

Pupil Premium Strategy Statement

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
School name	The Hub School
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	74.68%
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Paul Grimes/ Jack Rollo
Pupil Premium Champion	Heather Howard
Governor / Trustee lead	Helen Shepherdson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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	£79,450
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Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intent is to support disadvantaged pupils by removing key educational, social, and emotional barriers to success, enabling them to make meaningful progress and achieve positive outcomes across all areas of school life. We are committed to ensuring that no pupil is disadvantaged compared to their peers due to circumstances beyond their control.

At the core of our curriculum is high-quality teaching and learning. All teaching staff understand that high quality first-wave teaching is the most effective approach to closing the attainment gap for disadvantaged pupils. We are dedicated to delivering lessons that are engaging, purposeful, and challenging, fostering high expectations for all pupils.

We place strong emphasis on literacy and vocabulary development, recognising their critical role in academic achievement, future learning, and employment opportunities. Upon transition to secondary education, we use a range of diagnostic assessments to identify the cognitive and learning needs of all pupils. These insights guide targeted academic interventions designed to raise attainment for pupils from disadvantaged backgrounds. We also consider broader challenges such as attendance, ensuring that school leaders and teachers maintain a comprehensive understanding of the obstacles faced by disadvantaged pupils.

Our robust pastoral provision provides effective support for behaviour and social-emotional needs, recognising that these factors can influence academic progress. We recognise the role parents/carers play in supporting their children in developing academically and socially. Therefore, we work closely with families, and other external agencies. Where families face barriers in engaging with school, we support them in overcoming these barriers through strong parent/school partnership working.

To maximise the impact of our Pupil Premium strategy, monitoring and evaluation are continuous and embedded within our School Improvement Plan, ensuring ongoing refinement and effectiveness.

Challenges

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

Challenge number	Detail of challenge
1	Pupils are not 'school-ready' upon entry to the school. Disadvantaged pupils perform less well than other pupils nationally. Disadvantaged pupils perform less well in external exams than non-disadvantaged pupils nationally.
2	Disadvantaged pupils often have lower literacy levels - in terms of oracy, reading comprehension and vocabulary. Low reading ages and ability with extended writing having an impact across the full range of academic subjects. The vocabulary gap and low literacy skills are a barrier to learning for a high proportion of disadvantaged pupils. Pupils with low prior attainment or low literacy and numeracy skills require additional specialist support to catch up and enable effective access to the full curriculum.
3	Difficulties in emotional regulation impacting ability to engage successfully with learning. Increased levels of social, emotional mental health issues impacting socially and academically.
4	Patterns over previous years indicate that our disadvantaged pupils have higher rates of absence than our non-disadvantaged pupils. Disadvantaged pupils also make up a disproportionate number of our persistently absent pupils. Previous academic year attendance for all pupils was 71.35% compared to attendance for PP pupils at 68.34%
5	Inconsistencies in effective classroom practices disadvantage PP pupils more than others. All PP pupils need to be able to access high-quality teaching, in all subjects, and appropriate levels of challenge from subject specialists. Inconsistencies in effective teaching impact disadvantaged pupils more than other pupils. All pupils need to be able to access high-quality teaching, in all subjects, and appropriate levels of challenge from subject specialists.

6	Lack of parental/carer engagement can influence pupil attendance, academic progress, future aspiration and attitudes towards school and homework. Low parental engagement which can lead to lower levels of ambition in pupils. This lack of parental engagement can mean it is challenging to develop an effective intervention strategy for disadvantaged pupils.

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
Appropriate targeted interventions are implemented and have successful impact on addressing any historic gaps in learning and/or support social and emotional development; so that pupils can better access the curriculum and possess the social skills to become successful.	Early identification of specific areas for support allows for a bespoke package of support and intervention, based on individual pupil needs.
Pupils have high aspirations for learning and have the necessary skills and confidence to access challenging academic work. Pupils are able to work through any social and emotional difficulties with a consistent package of support.	Pupils access the appropriate support networks in school to work through any social and emotional challenges they face and return to learning as quickly as possible with as minimal impact as possible. Support identified and monitored through the graduated response
Target pupils receive regular interventions for basic skills in literacy and numeracy on a one-to-one basis, focusing on baseline assessment, areas for development and 'plugging the gaps' in missed learning. Interventions to be at the pace of the pupil	Targeted pupils are making progress in literacy and numeracy, allowing them to close gaps with their peers and be able to access deeper levels of curriculum content. The curriculum depth allows gaps to be identified and swiftly addressed, allowing pupils to be working on the most appropriate pathway.
Improve Well Being	Improved wellbeing will be evident via Improved attendance, increased extra-

