

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	158
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Paul Grimes
Pupil Premium Champion	Heather Howard
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,270
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	£78,270

Part A: Pupil premium strategy plan

Statement of intent

We aim to support disadvantaged pupils in removing key educational, social and emotional barriers to success, allowing them to make progress and achieve positive outcomes in all areas of school. We strive to ensure that no pupil is at a disadvantage to their peers because of circumstances beyond their control.

High quality teaching and learning is at the heart of any successful curriculum. All our teaching staff are aware that quality first teaching is proven to have the greatest impact on closing the disadvantaged gap and our intention is to provide lessons that are motivating, purposeful and challenging; encouraging high expectations from all of our pupils.

We place a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. We use a range of diagnostic assessments on transition to the secondary setting to identify cognition and learning needs of all pupils. These results are used to identify individual needs and inform targeted academic interventions that contribute to the attainment of pupils from disadvantaged backgrounds. We always take into account wider challenges, such as attendance, and ensure that school leaders and teachers have an in depth understanding of the challenges that disadvantaged pupils face.

Our robust pastoral system ensures that pupils are supported effectively with behaviour and social and emotional support, which may sometimes impact on their academic attainments.

To ensure our Pupil Premium strategy is effective, our monitoring and evaluation processes are cyclical and an integral part of our School Improvement Plan.

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.

2	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 personally, socially and academically.
4	Pupils with low attendance are more likely to miss key learning over 5 years, directly impacting on outcomes. Last academic year attendance for all pupils was 68.24% and attendance for disadvantaged pupils was 65.69%
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.
6	Lack of parental/carer engagement can influence pupil attendance, academic progress, future aspiration and attitudes towards school and homework.

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.

<p>Pupils gain the required skills and knowledge in literacy and numeracy in order to be able to access the curriculum in further depth. The historic gaps in areas are addressed quickly through targeted interventions and support.</p> <p>Curriculums are planned to allow pupils to improve bridging skills and skills in knowledge retention to advance onto a progressive curriculum through time</p>	<p>Targeted pupils are rapidly 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.</p>
<p>Improve attendance to school and positive attitudes to learning are demonstrated in order to achieve the best possible outcomes, both now and in the future.</p>	<p>Pupil attendance and engagement will increase, ensuring pupils are in the best-possible position to be successful</p> <p>Whole School PP Aspirational Target - Above 90%</p>

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: £ 14, 960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Teaching & Learning CPD delivered by Lead Practitioners (SLT, School Development Leads and Heads of Department)</p> <p>Specific CPD offer to support the professional development and implementation of approaches</p> <p>Supporting the recruitment and retention of staff</p>	<p>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</p>	

<p>'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</p>	<p>The EEF (Education Endowment Foundation) research suggests social and emotional learning can have moderate impact (up to +4 months) for very low cost</p>	<p>1, 2, 5</p>
<p>Development of curriculum pathways to allow pupils to successfully access the curriculum despite gaps in prior learning. Personalised Performance Development Reviews and identification of specific CPD for all staff</p>	<p>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</p>	

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

Budgeted cost: £ 35, 145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing size and capacity of 'Pupil Support Team' implement a tiered-approach to support, implementing specific programmes of support which is most appropriate and impactful for their needs. This is supported by ongoing assessments and judgements of pupil wellbeing through specific assessment tools</p>	<p>The EEF (Education Endowment Foundation) research suggests social and emotional learning can have moderate impact (up to +4 months) for very low cost</p> <p>The EEF (Education Endowment Foundation) research suggests behaviour interventions can have moderate impact (up to +4 months) for low cost</p>	<p>1, 3, 6</p>
<p>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 delivery bespoke packages of support</p>	<p>The EEF (Education Endowment Foundation) research suggests social and emotional learning can have moderate impact (up to +4 months) for very low cost</p>	

<p>Targeted use of internal external networks to further enhance our wellbeing offer, including:</p> <ul style="list-style-type: none"> • The Hub School Outreach • Therapeutic Outreach Services • Duke of Edinburgh Silver Award • Curriculum amendments and introduction of 'Project 5' 	<p>The EEF (Education Endowment Foundation) research suggests social and emotional learning can have moderate impact (up to +4 months) for very low cost</p> <p>The EEF (Education Endowment Foundation) research suggests collaborative learning approaches can have high impact (up to +5 months) for very low cost</p>	
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Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy interventions overseen by the Head of English and Director of Learning, including the use of specific packages for Phonics- Fresh Start Phonics through Ruth Miskin and Reading Plus Solutions</p>	<p>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</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	<p>2, 3, 5</p>
<p>Purchasing and implementation TT Rockstars and Sparx Maths alongside the curriculum content of Whiterose Maths, to further support existing numeracy interventions</p>	<p>The EEF (Education Endowment Foundation) research suggests mastery learning can have high impact (up to +5 months) for very low cost</p>	
<p>Development in reading areas across the school to further promote and support a whole-school approach to reading</p>	<p>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</p>	
<p>Increased use of technology in class and during interventions through both laptops and tablets for interactive programme</p>	<p>The EEF (Education Endowment Foundation) research suggests mastery learning can have high impact (up to +5 months) for very low cost</p>	

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

Budgeted cost: £ 12,665

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	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	
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	
All trips and visits 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	

Total budgeted cost: £ 78,270

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 2023 to 2024 academic year.

1. Pupils are not 'school-ready' upon entry to the school

60% of pupils who positively accessed the reading interventions made accelerated progress of +6 months or more. 10% of pupils made between 1.5-3 Years progress. We would like to build on this success across both literacy and numeracy next year as this is an area which we know that both new and existing pupils may have gaps in key skills and knowledge which is preventing them on accessing more challenging learning

2. Social & emotional needs limit curriculum access and progression

A more effective and enhanced in-class support approach resulted in more successful outcomes for individual pupils towards personalised targets. A further reduction in fixed term exclusions and level 3 behaviour incidents shows evidence of pupils accessing this support to better self-regulate. Case studies show a number of pupils have made significant progress in their ability to self-regulate and self-manage, which has subsequently allowed them to develop better learning habits in addition to social developments.

3. Limitations in basic skills inhibits learning

A more effective curriculum enables pupils to access basic skill development and foundation learning to 'master' key skills and knowledge, which allows them to further access a more progressive curriculum and qualification pathway. This key curriculum work will further develop in 22-23

4. Attendance/Engagement issues

Pupils continue to demonstrate an increased engagement with education and case pupils in attendance show significant improvements with historical attendance in pupils' previous settings. Case studies of targeted intentions show progress in both attitudes to learning and behaviour.

Externally provided programmes

Programme	Provider
Fresh Start Phonics	Ruth Miskin
Reading Plus	Reading Solution
Sparx Maths	Sparx Maths
TT Rock Stars	TT Rock Stars
Outreach	The Hub School
Run with It Hull Programme	Run With It Education Centre
Therapeutic Outreach	Barnardo's Life Skills Hub

Service pupil premium funding (optional)

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

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.