

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hope School and College
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	0.31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sue Lucas
Pupil premium lead	Helen Leach
Governor / Trustee lead	John Mason(Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76130.00
Recovery premium funding allocation this academic year	£17980.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 2346.87
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96456.87

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1.	<p>Sensory needs of pupils re: autism and/or other diagnosed factors</p> <ul style="list-style-type: none"> • Specialist OT Input to work with staff / pupils/parents • Sensory Integration room • Sensory timetables/diets and programmes implemented, monitored and evaluated • Sensory needs of pupils to be identified through assessment and targeted programmes implemented within the context of curriculum access
2.	<p>Communication Needs</p> <ul style="list-style-type: none"> • Use of digital media / resources to enable communication/ interaction • Staff continually extending their expertise and training enabling a range of alternative communication strategies to be appropriately implemented within individual pupil curriculum/lesson content • 1-1 sessions implemented to support pupils
3.	<p>Social, emotional and mental health needs</p> <ul style="list-style-type: none"> • Play Therapy / Nurture sessions accessed by some pupils. • Staff trained re: Lego to support play therapy sessions • Appropriately trained staff facilitate play sessions/ activities / 1-1 sessions • School Councillor / Internal mentor access • Educational Psychologist • Pupil will be equipped with strategies and support to improve emotional well- being at both home and school which in turn will manifest in their increasing ability to manage 'difficult situations or phases throughout their life.
4.	<p>Diversity of needs / abilities increasingly more complex</p> <ul style="list-style-type: none"> • Staff knowledge of diversity of needs has been extended to be able to support, challenge and expand progress of individual pupils. • New strategies implemented • Environments monitored re: planning for following academic year • Staff knowledge expanded through specialised training • New school curriculum implemented to acknowledge diversity of need • Therapy assistant to support additional sessions – hydro / rebound /physical
5.	<p>Management of Challenging Behaviour</p> <ul style="list-style-type: none"> • 1-1 support implemented • Research and implement suitable accommodation within school site for small group re: access to appropriate curriculum / environment etc • School Councillor / Internal mentor access • Behaviour Planning / liaison and pupil/parent support implemented

	<ul style="list-style-type: none"> Environments adapted to support progress for pupils with challenging behaviour
6.	<p>Social and economic factors including life experiences.</p> <ul style="list-style-type: none"> Music session from specialist teachers timetabled and delivered Communication sessions 'Fun Box Jo' implemented Educational Psychologist
External Barriers	
	<p>Family support.</p> <ul style="list-style-type: none"> Early Bird training to support parents and start networking process where and when appropriate Parents Group Open door policy (as appropriate) Safeguarding briefings enabling Designated Safeguarding leads to continually monitor CPOMS initiated to support management and communication mechanism of Safeguarding meetings/ conferences / notes etc./ Weekly briefing meetings between DSL / Sen co

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
To continue to meet and support sensory needs of pupils due to autism or other diagnosed factors	<ul style="list-style-type: none"> Specialist OT Input to work with staff / pupils/parents Sensory Integration room Sensory timetables/diets and programmes implemented, monitored and evaluated Sensory needs of pupils to be identified through assessment and targeted programmes implemented within the context of curriculum access
Continue to meet and support communication needs of pupils – verbal and non- verbal	<ul style="list-style-type: none"> Use of digital media / resources to enable communication/ interaction Staff continually extending their expertise and training enabling a range of alternative communication strategies to be appropriately implemented within individual pupil curriculum/lesson content 1-1 sessions implemented to support pupils
Continue to support and meet social emotional and mental health needs of pupils	<ul style="list-style-type: none"> Play Therapy / Nurture sessions accessed by some pupils. Staff trained re: Lego to support play therapy sessions Appropriately trained staff facilitate play sessions/ activities / 1-1 sessions School Councillor / Internal mentor access Pupil will be equipped with strategies and support to improve emotional well- being at both home and school which in turn will manifest in their increasing ability to manage 'difficult situations or phases throughout their life.
Staff to access training, expand knowledge and planning via both department and whole school development of curriculum to implement strategies to support and develop pupil's ongoing development	<ul style="list-style-type: none"> Staff knowledge of diversity of needs has been extended to be able to support, challenge and expand progress of individual pupils. New strategies implemented Environments monitored re: planning for following academic year Staff knowledge expanded through specialised training

