

Pupil premium strategy statement – Hope Community School Southampton

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	31 December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Steve Wright
Pupil premium lead	Steve Wright
Governor / Trustee lead	Billy Kennedy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,289
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£140,289

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 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.

*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.

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 hinders writing attainment and attainment across the wider curriculum.
2	PP children have significantly lower attainment in maths than non-PP children.
3	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.
4	Increased number of children with undiagnosed SEND and a strong correlation between PP and SEND.
5	Significant social and emotional needs and fewer strategies for maintaining positive mental and physical health among PP children.
6	Higher levels of parental anxiety, financial pressure, mental ill health and safeguarding concerns.
7	Fewer opportunities outside of school which widens the cultural capital gap.

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 diagnosis process and appropriate support and funding (if applicable) has been put in place. These children will make good progress from their starting points.	Additional barriers for individuals are identified by those who know them best, 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	Behaviour incidents among children strug-

range of pastoral support which will develop their ability to self-regulate and maintain good relationships with their peers and adults.	gling 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Training and Subs	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.	1,4
Maths mastery CPD	NCTEM approved	2
Mastering number for Early Years and	Recommended by NCTEM as an approach proven to reduce over reliance on counting.	2
SENCO to support early identification	Research shows that early intervention and access to pathways	4

of learning needs in EYFS. SENCO to guide staff in adapting provision to reduce the SEN barrier	increases the opportunity for needs to be met and for them to make appropriate progress.	
Introduction of Kapow Curriculum	Improve consistency of curriculum and quality of instruction. Evidence from Rosenshine and Ofsted shows that high quality curriculum supports all pupils to make good progress.	1

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

Budgeted cost: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 phonics tuition	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.	1
Small group and 1:1 maths tuition	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.	2
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
Introduction of NFER testing to identify gaps in knowledge	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.	1,2
Educational Psychologist	Research shows that early intervention and access to pathways	2

	increases the opportunity for needs to be met and for them to make appropriate progress.	
Work with Southampton Inclusion Partnership to improve support for children with complex needs.	Research shows that early intervention and access to pathways increases the opportunity for needs to be met and for them to make appropriate progress.	4
Whole class ukelele lessons	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.	7

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

Budgeted cost: £ 40,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, residential 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
ELSA Support	Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	5
Magic Breakfast – supply all children with breakfast	Hidden hunger is proven to affect 1 in 3 children across the country.	5

Total budgeted cost: £ 140,289

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Attendance and punctuality.
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.

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 by our ELSA team 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.

The work of our 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 RWI phonics system is now well embedded and identified children 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.

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 and 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.

Externally provided programmes

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

Programme	Provider
Read Write Inc	Oxford University Press
Kapow Curriculum	Kapow
EWO	SCC
Maths Mastery and Mastering Number	NCTEM