

Serving Others, Growing Together, Living Life to the Full

*Hope Learning Trust is committed to enabling our communities to **Thrive**. To support all our learners and staff to flourish in high performing schools, to achieve and exceed their personal and academic potential. To transform life chances of young people, particularly the most disadvantaged and to transform our local communities.*

*This three year strategy is underpinned by the **EEF's three tiered evidence-based approach to Pupil Premium** (teaching, academic support and wider approaches). First and foremost, **Great Teaching Changes Lives**. The core focus for all our schools will always be investment in the highest quality of teaching and learning for all pupils to further close the PP gap. It is to be read in conjunction with **Hope Learning Trust's 'Principles for Vulnerable Learners' and Audit Tool**, which were developed in the Summer term of 2020, to further support key issues that disadvantaged pupils are currently facing in more benign times (such as gaps in learning, social isolation, health and wellbeing, motivation and aspiration, literacy), which will have been exacerbated by Covid-19. Furthermore, we need to anticipate an increase in the levels of disadvantage in all of our school communities, but particularly in those that experience the highest levels of disadvantage.*

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

The exception to the above is our allocation of the **Year 7 Catch Up Funding (equivalent to £29339)** of which we invest wholly into our Enrichment Curriculum, delivered to our learners who arrive in Year 7 with lower than expected outcomes from SATS. This has a literacy focus and aims to improve learner's attainment in reading, writing, spelling and comprehension. The Catch Up Funding is therefore costed into our first strategy on page 8: **Small group literacy support for year 7 and 8 students who have entered school significantly below 100 in Reading and Writing and targeted 'clubs' intervention in literacy.**

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring quality teaching and learning in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

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3.Barriers to PP progress, which link to our key strategies for teaching, academic support and wider approaches

Academic barriers to attainment	Non-academic barriers to attainment
Decreasing levels of literacy and numeracy on entry	Poor attendance, well below national
Underachievement in maths and English	Behaviour for Learning can be poor
Inconsistent teaching and learning across school	Students are ill-equipped for learning, in school and remotely
Lack of targeted support	Lack of parental engagement
Many learners have low aspirations	Arriving at school hungry and not ready to learn
Passivity in learners is prominent	Lack of focus and confidence due to poor mental health and wellbeing
Reluctant engagement in learning through Lockdown	Income Deprivation Affecting Children Index (IDACI) – 68% of cohort live in deciles 1 to 4

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4. Teaching

Intervention	Key lead	Costing	Intended outcomes of implementation	End 2021	End 2022
High quality teaching in every lesson. Diminish attainment gaps between pupil premium and non-pupil premium students.	VP T&L	£9370	High quality QFT is taking place in every classroom seen through QA which in turn improves the attainment of disadvantaged learners. P8 measure to improve by at least +0.3 from the previous year. PP and NPP gap to reduce to between 0.4 and 0.3.		
Personalised approaches are embedded for every learner. Questioning is targeted and group tasks involve PP students as leads/demonstrators	DOLs	£20754	Improved questioning seen in learning walks and 'deep dives'. Differentiation shows improvement and PP students clearly develop leadership skills which leads to gains in self-confidence and resilience.		
All staff to have continued QFT training from SEND lead.	VP T&L	£3140	Staff to use QFT strategies in their lesson planning and lessons to support all students, especially PP students and link it to their student's MEG.		
Supporting learning through Google Classroom. Training provided to all staff and training provided to all students	VP T&L	£6087	Staff provide learning materials from classwork via google classroom to aid revision and catch up. All homework is provided through google classroom. Students and staff access google classroom regularly and communicate more frequently regarding learning.		
Teaching and Learning DOL meetings have disadvantaged learners as a half termly agenda item.	VP T&L	£13188	Identification of issues and immediate interventions discussed on a whole school level. Avoids duplication of interventions as all curriculum leads are aware of students requiring support.		
Whole school PP training and PP Promise developed through staff consultation.	AVP I	£6927	Heightened awareness of disadvantaged students and their needs. PP Promise ensures that all staff are aware of the non-negotiables through supporting PP students allowing for stronger relationships, improved support and understanding and therefore better learners.		

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Detailed and rigorous moderation procedures ensure that data captures reflect the current progress of our students to allow early intervention on an individual and small group level.	VP T&L SLT LMM DOL	£30627	Early intervention is embedded swiftly and timely. All levels of leadership are aware of students causing concern and interventions are monitored and reviewed for impact. Line Manager meetings focus on data analysis to ensure the right support gets to the right student.		
PIXL Teaching and Learning Subscription for whole school	VP T&L	£3375	Aid to assist the development of Teaching and Learning, sharing good practice and CPD for all staff. Specialist curriculum content.		

