

Pupil premium strategy statement – Hoe Valley School

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	890
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2-year plan
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	L. Owoh
Pupil premium lead	T. Robinson
Governor / Trustee lead	C. Hamilton-Wilkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£232105

Part A: Pupil premium strategy plan

Statement of intent

The aim of the strategy is to reduce the disparity in the attainment gap & opportunities between our disadvantaged students and those who are not disadvantaged.

We continually review the best means to improve the achievement of all our students with special regard to those who are disadvantaged or vulnerable in any way. We work flexibly to ensure that all children receive the support they need in order to achieve their full potential.

High-quality teaching and intervention is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Challenges

Challenge number	Detail of challenge
1	<u>Teaching</u> Ensuring enough capacity and support is available for teachers to plan & deliver high quality teaching for disadvantaged students.
2	<u>Targeted support</u> Delivering a curriculum provision to allow students with lower prior attainment to make substantial progress; so that they can appropriately access the Key Stage 3 curriculum. As students' progress into the Key Stage 4 curriculum, making sure that effective and personalised support is available to achieve positive outcomes that will maximise their life chances. Finally, ensuring that students have suitable aspirations and belief to follow different pathways post 16 and beyond.
3	<u>Wider</u> Attendance of disadvantaged students being lower than the rest of our cohort and many significant barriers exist that prevent connection with school.
4	<u>Wider</u> Breadth and depth of mental health concerns across the student population compounded by overstretched external support services.

Intended outcomes

Intended outcome	Success criteria
Increase the Attainment 8 score of disadvantaged students and close the attainment gap to those who are non-disadvantaged.	Improve Attainment 8 score to 42 for Year 11 in comparison to previous year 11 cohort (30.7 in 24/25) and narrowing of gap to non-disadvantaged cohort in Year 11 (45.6 in 24/25).
Increase the percentage of Grade 5+ in English and Maths for disadvantaged students and close the gap to those who are non-disadvantaged.	Increase the percentage of Grade 5+ in English Maths to 36% for Year 11 in comparison to previous Year 11 cohort (31.6% in 24/25) and narrowing of gap to non-disadvantaged cohort in Year 11 (37% in 24.25).
Increase the attendance of disadvantaged students and close the gap to those who are non-disadvantaged.	Continue to increase the attendance of disadvantaged students to over 90% (85.3% in 24/25) and close the gap to those who are non-disadvantaged (93.3% in 24/25)
Increase the % of disadvantaged students who are entered for the EBacc so that they experience a broad curriculum that opens doors to a wider range of future post-16 opportunities.	Increase the % entry of students for Year 11 who are disadvantaged to over 35% (28% in 24/25).
Improve the progress of disadvantaged students in the Year 7 and 8 nurture groups to support their access to the Key Stage 3 curriculum to build solid foundations for Key Stage 4.	Review assessment data produced for Key Stage 3 nurture groups and evaluate progress across the year and any improvements.
Increase the number of disadvantaged students who can access extra-curricular opportunities and increase their cultural capital and future aspirations.	Produce more robust data to examine trends in disadvantaged students' access to extra-curricular opportunities and ensure improvement from last academic year.
Increase the impact of mental health support mechanisms in school on disadvantaged students to improve their wellbeing and connection with school.	Use 'Bounce' survey and other student voice mechanisms to effectively analyse the impact of support and quantify improvement during the academic year for disadvantaged students.

