

Pupil Premium Strategy Statement 2020/2021

School name	The Children's Hospital School
Proportion of disadvantaged pupils	26.9% (as at 02/12/2020)
Pupil premium allocation this academic year	£18,145 (expected)
Academic year or years covered by statement	2020/2021
Publish date	01/12/2020
Review date	01/07/2021
Statement authorised by	Stephen Deadman (Head Teacher)
Pupil Premium lead	Nikki Cole (Deputy Head Teacher)

Disadvantaged pupil barriers to success

<ul style="list-style-type: none"> • Acute/chronic medical needs
<ul style="list-style-type: none"> • High mobility of students between educational settings
<ul style="list-style-type: none"> • Little or no access to technology for education

Strategy aims for disadvantaged pupils - academic achievement and wider outcomes

Aim	Evidence of impact	Target date
Improve outcomes for pupils across the school by developing the curriculum and the quality of teaching & learning	Greater progress made and attainment of disadvantaged pupils closes or remains closed. Teaching and learning continue to be a reflective practice where staff and students work in partnership improving outcomes.	July 2021
Review and then develop a personalised curriculum offer.	Students have access to technology and digital devices that support and enhance learning.	July 2021
Embed therapies and interventions to support personal development and support missing childhood development stages with a plan and review in place for the support.	Support in place is sufficient to meet the needs of all students through interventions and targeting which improves mental health and wellbeing and consequently attendance.	July 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure all pupils are supported to 'catch-up' any lost learning due to Covid-19 restrictions and develop the use of technology for learning such as tablets/apps, interactive whiteboards, visualisers and online learning.
Priority 2	Develop teaching & learning using key evidence / research-led pedagogies such as cognitive science, meta cognition and knowledge-rich curricula.
Barriers to learning these priorities address	Staffing time and resources.
Projected spending	£7000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Remote learning platforms reviewed to ensure sufficient content available to pupils and remote learning support plan in place.
Priority 2	Leaders learned from tracking school leavers, to better understand the critical factors that ensure students are successful in the next stage of their educational, employment and training.
Barriers to learning these priorities address	Limited access to technology and insufficient computing systems and infrastructure to support the priorities. Lack of engagement and parental support with limited face to face contact for transition work due to restrictions.
Projected spending	£7000

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop pupil support and pastoral systems across the school.
Priority 2	Improve parental engagement to support their child's needs and development by delivering regular sessions and develop the tutor role and communication with parents.
Barriers to learning these priorities address	Low attendance of students and low parental engagement and expectations.
Projected spending	£4145

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Staffing and timetabling to provide support needed for development group and infrastructure of digital devices and network increase the challenge and risk to not meet the relevant priorities.	Regular and high quality CPD opportunities for staff. Robust appraisal processes with coaching employed.
Targeted support	Some students have low attendance and therefore do not access the support available to them. Staffing and timetabling to provide support needed for development group and infrastructure of digital devices and network increase the challenge and risk to not meet the relevant priorities and previously described.	Pastoral team in place with highly skills professionals and wider network of support from Health and Social Care. Interventions reviewed regularly at MLT meetings to provided individualised support where needed following tutor reviews and daily briefings.
Wider strategies	Resources available and external families and parental pressures. This includes belief about parental involvement, parent's trust in the school and parent hostility to intervention and support.	Parent Group in place that meets monthly targeting support for students to make progress. Review of opportunities for independent learning and support to students. Regular communication with parents about achievements and success.

Review: last year's aims and outcomes

Please see:

ANNUAL REPORT OF THE USE OF THE PUPIL PREMIUM FUNDS 2019 / 2020