, residentials and other opportunities	By removing financial barriers, pupils will be able to participate more fully in co-educational experiences providing them with new learning opportunities and experiences which gives them more cultural capital to draw upon. This improves not only their personal development, but their academic abilities too. (e.g. writing because they have real-life experiences to draw upon).	6
Targeted parent training sessions in how chn can embed phonic reading skills at home.	Phonics Research shows (EEF) that systematic teaching of phonics is effective in in supporting younger readers to master the basics of reading, with an average impact of additional 4 months' progress	6

Total budgeted cost: £ 75,780

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022/23 Objectives

Challenge number	Detail of challenge
1	Attendance and punctuality - Our attendance data over the past 3 years indicate low levels of attendance with a high proportion of persistent absenteeism amongst our disadvantaged pupils.
2	Increased number of children with undiagnosed SEND and a strong correlation between PP and SEND.
3	Significant social and emotional needs and fewer strategies for maintaining positive mental and physical health among PP children.
4	Higher levels of parental anxiety, financial pressure, mental ill health and safeguarding concerns.
5	Speech and language, reading and vocabulary skills lower than peers from non-disadvantaged backgrounds.
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7	Children of pupil premium background less likely to reach ARE by end of Key Stage.

1. Attendance and punctuality.

The increase in the FLO's working hours has allowed a stronger focus on attendance and punctuality and while the overall attendance figure remained below target for the year 22-23, at 91.8%, individual trends showed significant improvement. In coming mid-year transfers also significantly impacted attendance data however the school has increase awareness of attendance matters among the school community and this is beginning to show an upward trend. Case study child J, for example, increased from 83.3% to 94.3% across the year following targeted family support work.

2. Increased number of children with undiagnosed SEND and a strong correlation between PP and SEND.

An increase in the SENCOs non-teaching hours has improved capacity for fast-tracking the diagnosis pathways for children. Children in KS2 were initially prioritised for this due to diagnosis processes being stalled by COVID and previous school closures and an urgent need to ensure they are fully supported prior to secondary school starts. The

SENCO is included in pupil progress meetings and staff are more aware of individual targets linked to EHC plans.

7 EHCPs were applied for and granted in 23/24 and 3 children offered places in a specialist provision. The introduction of additional SEN support strategies such as a lunch hub for vulnerable children, targeted training for all staff, and continued use of educational psychologist provision has improved the early identification process. The impact of the strategies taken to develop the SEND provision has been significant and already in 2023, the school is far better equipped in ensuring early identification of pupils with SEND needs. Significant social and emotional needs and fewer strategies for maintaining positive mental and physical health among PP children.

3. Significant social and emotional needs and fewer strategies for maintaining positive mental and physical health among PP children.

Whole school training, which included training on Zones of Regulation, has had a positive impact across the school and children with social and emotional de-regulation have responded positively to this, in turn showing reductions in behaviour incidents and incidents of escalation. Mentoring of vulnerable children through the CRIBS programme and an external counselling service for children with SEMH needs has supported the most vulnerable children and those on these programmes have been shown to develop improved coping strategies and stronger emotional resilience. Physical health is high on the agenda for the school and teachers prioritise movement and activity – with all pupils receiving two PE lessons a week in addition to daily play times, movement break times and outdoor learning opportunities.

4. Higher levels of parental anxiety, financial pressure, mental ill health and safeguarding concerns.

Increasing the hours of the Family Liaison Officer increased the school's capacity to support parents experiencing anxiety, financial pressure and ill health. This also grew the skill set and capacity of the school's safeguarding team. The family liaison officer facilitated workshops for parents on anxiety and supporting children with SEN need and worked closely with parents of the most disadvantaged children on a 1:1 basis. All members of the safeguarding team have completed level 3 FAA safeguarding training which ensure their knowledge and understanding is up to date.

5. Speech and language, reading and vocabulary skills lower than peers from non-disadvantaged backgrounds.

Deployment of teaching assistants for academic and pastoral interventions in addition to in class support has supported children in making good progress. Early data shows a positive trajectory in the end of KS1 outcomes when compared year on year. Speech and language therapy is supporting children with additional speech and language needs to meet end of year targets. The PIXL Forensic Level

Assessment system has allowed for bespoke and targeted interventions specific to individual needs including learners with SENd. This is supporting children to make good progress from their starting points. The Little Wandle Synthetic phonics system is now wekk embedded and children in the Early years are given daily catch up sessions and booster interventions to support them in reaching end of year targets. Teachers are now in the third year of this programme and the strength of the programme is now being seen in end of year outcomes. C

6. Fewer opportunities outside of school which widens the cultural capital gap.

Children had access to a range of extra-curricula clubs including drama, arts and crafts, football, multi-skills, gymnastics and chess. Places were prioritised for disadvantaged children and where there were costs the school subsidised to reduce the financial barrier. The school provided a range of cultural trips including a trip to the beach, museums, galleries and a residential for year 6 – all of which were subsidised for disadvantaged children to ensure they were able to access the same breadth of life experiences as their peers.

7. Children of pupil premium background less likely to reach ARE by end of Key Stage.

The PIXL Forensic Level Assessment system has allowed for bespoke and targeted interventions specific to individual needs. Using this resource children were selected for booster group sessions and catch up work to support them in meeting end of year targets. Early data suggests this gap is closing however strategies will take some time to feed through to end of KS2 data. Deployment of teaching assistants for academic and pastoral interventions in addition to in class support has further served to secure good progress for children at risk of not meeting end of year expectations.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
PiXL	Partners in Excellence
EWO	Bexley Local Authority
CRIBS	Cristian Resources in Bexley Schools
Maths Mastery	NCETM