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: £139,264

Activity	Evidence	Challenge number(s) addressed
<p>Provide high quality professional development opportunities to staff to support disadvantaged students in the classroom.</p>	<ul style="list-style-type: none"> ● Provide effective CPD to teaching staff to ensure all students, particularly those who are disadvantaged, receive high quality teaching and evaluate the impact. This will be delivered in a refreshed format for 'professional learning' based on new whole school teaching and learning principles: <ul style="list-style-type: none"> ○ Challenge ○ Personalised ○ Relevant ○ Engaging ● Facilitate our SENCO and personalisation team's attendance at external training / network meetings to bring best practice into school and cascade to staff. ● Facilitate training for staff on 4Matrix to allow more effective tracking and analysis of disadvantaged students progress and attainment across the school. ● Revisit WRAP (wellbeing, resources, assessment for learning, print) approach to effectively supporting disadvantaged students in the classroom and ensure consistent implementation. 	1,2
<p>Improve literacy in all subject area through improvement in disciplinary literacy which is key for students, particularly disadvantaged, as they learn new concepts in each subject.</p>	<ul style="list-style-type: none"> ● Implement best practice in subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. 	1,2
<p>Continue to utilise our SENCO, with Key Stage 2 background, to support disadvantaged students with low Key Stage 2 SAT's results in Year 7 within the 'nurture group' to improve their progress in English & Maths.</p>	<ul style="list-style-type: none"> ● Monitor progress in core subjects for year 7 nurture group in comparison to rest of cohort. ● Evaluate quality of teaching through school quality assurance mechanisms. 	1,2
<p>Develop 'nurture group' programme into Year 8 to continue to support disadvantaged students in core subjects while also bridging the gap to Key Stage 4.</p>	<ul style="list-style-type: none"> ● Monitor progress in core subjects for year 8 nurture group in comparison to rest of cohort. ● Evaluate quality of teaching through school quality assurance mechanisms. 	1,2

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

Budgeted cost: £48,742

Activity	Evidence	Challenge number(s) addressed
Provide structured high quality small- group intervention in core subjects at Key Stage 4 to support disadvantaged students who require intervention and also students who are underperforming due to a variety of factors.	<ul style="list-style-type: none"> Continue to provide additional NEA and small group intervention after-school in all subjects from the start of the academic year and quality assure attendance and delivery. Continue to provide additional Maths & English sessions, led by subject specialists during student's independent study time on their timetables and quality assure delivery. Continue to provide additional Maths, English & Science small group intervention during study support sessions, if students have dropped a subject and quality assure delivery. 	2
Ensure that all disadvantaged students have the resources that they need in the classroom to be successful.	<ul style="list-style-type: none"> Create / purchase additional revision resources, aimed at ensuring year 11 students not achieving 4+ in these subjects go on to do so. Continue to purchase and provide revision guides and any other required equipment for students in years 7 to 10. 	2
Review and improve peer tutoring programme for disadvantaged students using Sixth Form students.	<ul style="list-style-type: none"> Apply more rigour in selection of sixth form students. Evaluate impact of sessions through testing. Offer rewards to Sixth Form students to engage fully in programme. 	2
Provide targeted intervention programmes for reading and Maths	<ul style="list-style-type: none"> Continue to use Lexia with targeted students and evaluate impact. Continue to use functional skills qualification with targeted students and evaluate impact. 	2

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

Budgeted cost: £44,099

Activity	Evidence	Challenge number(s) addressed
Enhance cultural capital of disadvantaged students through providing them with unique tailored	<ul style="list-style-type: none"> Continue to use the 'Brilliant Club Scholars' programme for year 8 students to enhance their exposure to higher education and build student's aspirations and evaluate impact. 	3,4

<p>opportunities at Key Stage 3 & 4.</p>	<ul style="list-style-type: none"> • Continue to use the 'HEON programme' for Year 10 students, designed at getting our most disadvantaged students' additional revision as well as motivated to explore wider range of Post-16 options and evaluate impact. • Continue to use 'Rising Futures' mentoring programme for Year 8 and evaluate impact. • Continue to support disadvantaged students to access trips and visits and additional qualifications such as Duke of Edinburgh. • Ensure disadvantaged students are prioritised for careers guidance meetings and offered opportunities for follow up appointments and also meetings with parents present. 	
<p>Improve the attendance of disadvantaged students.</p>	<ul style="list-style-type: none"> • Continue to run 'Breakfast Club' to support the attendance of our disadvantaged pupils. • Continue to develop our attendance monitoring process to target the attendance of disadvantaged students and provide interventions through tutors, heads of year and our attendance officer. • Review embedding further the good practice set out in DfE's guidance on working together to improve school attendance. • Implement student voice activities with disadvantage students to identify and break down barriers to school. • Maximise capacity for attendance officer to conduct home visits for students to build relationships and break down barriers. 	<p>3,4</p>
<p>Ensure disadvantaged students are identified and receive effective mental health and wellbeing support.</p>	<ul style="list-style-type: none"> • Utilise ELSA trained staff effectively within school. • Utilise mental health lead to provide targeted support with disadvantaged students who require it. • Work with outside agencies, such as mental health support workers, to provide support for disadvantaged students. • Evaluate 'Bounce' survey to quantify impact of mental health provision on disadvantaged students and rest of our cohort. 	<p>3,4</p>
<p>Ensure all students are able to participate fully in all curriculum activities.</p>	<ul style="list-style-type: none"> • Continue to provide necessary resources to disadvantaged students such as uniform, classroom equipment, PE kit etc. 	<p>3,4</p>

