

# 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	222
Proportion (%) of pupil premium eligible pupils	39.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
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	£137865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£137865

# Part A: Pupil premium strategy plan

## Statement of intent

At Hope Community School, we are committed to ensuring that all pupils are supported to achieve their full potential, irrespective of background, race, gender or socio-economic circumstance. Rooted in strong community partnerships, our school is designed to meet the needs of the community it serves. We provide a safe, inclusive and stimulating learning environment in which all children are valued, supported and encouraged to succeed, both academically and personally.

Our approach is underpinned by high-quality teaching, a broad and engaging curriculum and strong community engagement. We aim to nurture confident, resilient and ambitious learners who are encouraged to be curious, creative and aspirational. We are passionate that every child leaves Hope Community School equipped with the skills, knowledge and attitudes needed to access the next stage of their education and to contribute positively to society, regardless of their starting point.

Many families within our community continue to experience significant financial pressures due to rising living costs, alongside an increase in pupils presenting with multiple vulnerabilities. This makes the early identification of barriers to learning and wellbeing essential. National research consistently shows that pupils from disadvantaged backgrounds are more likely to underachieve compared to their peers. The Pupil Premium Grant is therefore allocated to schools to support eligible pupils—those who have been eligible for free school meals in the last six years (Ever 6 FSM), looked-after children and children from service families—so that they can achieve outcomes in line with their potential.

We believe that early intervention and the creation of an enabling environment are key to helping pupils overcome barriers and make rapid progress. Alongside academic achievement, we recognise the equal importance of wellbeing, physical health and pupils' social, moral, spiritual and cultural development in ensuring that every child can fully access school life.

Pupil Premium funding at Hope Community School is used strategically to:

- Ensure all pupils benefit from high-quality, inclusive teaching (quality first teaching).
- Identify needs early and provide targeted or specialist interventions where required.
- Provide enriching experiences and opportunities that pupils may not otherwise access.
- Make effective use of outdoor learning environments, educational visits, clubs and trips.
- Enable participation in extra-curricular activities regardless of family income.
- Promote positive wellbeing through a nurturing, restorative approach to behaviour that supports engagement and progress.
- Offer emotional and practical support to pupils, parents and carers, particularly during times of hardship.

Through this approach, we aim to remove barriers, raise aspirations and ensure that all pupils are able to thrive and succeed.

## 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 hinder writing attainment and attainment across the wider curriculum.
2	PP children have lower attainment in reading and writing 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. This results on negative learning behaviour and higher than national average suspension rate.
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 and supported	Additional barriers for individuals are identified by those who know them best.
Diagnosis process and appropriate support and funding (if applicable) has been	Data is used to inform bespoke provision,

put in place. These children will make good progress from their starting points.	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 funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15120

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
Embed reading comprehension	EEF - +7 months	2

strategies in KS2 reading lessons.		
Oral language intervention – use of Quiz Quiz Trade across the curriculum and Use of TTYP.	EEF - +6 months	1
Maths mastery CPD	NCTEM approved	2
Mastering number for Early Years and KS1 and Y3,4 and 5	Recommended by NCTEM as an approach proven to reduce over reliance on counting.	2
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.	4
Continued subscription to 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
Lesson study introduced.	<i>‘Taking part in collaborative enquiries into improving teaching and learning is the single most impactful action a school leader can take to improve educational outcomes for pupils’.</i>  <i>(Robinson et al 2009)</i>	1,2

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

Budgeted cost: £90,000

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	1

	additional four months' progress over the course of a year.	
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 increases the opportunity for needs to be met and for them to make appropriate progress.	2
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
Rock Steady		

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

Budgeted cost: £ 32,745

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	1, 4

	senior leaders at an early stage with parents has significantly improved attendance.	
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
Introduction of My Happy Mind Curriculum	NHS approved programme to support mental health of children across the school.	5
Introduction of Behaviour 365 support for all staff	Relational, Trauma informed training platform for use of all staff. Recommended by LA and in response to staff need identified by SLT.	5
Behaviour Training by Every Need LTD	Training on telational, trauma informed behaviour strategies.	5

