Hope School and College.
Pupil Premium.

Policy reviewed annually by the Headteacher and Governors

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 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	235
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Sue Lucas
Pupil premium lead	Shona Formby
Governor / Trustee lead	Christine Slonker (Chair of Governors)

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year 25/26	£90650.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£90650.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us support, achieve and sustain positive outcomes for our pupils. The Pupil Premium will be used to provide additional educational support to improve the progress and to maintain/ raise the standard of achievement (as appropriate) for these pupils and narrow and close the gap between the achievement and independence of these pupils and their peers. At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require it most, targeted support based on robust assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching, independence support, care as well as to maintain safety and opportunities within our wellbeing curriculum. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. Our strategy is integral to wider school plans for education recovery, notably through engagement with the school led funding for pupils that have been worst affected, including non-disadvantaged pupils. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels.
This will help us to ensure that we offer them the relevant skills, experience and opportunities they require to reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1.	**Sensory needs of pupils re: autism and/or other diagnosed factors** • 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.	**Communication Needs** • 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.	**Social, emotional and mental health needs** • Play Therapy / Nurture sessions accessed by some pupils where appropriate. • Staff trained re: Nurture /Team Teach • Appropriately trained staff facilitate play sessions/ activities / 1-1 sessions • School Counsellor / 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.	**Diversity of needs / abilities increasingly more complex** • 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 assessed and 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 – warm water / rebound /physical
5.	**Management of Challenging Behaviour** • 1-1 support implemented where appropriate • Continue to research and implement suitable accommodation within school site for small group re: access to appropriate curriculum / environment etc • School Counsellor / Internal mentor access • Behaviour Planning / liaison and pupil/parent support implemented • Environments adapted to support progress for pupils with challenging behaviour • TLR funding for named member of staff
6.	**Social and economic factors including life experiences.** • Music session from specialist teachers timetabled and delivered • Educational Psychologist

External Barriers	
	Family support. • Parents Group • Open door policy (as appropriate) • Safeguarding briefings enabling Designated Safeguarding leads to continually monitor • 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	• 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	• 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	• Nurture sessions accessed by some pupils. • Staff trained re: to support and manage behaviours • Appropriately trained staff facilitate sessions/ activities / 1-1 sessions • School Counsellor / 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 • Zones of regulation implemented • Well-Being dog school
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	• Staff knowledge of diversity of needs has been extended to be able to support, challenge and expand progress of individual pupils. • New strategies implemented where and when appropriate • Environments monitored re: planning for following academic year • Staff knowledge expanded through specialised training • New school curriculum monitored to acknowledge diversity of need • Therapy assistant timetabled to support additional sessions – warm water / rebound /physical
To support and manage ongoing progress of Challenging Behaviour strategies and how we can plan and adapt strategies to aid individual pupil progress	• 1-1 support implemented • Support and advice on hand from Behaviour specialist • 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.	• Music session from specialist teachers timetabled and delivered
To continue to support the whole family network in their own knowledge, understanding, development and progress of their child	• Open door policy (as appropriate) • Parent Group • Safeguarding briefings enabling Designated Safeguarding leads to continually monitor • Communication mechanism in place to support and enhance Safeguarding meetings/ conferences / notes etc./ Weekly briefing meetings between DSL with updates to the SENCO as appropriate.

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.

A. Teaching: See section C below

Budgeted cost: Covered through overall staffing capacity and staff management

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide more opportunities for pupils to access focused activities, and /or support in their individual ongoing progression and development	• 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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class organisation supporting pupils individual curriculum pathway progress	Through enhancing our bespoke curriculum pathways implement class organisation to reflect pathway progress	3 6
To implement Peripatetic Music support / Counsellor / Educational Psychologist	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 specialist. Educational Psychologist to support ongoing progress for pupils. Counsellor to support pupil well-being and mental health concerns.	6

To provide more opportunities for pupils to access focused activities, and /or support in their individual ongoing progression and development	Enhanced pupil development via communication / physical / medical / sensory / challenging behaviour etc. etc. through additional classes / sessions. Liaison time /Monitoring and Recording	1 - 6

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

Budgeted cost**:**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support re: Challenging Behaviour	We continue to support and manage the rise of a diversity of needs for all our pupils across school and across a diversity of spectrums – challenging behaviours, autism, medical, social and independently.	5
Additional support to complex groups.	To support well-being, behaviour confidence, self - esteem and social interaction. Students have access to purposeful resources and environment i.e. outdoor equipment	3
Support re: Communication / Sensory and physical progress / behaviour / medical	To enhance and cement communication skills progress / strategies to support behaviour and inclusion with peer groups	1 2 4

Challenge number	Detail of challenge
1.	Additional staff employed to support pupils. Attainment on entry to Hope School and College is below the national average across English. Pupils have significant and complex diverse needs which affect their whole curriculum progress and impacts on their achievement and outcomes.
2.	Additional staff employed to support pupils. Attainment on entry to Hope School and College is below the national average across all areas. Pupils have significant complex and diverse needs which affect their whole curriculum progress and impacts on their achievement and outcomes.
3.	Additional staff employed to support and equip staff with relevant strategies to meet the needs of challenging behaviour across school

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 2024 to 2025 academic year.

Externally provided programmes

Due to diversity of complex needs Hope caters for across the whole school, programmes of work are always planned on an individual basis to support each child fully and for their individual programmes to be challenging in order for them to achieve their full potential.

Programme	Provider
Therefore, holistically whole school outcomes vary year to year as we record progress on an individual basis and not through Key Stages.	

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

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)

Our pupil premium strategy will be supplemented by additional activities that we are not funding using pupil premium or recovery premium.

Hope School prides itself in its commitment to a happy stimulating nurturing environment which embraces positive progress on an individual basis to the diverse and complex needs of all our pupils.

Our enthusiastic and motivational team of staff continue to drive and invest in developing and implementing new initiatives, training and resources:

- Team Teach Trainer Training
- Celebration Days
  e.g. Children in Need /World Book Day
- Ongoing Staff training re:
  - Safeguarding
- Zones of Regulation implemented where appropriate.
- Implement new Behaviour Smart system
- Staff to access training for Emotional Labour
- Successful Autism Accreditation recognition
- Implementation of 'Learning through Play'