Total budgeted cost: £ 232105

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2025

Aims	Outcome
To achieve an Attainment 8 score for above 46 for disadvantaged students in Year 11.	Disadvantaged students achieved an Attainment 8 score of 30.7 (national average = 41.9) with the rest of the cohort achieving 45.6 (national average = 45.9)
To achieve above 45% Grade 5+ in English and Maths for disadvantaged students in Year 11.	Disadvantaged students achieved 31% at Grade 5 or above in English and Maths (national average = 25.6%) with the rest of the cohort achieving 37% (national average = 45.2%)
To improve attendance of disadvantaged students to above 94%	Disadvantaged students achieved an attendance figure of 85.3% which is an increase from 82.0% in 23/24.
To achieve 18% of students in year 11 to be entered for the EBacc.	28% of disadvantaged students qualified for the EBacc (national average = 24.5%) with rest of the cohort achieving 38% (national average = 40.5%)
Recruit additional teachers, to facilitate smaller class sizes at GCSE.	Due to financial constraints in the school, additional teachers were not recruited.
Recruit a specialist nurture teacher from Key Stage 2, to support students in Year 7 who have lower than average SATS results.	A specialist nurture was employed and also promoted to SENCO. A second SENCO was also appointed to allow capacity for more effective support across the whole school for disadvantaged students and those with SEND.
Provide professional development opportunities e.g. training to help support retention of staff and additional support for ECTs.	A variety of CPD sessions and INSET day training was delivered with focus on supporting disadvantaged students and those with SEND, including a specific lesson observation programme focussed on staff supporting these learners. A 'Bridging the Gap' initiative was implemented with all teaching staff to develop their practice in working individually with disadvantaged students on the quality and organisation of work they produce. Trained two additional members of staff in ELSA to support students with SEMH needs.
Provide structured small-group intervention in core subjects at Key Stage 4 to ensure the number of students achieving grade 5+ in English and Maths is well above national average.	Disadvantaged students achieved 31% at Grade 5 or above in English and Maths (national average = 25.6%) with the rest of the cohort achieving 37% (national average = 45.2%)
Deliver an alternative curriculum provision to allow students with lower prior attainment to make substantial progress so that they can appropriately access the Key Stage 3 curriculum and then in turn the Key Stage 4 curriculum.	A 'nurture' group was set up for year 7 within the timetable to allow students more personalised support in English and Maths in a smaller group setting with a specialised teacher. This approach had a positive impact on student progress and attendance in school.

<p>Enhance cultural capital of disadvantaged students through providing them with unique tailored opportunities at Key Stage 3 & 4, such as trips, work experience, careers meetings.</p>	<p>92% (175 out of 190) of disadvantaged students accessed tailored opportunities across the academic year with the following numbers of students involved in key opportunities:</p> <ul style="list-style-type: none"> ○ Duke of Edinburgh - 5 students out of 30 in year 9 received DofE support, 17 offered support but declined. ○ Rising Futures- 9 out of 45 students in Year 8 accepted places on programme. ○ Brilliant Club – 11 out of 45 students in Year 8 accepted places programme. ○ HEON Programme – 5 out of 31 students in Year 10 accepted onto programme.
<p>Improve the attendance & outcomes of disadvantaged students by raising their aspirations, through ensuring they are firstly well- resourced and can access all of their curriculum areas, this includes resources for learning for both inside and outside of the classroom (music lessons, PE equipment, additional software etc.).</p>	<p>60% of (115 out of 190 students) were supported with classroom resources, music lessons equipment or uniform.</p>

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
Lexia English Language Development Programme	Lexia Learning
Brilliant Club Scholar Programme	The Brilliant Club
HEON Programme	Higher Education Outreach Network
Rising Futures Programme	Yes Futures
Bounce Survey	Bounce Together