Pupil Premium Strategy Statement– Central Hub Brighton (The Connected Hub and Brighton & Hove Pupil Referral Unit)

This statement details (CHB) Central Hub Brighton's use of pupil premium (and recovery premium for the 2022 to 2023 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	Central Hub Brighton
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	14.11.2022
Date on which it will be reviewed	October 2023
Statement authorised by	Amanda Meier/Tim Self
Pupil premium lead	Amanda Meier/Tim Self/Karen Prout
Management Committee member	Jenny Barnard Langston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,000
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£77,250

Part A: Pupil Premium Strategy Plan

Statement of intent

As a Pupil Referral Unit provision, we have a high proportion of disadvantaged students and in order to support them fully, we strive to be a supportive and nurturing provision. We look after their pastoral needs and recognise the importance of good attendance.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Many of our pupils experience socio-economic disadvantage, however we recognise that this is not always the primary challenge our pupils face. However, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

We aim to develop our pupil's academic skills as well as provide access to wider learning opportunities outside of school so that pupils have a well-rounded equational experience. In addition to our very experienced pupil support team, we have a quality first teaching focus in our classrooms. Our lessons are structured to ensure that students are challenged, that they are making links to prior learning and that they are given plenty of opportunities to increase the depth of their understanding. Being a small educational provision, we know our pupils and their families, very well through building effective relationships. This, in turn, supports the pivotal approach to a trauma informed approach to managing behaviour which all staff follow.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

School Context

The overall aims of our pupil premium strategy
To ensure that all pupils have the same opportunities to succeed to the best of their ability
To raise the in-school attainment of both disadvantaged pupils and their peers
Our strategy is based on Maslow's hierarchy of needs. We ensure students can travel in, have appropriate clothing, are not hungry and, can access any educational visits to enrich their learning. We aim to poverty proof the school day.

Summary of barriers to achievement

Social, emotional and mental health issues: All of our students have some kind of need which means they need additional support at some time during their school day. This is often exacerbated for students on pupil premium as their home lives may have been additionally deprived. **Gaps in Schooling:** Many students have missed a significant amount of schooling before starting at Central Hub Brighton, and then due to the pandemic. **Low literacy and numeracy levels:** These have been exacerbated by their extended periods of time out of school, low self-esteem and by their previous trauma or mental health related issued. **Deprivation:** Our students are amongst the most deprived in the city. They may not have access to a computer on which to do homework, a table to sit at, or the basic necessities of life. Although we staff teaching sessions with a teacher and usually one or two Tas (dependent on need and the year group), there are times when students need 1:1 time to support them academically or socially.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have lower attendance than their peers.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including limited language and social interaction difficulties.

4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2023/24. An increase in the percentage of disadvantaged pupils entered for GCSE subjects.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers by the end of our strategy in 2023/24.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2023/24, disadvantaged pupils are progressing to further education and/or approved apprenticeships and no disadvantaged pupil leaves school as NEET – not in education, employment or training.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2022 – 2023** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£22,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
An increased focus on targeting pupils to achieve better in English GCSE/FS as appropriate	Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1
KS2 – employment of 2 x 0.5FTE Teaching Assistants to support intensive literacy intervention ECAR @ KS2 and Inference Reading at KS3	Intensive literacy/reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted ECAR and Inference reading interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	
Developing metacognitive and self-regulation skills in all pupils via staff training, using PASS (CAT) for disadvantaged students	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	1
Feedback through T&L calendar, regular re-visits during CPD and INSET meetings. Quality Assurance via T&L reviews	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1

Commented [AM1]:

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Use of diagnostic information and data to inform interventions and support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Improve the quality of social and emotional (SEL) learning.