**Total budgeted cost: £ 137865**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Summary

- Attendance is **improving** for disadvantaged pupils and is **better** than national average. The gap between disadvantaged and non-disadvantaged is **closing**.
- End of EYFS data shows disadvantaged children achieved a **higher** percentage of GLD than non-disadvantaged and better than non-disadvantaged nationally.
- Over the last three years a **higher percentage** of our disadvantaged children passed their phonics check than the national average by on average 20%.
- Disadvantaged MTC average score was the **same** as non-disadvantaged and 4.7pts **higher** than the national disadvantage scores and 2.3 pts **higher** than national non-disadvantaged.
- Our disadvantaged **KS2 RWM** combined was **15% better** than national. Our disadvantaged children **did better** than non-disadvantaged by 1%.
- Disadvantaged pupils are overrepresented in suspensions for 2024-26 with 7 out of 9 suspensions being for disadvantaged pupils.

#### Attendance

-Our disadvantaged pupils had **better attendance** than national average last year.

-Our disadvantaged pupils **attendance improved** by 3.3% compared to last year.

-The gap between disadvantaged and non-disadvantaged attendance was 1.6% which is **less** than the 3.6% national gap, and the **gap narrowed** by 2.7% compared to last year.

- Persistent absence for disadvantaged pupils is 9.1% **less** than the national average and 2.4% **less** than non-disadvantaged.

**Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.**

Pupil group	Attendance	National average
All pupils	94.4%	94.8%
Pupils with free school meals (FSM)	93.5%	92.2%
Pupils with no FSM	95.1%	95.8%

**Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025 , compared to the same period last year.**

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	92.8%	94.4%
Pupils with free school meals (FSM)	90.2%	93.5%
Pupils with no FSM	94.5%	95.1%

## Academic

### EYFS

#### Hope Community School Southampton (2008)

Indicator	Eligible Cohort <sup>1</sup>	Disadvantaged Pupils: Disadvantaged				Not Disadvantaged				
		School		NCER National		School		NCER National		
		Value	Gap	Value	Gap	Value	Gap	Value		
Good level of development <sup>2</sup> ●	6	83.3%	+31.8%	89,290	51.5%	+22.2%	18	61.1%	+11.5%	71.8%
Average no. ELGs at expected level		15.8	+3.6		12.2	+3.0		12.8	+1.3	14.5
All: At least expected		83.3%	+33.4%		49.9%	+22.2%		61.1%	+12.9%	70.4%
Prime: At least expected		83.3%	+22.3%		61.0%	+16.6%		66.7%	+5.1%	78.2%
COM: At least expected ●		100.0%	+32.6%		67.4%	+33.3%		66.7%	+17.9%	82.1%
PSE: At least expected ●		100.0%	+27.5%		72.5%	+22.2%		77.8%	+14.7%	85.3%
PHY: At least expected ●		83.3%	+9.2%		74.1%	-5.6%		88.9%	-3.6%	86.9%
Specific: At least expected		83.3%	+32.3%		51.0%	+22.2%		61.1%	+11.6%	71.7%
LIT: At least expected ●		83.3%	+29.7%		53.6%	+22.2%		61.1%	+9.4%	73.9%
MAT: At least expected ●		83.3%	+20.6%		62.7%	0.0%		83.3%	+2.6%	80.7%
UTW: At least expected		100.0%	+32.2%		67.8%	+33.3%		66.7%	+16.9%	83.1%
EXP: At least expected		83.3%	+7.8%		75.5%	+22.2%		61.1%	-3.8%	87.1%

Our EYFS data from 2024-25 shows that our Disadvantaged children **did better** than Non-Disadvantaged children both within school and compared to National data.

The only area where Disadvantaged pupils did not do as well was under 'Physical Development' and 'Exploring the world'.

### Phonics

- Over the last three years a **higher percentage** of our disadvantaged children passed their phonics check than the national average by on average 20%.
- The gap between our disadvantaged and non-disadvantaged has varied over the last two years. In 2024 disadvantaged children did better than non-disadvantaged children by

12.9%, however last year disadvantaged children did **worse** than non-disadvantaged children by 15.6%. This is however a **smaller gap** than the national gap of 16.6%.

