

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Skills Hub
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	61.29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paul Chambers Principal
Pupil premium lead	Chiara Lane Deputy Principal
Governor / Trustee lead	Suzanna Challenger Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,217.50
Recovery premium funding allocation this academic year	£17,263
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	£44,480

Part A: Pupil premium strategy plan

Statement of intent

- We aim for our young people to lead a happy and holistically prosperous life by developing the skills for them to move successfully along their life journeys. This includes academic outcomes that reflects the best of their abilities, being able to sustain relationships and employment and maintaining healthy households. Our curriculum is designed to deliver the central vision for our students – Providing the Tools for Mastery. These are the knowledge and skills which will enable them to make successful transitions at each point in their school career, whether it be back to mainstream schooling, from KS3 to KS4 or their transition to further education, training, or employment post 16. In addition, through a curriculum enriched by a range of planned activities and experiences, we aim that all students will become active and responsible members of the wider community, making positive contributions to the well-being of present and future generations.
- This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils and to increase their life chances.
- We aim to:
 - a) Accelerate achievement for students throughout the school, with some exceeding expectations via the provision of better resources and an improved support system.
 - b) Improve standards of behaviour and educational and emotional wellbeing within the school that are sustainable and transferable

Challenges

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

Challenge number	Detail of challenge
1	Various assessments, observations, safeguarding concerns in addition to discussions with students and families illustrate the impact of the COVID-19 pandemic on mental health and wellbeing, resulting in increased barriers to engagement and learning.
2	We have been able to determine through observations and assessments that disadvantaged students generally require access arrangements to ensure parity with other students.
3	Teaching and support staff skills need to meet the increased complex needs of our disadvantaged students.

4	Our assessments, observations and discussions with students and families have shown that our disadvantaged students have fewer opportunities to access offsite learning activities or extra-curricular clubs
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Intended outcomes

Intended outcome	Success criteria
Improved mental health and wellbeing	Pupil premium students achieve merits in line with non-eligible pupils and consequently develop improved behaviours for learning.
Continued positive attainment for disadvantaged students across academic and non-academic assessments.	Assessment and progress data will demonstrate that the attainment gap between non-disadvantaged and disadvantaged students will continue to be very slight if not non-existent as it is now and at the end of our strategy in 2025
Disadvantaged students have greater confidence and are able engage more with the wider community and prepare for adulthood.	Staff are more equipped to support the needs of students by building positive relationships. Pupil premium students will have high rates of attendance and increased parental engagement in line with non-eligible students.
Disadvantaged students will experience a range offsite learning activities intended to familiarise students with everyday essential knowledge and broaden their cultural capital and life skills.	An annual school audit will capture the curriculum planning, student interventions, and work experience opportunities that have contributed to the development of everyday skills in contrasting settings.

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.

Budgeted cost: £8,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Bespoke training to support students' needs. This includes: CPD on Attachment, Separation and Loss. Continual staff training on Trauma informed practice and de-escalation to continue to improve student's behaviours for learning.</i>	The education inspection framework: overview of research January 2019 (P47), states there is evidence that well designed CPD programmes can have a positive impact on outcomes for students. https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research	1,3
<i>Create capacity for subject leads to develop their curriculum area</i>	The education inspection framework: overview of research January 2019 (P10), emphasises the importance of support for teachers in developing their subject specialism, in order to maintain positive outcomes for students. https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research	1,3
<i>Adapting teaching to improve outcomes: strategies for differentiated teaching</i>	The education inspection framework: overview of research January 2019 (P16/17), discussed the importance of different levels and types of support for teachers that are likely to show student progress. https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research	1,3
<i>One-to-one off timetable extra-curricular interventions</i>	Targeted gym interventions with students learning how to regulate their behaviours and improve confidence https://www.teachertoolkit.co.uk/2019/06/24/extra-curricular-sport/	1,3,4
<i>CPD on Good Career Guidance and how careers can be integrated within the curriculum in line with the Gatsby Benchmarks.</i>	Embedding good career guidance in schools All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. https://nustem.uk/careers/cpd https://www.gatsby.org.uk/education/focus-areas/good-career-guidance	1