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) | 6 |

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

Budgeted cost: **£25,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance & Engagement Officer. Appointment to be made in December 2022 for a January 2023 start. Support and intervention will be focused on pupils with less than 30% attendance who often tend to be disadvantaged pupils.	Evidence shows that outreach working with the most vulnerable pupils and their families and external agencies, helping them to break down the barriers which create persistent poor attendance, improves attendance and significantly improves outcomes.	1,2
Breakfast support for CHB Pupils	Evidence shows that pupils who are not hungry demonstrate improved concentration and well-being which leads to improved pupil progress. Provision of breakfast improves attendance	1
Purchase of additional Speech and Language Therapist (SALT) time	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This is endorsed by the Royal College of Speech and Language Therapists.	2, 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk)	1,3

A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
Investment in intensive literacy (Lexia) and Numeracy (White Rose) programmes. Intensive support for pupils to engage and close the gap in key learning activities	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,6
CIC additional tuition sessions. Additional intensive tuition sessions CIC students in Y11 to support access to combined science and English literature. Shared funding between Virtual School and CHB.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,6
Supplementary 1-1 intensive exam prep and tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,6

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

Budgeted cost: **£26,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance & Engagement Officer. Appointment to be made in December 2022 for a January 2023 start. Support and intervention will be focused on pupils with less than	Evidence shows that outreach working with the most vulnerable pupils and their families and external agencies, helping them to break down the barriers which create persistent poor attendance, improves attendance and significantly improves outcomes.	1,2

30% attendance who often tend to be disadvantaged pupils.		
Diagnostic assessment of students with Adverse Childhood Experiences (ACESs) will be used to develop individual therapy plans. This will be supported by the Primary Mental Health Worker, our Art Therapist and support staff..	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,5,6
Future Pathways Intervention Individual pathway plans for transition from KS4 to 5 delivered by our Careers Advisor and, our new Attendance and Engagement officer Contributions towards college courses (and TAs to accompany them) and resources for these courses e.g. steel toe capped boots, tunics, bus fares. Readiness for college post 16 ensuring the safety and well-being of students in a different environment. .	Aspiration approaches are diverse and may focus on parents and families, teaching practice or out-of-school interventions or extra-curricular activities involving peers or mentors. When implementing aspiration interventions, schools might consider including: • Guidance on the knowledge, skills, and characteristics required to achieve future goals. • Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy. • Opportunities for pupils to encounter new experiences and settings. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	5
Educational visits at no cost to students - ADKOL and Cultural Passport.	Improved cultural capital experiences lead to pupils having more life chances when they leave school, through having a greater understanding of the world and community around them.	4
Free or inexpensive uniform and leavers' hoodies for those who want or need these, ensuring students feel they belong if they want to wear the uniform = better emotional well being	Research shows that disadvantaged pupils' attendance is affected if a sense of belonging is not encouraged and fostered as part of a whole school ethos.	2, 6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and	Both targeted interventions and universal approaches can have positive overall effects:	1,6

improving behaviour across school.	Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	
Incentives and rewards for good attendance, working within frameworks etc.	Experience shows that students respond well to incentivisation. Rewards motivate students to work towards good attendance which in turn, increases a sense of wellbeing, rewards resilience and supports progress in social/emotional development	1,2,3
Weekly Table Tennis sessions with Brighton Table Tennis Club and activity session with Brighton Youth Centre	Provision of sporting activity offsite is proven to improve fitness, health and wellbeing for all of our pupils. Introductions and links to clubs provide further outreach and pro-social activities for students outside school hours	4,5,6
Enrichment activities across KS3 & KS4, trips to the theatre, prom, ADKOL weeks, swimming/ rock climbing etc.	Enrichment improves cultural capital and supports pupils in having access to experiences that (particularly for disadvantaged young people) they may not otherwise be able to enjoy. E.g. Theatre, rock climbing, attending a Prom etc. Attendance is improved through provision of a more varied curriculum.	2,4,5,6
Contribution toward the cost of increased number of Smart TVs across the school provision supports access to modern technology and increased engagement	Lessons are more engaging and can access a greater variety of more interactive, online resources. Improved access to a wider curriculum leads to increased literacy attainment	1,3,5,6

Total Projected Spend for Academic Year 2022 – 2023 = £74,000

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 2021 to 2022? academic year.

Outcomes for our pupils is generally positive.

PRU KS2

All 18 students in primary are currently working below age related expectations and the majority have EHCPs for SEMH. A high proportion have additional cognition and learning, communication and interaction, sensory, speech and language or identified specific learning needs. Students are monitored on their progression through WRATS (see information below), annual review targets and behaviour for learning. Due to the small number in the cohort we don't publish data on these students to avoid potential GDPR identification issues.