**Phonics Benchmark**

Estab. No.	Estab. Name	Cohort	Mark						APS	Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	<b>NCER National</b>	539,870	3.4%	8.1%	3.7%	4.6%	30.2%	49.9%	33.3	-	0.2%	3.2%	16.4%	80.1%
	FSM Eligible	110,410	5.5%	15.7%	5.9%	5.9%	30.8%	36.3%	29.9	-	-	5.1%	27.4%	67.0%
	Not FSM Eligible	397,250	2.7%	5.9%	3.1%	4.3%	30.1%	54.0%	34.3	-	-	2.5%	13.2%	84.1%
	Unknown	32,220	5.7%	10.5%	3.8%	4.8%	29.0%	46.1%	32.3	-	-	5.6%	18.9%	75.3%
2008	<b>Hope Community School Southampton</b>	30	3.3%	3.3%	0.0%	3.3%	16.7%	73.3%	36.5	0.0%	0.0%	3.3%	6.7%	90.0%
	FSM Eligible	13	7.7%	7.7%	0.0%	7.7%	15.4%	61.5%	34.0	0.0%	0.0%	7.7%	15.4%	76.9%
	Not FSM Eligible	17	0.0%	0.0%	0.0%	0.0%	17.6%	82.4%	38.2	0.0%	0.0%	0.0%	0.0%	100.0%

**Phonics Trend**

2025 | Disadvantaged

Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs NCER National		
				2023	2024	2025		'22 to '23	'23 to '24	'24 to '25
-	<b>NCER National</b>	Cohort	126893	132,600	132,600	115,480	-	-	-	
		WA	67.4%	66.8%	68.2%	67.1%	-	-	-	
		APS	0.3	29.9	30.3	29.9	-	-	-	
2008	<b>Hope Community School Southampton</b>	Cohort	8	7	6	12	-	-	-	
		WA	89.7%	85.7%	100.0%	83.3%	+12.9%	-15.6%		
		APS	0.4	36.2	38.3	34.0	+1.7	-3.9		

**Phonics Trend**

2025 | Not Disadvantaged

Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs NCER National		
				2023	2024	2025		'22 to '23	'23 to '24	'24 to '25
-	<b>NCER National</b>	Cohort	445863	482,050	469,970	385,570	-	-	-	
		WA	83.1%	82.2%	83.5%	83.7%	-	-	-	
		APS	0.3	33.9	34.2	34.2	-	-	-	
2008	<b>Hope Community School Southampton</b>	Cohort	22	23	24	18	-	-	-	
		WA	83.9%	73.9%	83.3%	94.4%	+8.1%	+10.9%		
		APS	0.4	31.1	37.0	38.2	+5.6	+1.2		

## MTC



### Multiplication Tables Check Benchmark (NPD)

2024

Estab. No.	Estab. Name	Cohort	Eligible <sup>1</sup>	No Score <sup>2</sup>	Score					Average Score <sup>3</sup> (out of 25)
					0-5	6-10	11-15	16-20	21-25	
-	<b>NCER National</b>	669,070	653,740	3.8%	1.8%	5.3%	10.5%	15.6%	63.0%	20.6
	Disadvantaged	196,320	189,820	6.6%	3.6%	9.0%	14.2%	17.3%	49.4%	18.9
	Not Disadvantaged	472,750	463,930	2.7%	1.0%	3.9%	9.0%	14.9%	68.6%	21.3
<b>8522008</b>	<b>Hope Community School Southampton</b>	61	59	6.8%	0.0%	1.7%	1.7%	1.7%	88.1%	23.8
	Disadvantaged	24	24	8.3%	0.0%	4.2%	0.0%	4.2%	83.3%	23.6
	Not Disadvantaged	37	35	5.7%	0.0%	0.0%	2.9%	0.0%	91.4%	23.9

- Disadvantaged MTC average score was almost the **same** as non-disadvantaged (-.3) and substantially **higher** than the national disadvantage and non-disadvantaged scores.