	curricular participation, pupil voice, a reduction in average behaviour points and suspensions for disadvantaged cohort
Improve attendance to school and positive attitudes to learning are demonstrated to achieve the best possible outcomes, both now and in the future.	Pupil attendance and engagement will increase, ensuring pupils are in the best-possible position to be successful Whole School PP Aspirational Target - Above 90%
Improve engagement of parents and carers	Increased percentage of disadvantaged parents and carers engaging with school.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Teaching & Learning CPD delivered by Lead Practitioners (SLT, School Development Leads and Heads of Department) Specific CPD offer to support the professional development and implementation of Approaches, supporting the recruitment and retention of staff	The EEF (Education Endowment Foundation) research suggests meta-cognition and self-regulation can have very high impact (up to +7 months) for very low cost. EEF Support for Schools	1, 2, 5

'Pupil Profile' information added and shared with all staff. 'Graduated Response' process to identify targeted intervention plans for individuals within their social/ emotional and personal development	The EEF (Education Endowment Foundation) research suggests social and emotional learning can have moderate impact (up to +4 months) for very low cost. EEF Social & Emotional Learning
Development of curriculum pathways to allow pupils to successfully access the curriculum despite gaps in prior learning. Personalised 'Performance Development Review's and identification of specific CPD for all staff	The EEF (Education Endowment Foundation) research suggests meta-cognition and self-regulation can have very high impact (up to +7 months) for very low cost.

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

Budgeted cost: 1:1 tuition £15,000 and £15,000 Intervention

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing size and capacity of 'Pupil Support Team' In order to develop a tiered approach to support. Embedding programmes of support which is most appropriate and impactful to the social emotional/ pastoral development of our pupils. This is supported by ongoing assessments and judgements of pupil wellbeing through specific assessment tools	According to the EEF research, the use of social and emotional learning shows +4 months progress on attainment. For pupils with SEND, having the language to be able to express emotions is a constant area for development and support: The wellbeing team provide personalised intervention for individuals and groups based on need as assessed by the class team and the wellbeing team. This varies widely across the cohort of learners in school. EEF Social & Emotional Learning	1 3 6

Mental Health and Wellbeing become part of a pupil's regular timetable in order to have a further-reaching approach, raising the profile and increasing awareness of specific topics. Dedicated, appropriately trained staff delivering bespoke packages of support.	The EEF (Education Endowment Foundation) research suggests social and emotional learning can have moderate impact (up to +4 months) for very low cost. EEF Social & Emotional Learning	
Targeted use of internal external networks to further enhance our wellbeing offer, including: • The Hub School Outreach • Therapeutic Outreach Services • Curriculum amendments and introduction of 'Project 5' • Re-engagement Pathway	The EEF (Education Endowment Foundation) research suggests social and emotional learning can have moderate impact (up to +4 months) for very low cost. The EEF (Education Endowment Foundation) research suggests collaborative learning approaches can have high impact (up to +5 months) for very low cost.	

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions overseen by the Head of English and LSO who completes Literacy interventions. Specific package for phonics and reading through Literacy Gold	The EEF (Education Endowment Foundation) research suggests oral language interventions and reading comprehension strategies can have very high impact (up to +6 months) for very low cost. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. EEF Improving Literacy in Secondary Schools	2 3 5

Development in reading areas across the school to further promote and support a whole-school approach to reading	The EEF (Education Endowment Foundation) research suggests oral language interventions and reading comprehension strategies can have very high impact (up to +6 months) for very low cost DFE Research Evidence on Reading for Pleasure
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Wider strategies (for example, related to attendance, behaviour, wellbeing and outreach)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Learning Mentors who specifically support with attendance and engagement issues for Vocational Pathway pupils	The EEF (Education Endowment Foundation) research suggests parental engagement can have moderate impact (up to +4 months) for very low cost. EEF Supporting School Attendance	3 4 5 6
A reward and incentive programme to promote positive attendance trends and meeting individual targets	The EEF (Education Endowment Foundation) research suggests social and emotional learning can have moderate impact (up to +4 months) for very low cost. EEF Supporting School Attendance	

