

Pupil premium strategy statement 2025-2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	531
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Debbie Petts
Pupil premium lead	Margaret Hayes
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,500
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	£142,500

Part A: Pupil premium strategy plan

Statement of intent

At Hope Valley College, we aim **to inspire and nurture every student to be the best they can be**. This three year strategy aims to maximise the participation of DA students in all aspects of school life.

- Our curriculum is ambitious and wide ranging. We offer the range of qualifications that we know will unlock doors in the future and give our students the chance to access the most ambitious next steps they can. We support *all* students to follow this curriculum, with no narrowing
- We prioritise and promote chances to participate in the wider life of the school through a programme of extracurricular opportunities. We offer a range of leadership opportunities to students as they move through the school.
- We aim to build a sense of belonging by knowing every individual. We pride ourselves on fostering a positive and respectful school through relationships with young people and their families and we use our 'Attitudes to Learning' approach to promote those positive attitudes and celebrate success.
- Where students are finding it difficult to keep up, we provide targeted interventions to help with literacy, numeracy as well as wellbeing interventions to promote resilience and ensure students can be successful in school.

Challenges

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

Challenge number	Detail of challenge
1.	Attendance and persistent absence Because we are a rural school, many of our children and young people travel long distances to school. Travel problems and the lack of alternatives if a student misses the bus make our attendance challenge more difficult. At present, there is an attendance gap with Pupil Premium students attending less well. Pupil Premium students are at risk of falling into the Persistent Absence category. This has a clear correlation with lower outcomes at GCSE.
2.	Language and Communication Currently, some disadvantaged students have lower levels of reading, read less widely and lack the tier 2 and 3 vocabulary which is needed for academic success. Literacy difficulties make some classroom tasks more difficult for these students. Participation in lessons is less when students do not have well developed oracy skills.
3.	Attitude to Learning Participation in lessons is not always as active as it should be. Concerns

Challenge number	Detail of challenge
	about mental health and wellbeing make it difficult for some students to focus on the demands of GCSEs. Some students need support to develop study skills and resilience.
4.	Personal Development Participation in wider aspects of school life is lower in the disadvantaged cohorts. Our location makes it challenging for some students to access extra-curricular opportunities and leadership opportunities, especially after school.
5.	Attainment Gap There continues to be a gap in outcomes between disadvantaged students and their non disadvantaged peers at GCSE. This is linked to lower attendance levels. Interventions offered to students are not always effective and can be counter-productive.
6.	Next steps Some students in the disadvantaged cohort lack the cultural capital to confidently plan for their lives after school: this includes access to a narrower range of work experience opportunities, employers and post 16 providers. Our students do not lack ambition, but their life experiences and networks may limit what they believe is possible.

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
Higher levels of attendance at school and in lessons for disadvantaged students	Reduction in the gap between attendance rates at school between DA and non-DA cohorts.
Reduce the gap between disadvantaged students and their non disadvantaged peers at GCSE	Difference in P8 figure for non-DA students and DA students will continue to reduce to pre pandemic levels. Over three years we will aim for DA and Non-DA P8 figures to be in line with national statistics.
Improve the literacy skills and reading levels of disadvantaged students	Scores on STAR reading screening for DA students at the end of year 7 and 8 continue to improve in line with their non-DA peers. Students will be able to fully participate in lessons as their oracy and language skills improve
Improve the attitude to learning of disadvantaged students	The gap between ATL scores for DA and non-DA students will narrow further so that DA and non-DA students have the same ATL score.
Improve access to a wider range of personal development opportunities for those in the disadvantaged cohort	Registers for extracurricular clubs and trips show that DA students are just as likely to be part of Extracurricular as their non-DA peers. DA students take up careers opportunities and in a wider range of providers and access the full range of post 16 providers.

Activity in this academic year 2025-26

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: £54,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff professional learning to promote high expectations and boost subject knowledge	'Teach to the Top' – Aiming High for every learner	5
Oracy strategy	Oral language interventions EEF (educationendowmentfoundation.org.uk)	2 & 3 & 5
Reading to learn strategy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2 & 5
EAL support	Sheffield EAL/New Arrivals Team training	2
Additional capacity for English and Maths	Small group tuition EEF (educationendowmentfoundation.org.uk)	5
Learning resources	Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £44,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention review panels	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2 & 3 & 5
Reading Strategy: <ul style="list-style-type: none"> • Phonics • Fluency Focus • Word Power • Word Shark • Toe by Toe • Reading Buddies 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Every Child Counts	Every Child Counts: the independent evaluation technical report (DfE)	5
Exam preparation programmes: <ul style="list-style-type: none"> • Intervention classes • Revision sessions • Engagement with parents • Assembly and tutor time programme to support 	Small group tuition EEF (educationendowmentfoundation.org.uk)	3 & 5

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

Budgeted cost: £43,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development: PD coordinator to audit, track and promote the extra-curricular offer to DA students Financial contribution to reduce costs for some extra-curricular activities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Arts participation EEF (educationendowmentfoundation.org.uk)	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement new attendance strategy: involving pastoral and teaching staff in actions at different 'banded' levels, supported by new MIS.</p> <p>Family support worker</p>	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>1</p>
<p>Wellbeing interventions: including school counsellor and ELSA staff member</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4 & 5</p>
<p>Attitudes to Learning through:</p> <p>Assembly programme</p> <p>Tutor Programme and PSHE</p>	<p>https://www.thinkingmatters.com/news/fear-is-the-mind-killer-by-dr-james-mannion-and-kate-mcallister-2020</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>3 & 4</p>
<p>Careers programme: careers advisor to prioritise support for PP students</p>	<p>Independent review of careers guidance in schools and further education and skills providers - GOV.UK (www.gov.uk)</p>	<p>6</p>

Total budgeted cost: £142,500

Part B: Review of outcomes in the previous academic year

Pupil Premium funding budget allocations 2024-25

Total Pupil Premium Funding received	£140,106
Allocated:	£140,106
Teaching and Learning	£49,862
Academic Support	£40,226
Wider Strategies	£50,017

Pupil premium strategy outcomes 2024-25

This details the impact that our pupil premium activity had on pupils in the **2024 to 2025** academic year.

At the end of the first year of this three-year strategy, aspects of our plan are beginning to have an impact.

Personal development opportunities for DA students are strong. The tracking of attendance and clubs and visits has enabled targeted invitations and the number of DA students attending clubs grew between term 2 and term 3.

Continuing professional development for staff has enabled teachers to focus on means of participation for students. External QA visits have recognised the well embedded use of checking for understanding and a no hands up approach. Retrieval practice is routine across the school. Oracy activities are increasingly used to support students' literacy development.

The attendance strategy has reduced the number of persistently absent students but the gap between disadvantaged students and non-disadvantaged students has not narrowed.

The gap between Attitude to Learning grades for DA students and the cohort as a whole has not narrowed yet. However, in the new year 11 cohort, the gap has narrowed to 0.09 of a grade.

Progress 8 figures are not available for this cohort. However, analysis of basic measures of attainment in English and Maths show that the gap between DA and non DA students remains significant.

Hope Valley College is committed to implementing the improvements on our DA implementation plan to ensure that all students can fulfil their potential.

Externally provided programmes

Programme	Provider
Embedding Formative Assessment	SSAT
Oracy programme – Discover Classroom Practice	Voice 21

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not reported separately n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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