WRAT Progress 2021-22

Centile increase over academic year/ assessment programme	0	1+	5+	10+	15+	20+
Word Reading	6.7%	33.3%	20.0%		6.7%	33.3%
Sentence Comprehension	13.3%	33.3%	13.3%	6.7%	6.7%	26.6%
Spelling	13.3%	26.6%	13.3%	13.3%	20.0%	13.3%
Maths	20.0%	26.6%	13.3%		13.3%	26.6%

PRU KS3

The KS3 PRU operates as an 18-place assessment centre. Students come to the PRU on 12-week assessment programmes that identify need and this is followed by either a return to school or placement within a new mainstream school. A small number will stay longer as they complete an EHCP needs assessment and are then placed in a suitable school. Data is kept on their attainment within taught modules together with their engagement and behaviour for learning however we don't publish this due to the potential for identification.

PRU KS4 and TCH Year 11 Only

Students in KS4 follow a GCSE based programme with access to function skills and entry level certificates where appropriate. Those in year 10 PRU, have the opportunity to return to mainstream school however due to the nature of study this is rare beyond February of year 10 as it is deemed too disruptive to their education. Consequently, when they reach year 11 students come off roll at their mainstream school and onto the PRU school roll. Students in year 10 generally make one GCSE level of progress in year 10.

Students at TCH are all in Year 11 and are taken onto the school roll for the duration of year 11. At the end of Year 11, 98% of our students leave with a secured education, training or employment post-16 placement.

PRU figures for 2022 exams – 70% 5 or more level 1 passes
PRU figures for 2021 exams – 55% 5 or more level 1 passes
PRU figures for 2022 – 60% at least 2 level 2 passes
PRU figures for 2021- 44% at least 2 level 2 passes

TCH figures for 2022 exams – 36% 5 or more Level 1 passes TCH figures for 2021 exams – 30% 5 or more Level 1 passes TCH figures for 2022 exams – 8% 5 or more Level 2 passes TCH figures for 2021 exams – 14% 5 or more Level 2 passes
Our attendance officer and the work she does has meant that our attendance last year was in line with attendance for Alternative Provisions nationally. Attendance is something that we need to be constantly tracking though to ensure it doesn't decrease and so this remains a priority for us. We identified that many of our students had no access or limited access to computers and/or the internet. This has meant that students were lent laptops and dongles in order to continue their studies at home which led to more students able to access work. We have provided revision guides and other resources for lessons to ensure students have as much support as possible. We set up revision classes after school, twice a week during the spring term. This will continue this year to help fill any gaps following the disruption to learning as a result of Covid. Our teaching and learning focus has been on adaptive teaching and providing good quality feedback which was crucial in the work we did with year 11 last year. The mode of working with assessments last year worked well with our students. This remains a focus but we are also bringing in metacognitive strategies with the aim to improve understanding, application, retention and therefore attainment. Often students have told us that they struggle with the work at home. Parents have also said that at times they feel helpless when their children ask for help. As a result of this we will be working with parents more closely in terms of things they can do and say to help their children. Where a little aspiration is needed, we enrol students on college courses. This happens only where appropriate and where this is deemed to be beneficial to the student. To encourage aspiration earlier is our current aim and expanding experiences and knowledge of careers at an earlier point is something we are trialling this year. Monitoring and assessing students remains a priority and not just academically. Our aim is to identify students across the school who would benefit from extra support in terms of mentoring, behaviourally or academically. We currently mentor some year 11 students to help them academically but we recognise that at times this would have been more beneficial had it started earlier.

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 Core 5 reading and literacy support KS2	Lexia
Lexia Power up literacy supportKS3	Lexia
Doodle Maths KS2	Doodle learning
My Maths	My Maths
Assessment packages	**Provider**
Reach2Teach AFIT	Reach 2 Teach
WRAT 5	Pearson Education
Dyslexia Portfolio	GL Assessment

Service pupil premium funding – Not currently Applicable