## Y6 SATs

Expected Standard	Cohort	Reading			Writing			Maths			R,W,M Combined		
		Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.
<b>Disadvantaged</b>	16	63%	63%	<b>-1%</b>	69%	59%	<b>+9%</b>	69%	61%	<b>+8%</b>	63%	47%	<b>+15%</b>
<b>Other than Disadv.</b>	13	77%	81%	<b>-4%</b>	77%	78%	<b>-1%</b>	62%	80%	<b>-19%</b>	62%	69%	<b>-7%</b>
<b>Disadv. vs Other Gap</b>		<b>-14%</b>	<b>-17%</b>	<b>+3%</b>	<b>-8%</b>	<b>-19%</b>	<b>+11%</b>	<b>+7%</b>	<b>-20%</b>	<b>+27%</b>	<b>+1%</b>	<b>-22%</b>	<b>+22%</b>
<b>FSM 6</b>	16	63%	63%	<b>-1%</b>	69%	60%	<b>+9%</b>	69%	61%	<b>+8%</b>	63%	48%	<b>+15%</b>
<b>Adopted from Care</b>	0	56%			49%			50%			37%		
<b>CLA</b>	0	52%			45%			47%			35%		
<b>Ever 6 Service Child</b>	0	78%			75%			76%			65%		

How do your different Pupil Premium groups compare to National equivalents?

What gap exists between your Disadvantaged pupils cohort and the National Other pupils cohort?

What strategies can be implemented to reduce attainment gaps for your current pupils?

- Our disadvantaged **RWM** combined was **15% better** than national. Our disadvantaged children **did better** than non-disadvantaged by 1%.
- Our disadvantaged **Reading** score was **in line** with national, but they did **14% worse** than non-disadvantaged children. The gap is **3% less** than national.

- Our disadvantaged **Writing** score was **9% better** than national, although the score was **9% less** than non-disadvantaged. The gap was **9% less than national**.
- Our disadvantaged **Maths** score was **8% better** than national, and **7% better** than non-disadvantaged. The gap was **23% less than national**.

## Behaviour

### 6. Pupil Group Analysis

Both Suspensions and 1+ Suspensions are detailed below, across all pupil year groups in your school. In addition to the School and National percentage, a difference percentage is highlighted green for performance below National and red for performance above National. Where performance is above the National average, a Suspension count and pupil equivalent (1+ Suspension) calculation is available to identify improvements required to be in line with the latest published National data.

	Main Enrols	Suspensions				1+ Suspensions			
		School	Nat. (Full Year 2023/24)	Diff.	Susps. Count	School	Nat. (Full Year 2023/24)	Diff.	Susps. Pupils
All Pupils	222	6.3%	2.3%	+4.0%	9	3.6%	1.0%	+2.6%	6
<b>Sex</b>									
Male	92	13.0%	3.7%	+9.3%	9	6.5%	1.6%	+4.9%	5
Female	130	1.5%	0.8%	+0.8%	2	1.5%	0.3%	+1.2%	2
<b>Disadvantaged *</b>									
Disadvantaged	85	12.9%	5.9%	+7.1%	7	5.9%	2.5%	+3.4%	3
Other than Disadvantaged	137	2.2%	1.1%	+1.1%	2	2.2%	0.5%	+1.7%	3
<b>Special Educational Need</b>									
No Identified SEN	188	3.2%	0.5%	+2.7%	6	2.1%	0.3%	+1.8%	4
SEN Support	24	25.0%	9.1%	+15.9%	4	8.3%	3.7%	+4.6%	2
EHCP	10	20.0%	18.9%	+1.1%	1	20.0%	7.9%	+12.1%	2
<b>Ethnic Group ^</b>									
White British	49	14.3%	2.8%	+11.5%	6	4.1%	1.2%	+2.9%	2
Other than White British	163	4.3%	1.4%	+2.9%	5	3.7%	0.7%	+3.0%	5
<b>English as Additional Language ^†</b>									
		School	LA			School	LA		
Non EAL	107	9.3%	4.8%	+4.6%	5	3.7%	1.8%	+2.0%	3
EAL	115	3.5%	1.0%	+2.5%	3	3.5%	0.5%	+3.0%	4

\* National data shows FSM Eligible pupils, as no Disadvantaged data is available.

^ Excludes records where pupil characteristic is not available † National data not available, LA data used instead.

Suspensions are high for the school for all children, however, this is particularly the case for male FSM pupils.

## 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