5. Academic support and Targeted Intervention

Intervention	Key lead	Costing	Intended outcomes of implementation	End 2021	End 2022
Small group literacy support for year 7 and 8 students who have entered school significantly below 100 in Reading and Writing and targeted 'clubs' intervention in literacy. <u><i>This intervention incorporates the Yr 7 Catch Up Funding.</i></u>	SENCo AVP I	£47762	At least 95% of students increase reading and spelling ages to allow better access to the curriculum. The impact is evidenced through data captures across the curriculum alongside internal assessments and the use of standardised scores		
Meetings focussed to discuss pupil premium students first. Weekly Inclusion meetings to discuss and inform early and continued interventions for disadvantaged learners.	VP B&W	£14616	To improve the attendance of pupil premium students by at least 1.5%. Reduce the percentage of persistent absenteeism for disadvantaged students in line with non-disadvantaged students. Improved A2L and outcomes. Reduction in seclusion and exclusions for PP students by at least 20%. Covid affects to attendance to be considered.		

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KS4 supported study groups for English and Mathematics Year 9, Year 10, Year 11 through curriculum support.	DOL	£20791	Progress gaps are narrowed in English and maths which show an increase in disadvantaged progress measures. An increase in student attainment at the end of KS4 or those who participate in the Study plus lessons.		
Personalised support: 1 to 1 and small group interventions around corrective reading, spelling, decoding, lego therapy, learning passports, Thinking Reading.	SENCo AVP I	£15729	A base line test is carried out prior to intervention and at end of 12 week period. Second interventions monitored if required. Progress is measured using ratio gains and other standardised scores. This is the most effective way to measure intervention- Rose Review page 178 All PP learners make 'reasonable' progress or better. Intervention success links to subject progress across the curriculum. Data captures should show these improvements.		
Academic mentoring: regular mentoring with targeted students which focuses on academic and welfare, identifying and removing barriers to learning.	VP AVP I DOPs	£8849	As barriers to learning are overcome, progress is seen over time, attendance improves, behaviour incidents decrease and data captures show improved performance across all areas of study.		
Accelerated progress through enhanced subject knowledge, curriculum content retention and self-confidence.	DOP Y11	£3081	Increase the progress 8 score for disadvantaged students by 0.20 in comparison with 2019 outcomes (2020 CAGs). Improvements in the progress of disadvantaged students remains higher than that of non-disadvantaged students therefore closing the attainment gap.		
Improve behaviour for learning and hence progress. Develop social interactions through a bespoke curriculum delivered by trained staff.	VP B&W	£71152	Behaviour for learning improves in mainstream school due to the absence of our most vulnerable. Our most vulnerable learners study a bespoke curriculum that better meets their needs and therefore find greater success than previously. Students achieve more qualifications through AP provision and avoid permanent exclusion.		
National Tutoring Programme. Engagement of disadvantaged students in the NTP	AVP I AVP C	£3480	This is in addition to the PP funding. Focused additional online tutoring made available and targeted PP students given priority. 130 places of which disadvantaged learners will make up at least 70% of places. 12 to 15 week		

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			programmes of study to help close the gap, which is even more important given Covid lockdown measures/effects.		
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6. Wider approaches

Intervention	Key lead	Costing	Intended outcomes of implementation	End 2021	End 2022
<p>More pupil premium students improve their attendance and or hold at 100%.</p> <p>Improve disadvantaged students' attendance and improve parental support. Embed early intervention strategies.</p>	VP B&W	£28366	<p>To improve the attendance of pupil premium students by at least 1.5%. To reduce the percentage of persistent absenteeism for disadvantaged students in line or above non disadvantaged students. More disadvantaged students have attendance above 95% than 2019-20 and more hold 100% than in 2019-20. Covid affects needs to be considered in terms of data analysis</p>		
<p>Increased PP student academic performance through engagement in extra-curricular activities and enrichment events outside of the classroom. Raising of aspirations throughout the school community leading to more focussed learners who see the bigger picture. Students secure post 16 courses that meet both their needs and interests.</p>	AVP I AAVP	£12865	<p>At least 60% of students who participate in one or more events are disadvantaged.</p> <p>At least 90% of PP students receive enhanced career interviews</p> <p>At least 90% of PP students have post 16 applications secured by Easter 2021.</p>		
<p>Increased parental engagement through Community links</p>	AAVP	£2776	<p>Stronger home/school relationship which then improves student engagement in learning, increases attendance, improves behaviour for learning and promotes individualised home learning.</p>		

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Protected funding for resources, hardship and other appropriate purchases	AVP 1	£33250	Used and distributed to assist in removing barriers to education and enhancing the school experience for PP students.		
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Total Spend = £356185

Total Budget = £356155