

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	109
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Carvosso
Pupil premium lead	Emma Carvosso
Governor / Trustee lead	Andy McGee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,984
Recovery premium funding allocation this academic year	£0
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>	£80,984

Part A: Pupil premium strategy plan

Statement of intent

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 positively to society regardless of their starting point.

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 in instrumental in this strategy. 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 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: £ 7,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for reading/English lead Release time for English lead to	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

attend external CPD		
Phonics Play and Nessy 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
Enhancement of our maths teaching and curriculum. We will fund teacher release time to access Maths Hub resources.	EEF Improving maths in Key Stage 2 and 3 report alongside guidance produced in conjunction with the National Centre for Excellence.	7
Purchase Times Tables Rockstars programme	The EEF report Improving Maths in Key Stage 2 and 3 states it is important pupils develop fluent recall of facts.	7
Purchase of oracy scheme Tongue Fu Talking.	The EEF state that oral language approaches (approaches that emphasise the importance of spoken language and verbal interaction <i>in the classroom</i>) are important and can make the biggest	5,7

	difference for our most disadvantaged pupils, especially in early life.	
Fund lead teachers in maths and English to access LA forums and networking groups	The EEF's Effective Professional Development guidance report highlights the importance of continuing PD which can help to bring about changes in teacher behaviours and improve pupil outcomes.	5,7

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

Budgeted cost: £ 46,707

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 marginal PP children delivered.	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 teaching. Regular assessment and monitoring ensures that children remain on track and make progress. Small group sizes lead to better outcomes for pupils.	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
Purchase of standardised diagnostic assessments Testbase. Training provided for staff to ensure the assessments are used effectively.	Effective use of the diagnostic assessments can indicate areas for development. These will be used for discussion in termly pupil progress meetings. <i>Diagnostic assessment EEF</i>	5, 3, 7

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

Budgeted cost: £ 26,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the quality of social and emotional learning through CRIBS and The Dog Mentor programme	Evidence suggests there is a link associating childhood social and emotional skills with improved outcomes at school. <i>Improving SEL in Primary Schools - EEF</i>	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
Breakfast offered to all children with a particular focus on PP.	Evidence from EEF research (+3 months) shows that hungry children do not achieve as well.	4, 7

Total budgeted cost: £ 80,984

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023/24 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 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.

1. Attendance and punctuality.

The overall attendance figure remained below target for the year 24-25 remained steady at 93% (92% 23-24) and is therefore still some way off the target of 96%. Unauthorised holidays remain a significant contributor to poor attendance and the school will work closely with the EWO to rectify this. Attendance will remain a key outcome on the school's pupil premium strategy.

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

A further increase in the SENCOs non-teaching hours has further improved capacity for fast-tracking the diagnosis pathways for children and developing the early identification process. We have a number of children on EHCPs who are able to stay in a mainstream setting due to the tailored support we have put in place.

6 EHCPs were applied for in 24/25. The introduction of provision map software has significantly streamlined the tracking and monitoring of SEN interventions and provision and increased the capacity of the SENCO. The impact of the strategies taken to develop the SEND provision the previous year have continued to make a significant difference and this is demonstrated through the number of SEN children with EHCPs able to access mainstream provision. A visit from the Local Authority School Improvement Partner noted: "We visited 6 classes and in each we saw different adaptations for SEN children. One child had been withdrawn for a part of a lesson and was re-integrated back seamlessly into class during our visit, whilst in all others children were being taught inclusively through scaffolding, TA or Teacher support, child support or resources to enable them to access the curriculum. There was high engagement in all classes with the high expectations of the children by the staff apparent in all classes."

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

Embedding the Zones of Regulation has continued to have 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 continued to support the most vulnerable children and those on these programmes have been shown to develop improved coping strategies and stronger emotional resilience. The school was awarded the Gold Mark by the Bexley Games initiative, demonstrating that physical health is high on the agenda for the school and teachers prioritise movement and activity. All children receive two PE lessons a week in addition to daily play times, movement break times and outdoor learning opportunities and we now have a fully trained Forest School teacher who delivers Forest School to all year groups.

The introduction of two school dogs has further improved the emotional support offering for children. Both dogs work with a range of children experiencing difficulties such as self-regulation, anxiety, bereavement and emotional based school avoidance. The dogs has served to help children develop strategies to cope with their challenges on an individual level, but has also supported the whole school behaviour programme.

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

The Family Liaison Officer supports parents experiencing anxiety, financial pressure and ill health and has continued to facilitate workshops for parents on anxiety and other areas. The Family Liaison Officer has worked to improve connecting parents with other external agencies to further support them – such as CHEWs, Early Help and Bexley Voice. A new safeguarding newsletter has been introduced which is sent monthly to all parents and stakeholders. 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. End of KS1 outcomes are on a positive trajectory which is supported by robust measures to track and monitor children from their starting points. The Little Wandle Synthetic phonics system continues to ensure children receives an effective, systematic approach to early reading with those struggling to keep up given daily catch up sessions and booster interventions to support them in reaching end of year targets. A strong focus on reading and the love of reading further supports children's own desires to fully engage in their reading journey. All children are heard reading regularly, with a focus on those from disadvantaged households where children are not being read to by an adult at home. Reading breakfasts and parents sessions have further boosted the importance of reading in our school community.

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

A wide range of extra-curricular clubs including drama, arts and crafts, football, multi-skills, dance fit and coding club have been open to the children. 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 and therefore this continues to be a focus.

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
Speech and Language	Bexley Local Authority
PiXL	Partners in Excellence
EWO	Bexley Local Authority
CRIBS	Cristian Resources in Bexley Schools
You Had me at Hello	The Dog Mentor
Maths Mastery	NCETM