	<ul style="list-style-type: none"> • New school curriculum implemented to acknowledge diversity of need • Therapy assistant to support additional sessions – hydro / rebound /physical
To support and management ongoing progress of Challenging Behaviour strategies and how we can plan and adapt strategies to aid individual pupil progress	<ul style="list-style-type: none"> • 1-1 support implemented • Research and implement suitable accommodation within school site for small group re: access to appropriate curriculum / environment etc • Behaviour Planning / liaison and pupil/parent support implemented • Environments adapted to support progress for pupils with challenging behaviour
To support and implement activities / sessions to extend pupil further curriculum input / experiences.	<ul style="list-style-type: none"> • Music session from specialist teachers timetabled and delivered • Communication sessions 'Fun Box Jo' implemented
To continue to support the whole family network in their own knowledge, understanding, development and progress of their child	<ul style="list-style-type: none"> • Early Bird training to support parents and start networking process where and when appropriate • Parents Group • Open door policy (as appropriate) • Safeguarding briefings enabling Designated Safeguarding leads to continually monitor • CPOMS initiated to support management and communication mechanism of Safeguarding meetings/ conferences / notes etc./ Weekly briefing meetings between DSL / Sen co

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: £ 13.500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide more opportunities for pupils to access focussed activities, and /or support in their individual ongoing progression and development	<ul style="list-style-type: none"> Enhanced pupil development via communication / physical / medical / sensory / challenging behaviour etc etc. through additional classes / sessions Liaison time /Monitoring and Recording 	1 - 6
Staff member to support Sensory Processing Progress	The rise in population of pupils who would benefit from a sensory programme to assist their ongoing progress	1

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

Budgeted cost: £3505.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide additional Educational Psychologist support	Identifying and supporting pupil/student ongoing progression in terms of managing challenging behaviours strategies and resources	3 6
To implement Peripatetic Music support	Pupils respond and enjoy music of all genres and it is an excellent vehicle to motivate and support many other facets – communication / interaction /sensory/physically making music etc. These sessions are used to experience and/or expand skills as directed via a music specialist	6

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

Budgeted cost: £64770.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support re: Challenging Behaviour	The management of pupils displaying challenging behaviour and autistic traits across school which has seen an increase following COVID-19 lockdown and pupils remaining at home for a longer period than usual	5
Additional support re: Play therapy / Nurture Groups	To support well-being, confidence, self - esteem and social interaction and in particular for children and young people who are overly anxious in the light of COVID-19	3
Support re: Communication / Sensory and physical progress	To enhance and cement communication skills progress re: Use of talker and/or inclusion with peer groups	1 2 4

Total budgeted cost: £81775.56 (Hope School Budget to support cost by £3298.69)

Recovery Premium – Budget £17980.00

Challenge number	Detail of challenge
1.	Attainment on entry to Hope School and College is below the national average across English Pupils have significant communication needs which affect their whole curriculum progress and impacts on their achievement and outcomes
2.	Attainment on entry to Hope School and College is below the national average across Maths Pupils have significant communication needs which affect their whole curriculum progress and impacts on their achievement and outcomes
3.	To ensure all staff access appropriate training in order to meet the needs of the Hope communities very varied, diverse complex, severe and challenging needs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current recovery strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Broaden and increase achievement level through newly introduced Reading Scheme across school.	Access to new material to challenge and enhance their experience through English curriculum
Broaden and increase achievement level through newly introduced Maths Scheme across school.	Access to new material to challenge and enhance their experience through Maths curriculum
Implement full whole school training day to continue supporting staff in broadening and implementing initiatives to enhance and develop learning experience and pupil progress.	Pupils continue to develop and progress as appropriate to their needs.

See Hope School website for 2021 outcomes

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.