Additional transport support where required to ensure all pupils have access to transport to and from their provision	The EEF (Education Endowment Foundation) research suggests parental engagement can have moderate impact (up to +4 months) for very low cost.	
Pupils, from all backgrounds, are offered a free breakfast in school. This service is utilised by a significant number of disadvantaged pupils.	There is strong evidence on the impact breakfast has on the learning of pupils. EEF Breakfast Clubs	
All trips and visits are fully subsidised including: Curriculum, DofE, Careers, rewards, Arts and Culture and sporting activities	The EEF (Education Endowment Foundation) research suggests curriculum support for secondary age pupils tends to be more effective at +5 months across an academic year. DFE Extra Curricular Activities	
Wellbeing intervention offer	The average impact of behaviour interventions is four additional months' progress over the course of a year. Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. EEF Social & Emotional Learning	

Improved Parental / Carer Communication	The EEF (Education Endowment Foundation) research suggests parental engagement can have moderate impact (up to +4 months) for very low cost. EEF Parental Engagement
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Total budgeted cost: £79,450

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 2025 to 2026 academic year.

1. Pupils are not 'school-ready' upon entry to the school 50% of students enrolled on the Literacy Gold Phonics programme successfully completed the programme and progressed onto Literacy Gold reading and comprehension, demonstrating positive development in their reading and phonics skills. 50% of students who completed a follow-up reading age assessment showed an improvement compared with their initial baseline assessment. One pupil demonstrated significant progress in his reading ability, increasing his reading age by 1 year and 10 months after completing 25 comprehension-focused reading lessons through Literacy Gold. Another pupil made substantial progress in his phonics knowledge over the academic year. At the beginning of the year, he could confidently identify 68% of the RWI phonics sounds. By the end of the academic year, this had increased to 97%, representing an improvement of 29 percentage points. 2. Social & emotional needs limit curriculum access and progression A tiered approach to interventions and support for social emotional mental health, wellbeing and social development was implemented partly through the appointment of outreach practitioners and widening the pastoral team as well developing their knowledge through training courses/ qualifications. Evidence demonstrates a reduction in fixed term suspensions through targeted interventions and the implementation of personalised outreach packages of support. These packages were both planned/proactive as well as reactive in order to respond to the emerging needs of individuals. Additional capacity within the pastoral support team has allowed us to work with individuals on their self-regulation, self-management and resilience in overcoming challenges. 3. Limitations in basic skills inhibits learning The implementation of more academic interventions and interventions taking place on a more regular basis has provided consistency for pupils who are placed onto intervention pathways. A particular highlight in numeracy was a pupil accessing one

to one maths intervention. Across one academic year, their numeracy age increased from 11 years and 2 months to age. This is across one academic year and is due to both staffing allocation of intervention staff as well as academic intervention packages and the variety of these for both one to one withdrawal and I class support. Following an asset and quality check of IT equipment across departments, the report came back stating the equipment was not viable to continue. In order to support both interventions as well as classroom teaching, investment was made in our IT equipment. Each department having their own resources, has positively impacted planning for need. Two of the three Maths have received SMART boards which has significantly improved the teaching and learning and thus pupil engagement.

4. Attendance/Engagement issues

Targeted interventions and individual attendance support plans have shown a significant increase in attendance and a reduction in persistent absenteeism. There has been an increased focus on the most complex disadvantaged pupils who showed emotional school-based avoidance who are now accessing education regularly showing increased attendance and engagement. For example, one pupil had 32% attendance across autumn term, this increased to 57% across spring term and summer term attendance was 61.6%

the introduction of the programme A-Star attendance has seen improvements to the monitoring of attendance and early identification of absence patterns which has resulted in improved attendance action plans being implemented.

Externally provided programmes

Budgeted Cost £3,450

Programme	Provider
Literacy Gold	Literacy Gold
Sparx Maths	Sparx Maths
TT Rock Stars	TT Rock Stars
Outreach	The Hub School

Additional programmes	Providers
Maths intervention programmes	Maths Box Access Maths

Further information

We understand that the vast majority of our pupils thrive in a learning environment that has been unachievable in their previous setting. We ensure all our class sizes are small in group number and have a high adult to pupil ratio in order to offer the most effective level of support wherever possible.

There has been a significant focus on staff CPD in order to develop knowledge and understanding of meeting individual SEND needs. There has also been a significant

focus on tier levels of support and developing personalised provision that supports the most complex and disadvantaged learners.