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

Budgeted cost: £20,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Educational Psychologist to assess students for exam access arrangements and to identify barriers to learning</i>	Department for Education’s Research on the Educational Psychologist Workforce reports on how critical they are to ensuring high quality special educational needs and disability provision March 2019 (P11)	1,2
<i>Numeracy one-to-one support for disadvantaged learners</i>	In our efforts to increase the life chances of our young people and in preparation for their onward destinations we recognise that poor maths skills are a barrier https://www.kcl.ac.uk/news/research-reveals-how-poor-maths-skills-are-holding-the-uk-back	1,2
<i>Literacy one-to-one support for targeted disadvantaged learners to develop a love for reading</i>	Literacy is about people’s ability to function in society as private individuals, active citizens, employees, or parents... Literacy is about people’s self-esteem, their interaction with others, their health and employability. Improving literacy in secondary schools: a shared responsibility - Ofsted 2013 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy July 2021	1,2

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

Budgeted cost: £15,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of SLA and close liaison with LBH Participation team to increase parental engagement and improve attendance</i>	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. <i>DfE School Attendance August 2020</i></p> <p>Statutory duty: London Borough of Hillingdon - Site search ‘attendance at school’ and ‘attendance panels’</p>	1
<i>Careers guidance, trips and work related activities in line with the Gatsby Benchmarks.</i>	<p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>	1, 4
<i>Canine Assisted Learning, additional therapy, puppy therapy, counselling</i>	<p>Sigmund Freud believed that dogs had a ‘special sense’ that allows them to judge a person’s character accurately—his dog attended all of his therapy sessions. Freud believed that the animal’s presence had a calming influence on all of his patients, especially the children. Similarly, in the early 1960s, Dr. Boris Levinson reported a new step forward in animal-assisted therapy when he found that withdrawn and uncommunicative children would interact more encouragingly whenever he brought his dog, Jingles, to their therapy sessions.</p> <p>https://www.canineassistedlearning.com</p>	1,3,4

	Canine-assisted reading programs for children with special educational needs: rationale and recommendations for the use of dogs in assisting learning: Educational Review: Vol 69, No 4 (tandfonline.com)	
<i>Offsite activities (e.g., Heron Lake, targeted female programmes), school residential trips</i>	Sport and outdoor physical activity can have a positive impact on young people’s lives, yet youngsters living in disadvantaged areas face many barriers to participation. https://www.schooltravelorganiser.com/news-and-ideas/dfe-recognises-enormous-benefits-of-residentials-amid-hopes-for-easter-2021-restart/8914.article	1,3,4

Total budgeted cost: £44,480

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 2020 to 2021 academic year.

Due to the COVID-19 pandemic many of our aims and objectives were disrupted. However, during this period we closely monitored the whereabouts of our students, particularly the most vulnerable and disadvantaged. We were able to engage with them and their families ensuring differentiated schoolwork was accessible either remotely, online or and delivered to home addresses. Our new Pupil Premium Grant strategy aims to focus on the current concerns facing many students whilst also addressing the overarching objectives of our previously published strategies.

The overall aims of our previous plan (2020/21):

1. Improve attendance through honest, open and regular communication between the school and families.
2. Accelerate achievement for students throughout the school, with some exceeding expectations via the provision of better resources and an improved support system.
3. Improve standards of behaviour and educational and emotional wellbeing within the school.

Externally provided programmes

Programme	Provider
Puppy therapy	Paws in Work
CAL	Canine Assisted Literacy
Birds of Prey	Falconry UK
Construction	Innov8 Training & Development
Hair & Beauty	Innov8 Training & Development

Further information (optional)

- Appointment of a SENCo for 2021/22 to help identify and support our most disadvantaged students
- Appointed an Enrichment Coordinator to strengthen our extra-curricular programme
- Acquired the increase support from drug and alcohol, sexual health services
- Weekly school nurse
- Appointed a Student Intervention Lead, to support student engagement, working with students and staff members to ensure approaches to student behaviours are implemented effectively
- Year 11 Parents' Evening – parents came with their child to discuss progress and plans for progression
- Due to the increasing number of girls on roll, there is a 'Girls Trip' planned to see a theatre production '& Juliet'
- Students embarked on a residential trip – the first in recent memory