



# Children's Hospital School

## Pupil Premium Strategy 2021 / 2022

<b>School name</b>	The Children's Hospital School
<b>Proportion of disadvantaged pupils</b>	32% (as at 29/10/2021)
<b>Pupil premium allocation this academic year</b>	£9,950
<b>Recovery premium grant (2021/2022 only)</b>	£6,000
<b>Total</b>	£15,950
<b>Academic year or years covered by statement</b>	2021/2022
<b>Publish date</b>	01/11/2022
<b>Review date</b>	01/07/2022
<b>Statement authorised by</b>	Stephen Deadman (Head Teacher)
<b>Pupil Premium lead</b>	Nikki Cole (Deputy Head Teacher)

### Disadvantaged pupil barriers to success

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

### Strategy aims for disadvantaged pupils - academic achievement and wider outcomes

<b>Aim</b>	<b>Evidence of impact</b>	<b>Target date</b>
<p>Improve outcomes for pupils across the school by developing the curriculum and the quality of teaching &amp; learning. To have weekly meetings with a core group of teachers to further improve Teaching and Learning across the school. To use research driven pedagogies to further improve student outcomes and share these via staff CPD throughout the academic year (Monday Teacher/TA meetings and INSET).</p> <p>To enrol staff in the Chartered College to enable teachers to collaborate and share good practice.</p> <p>To create a Teaching and Learning book area in the staffroom so staff</p>	<ul style="list-style-type: none"> <li>Improved academic attainment over time (monitoring and tracking evidence)</li> <li>Student voice indicates increased confidence in curriculum areas</li> <li>Staff CPD evaluations show Teaching and Learning group has a direct impact on student outcomes</li> <li>Lesson observations indicate work from the Teaching and Learning group has an impact in the classroom</li> <li>Teachers collaborate and discuss pedagogies and how</li> </ul>	<p>Throughout the academic year 2021 / 2022</p>

<p>have increased opportunities to read and discuss pedagogical material. To offer staff teaching and learning books as recommended by the Teaching and Learning group. To share blogs, research papers, articles and reports around T and L with staff to further improve practice. To ensure there are opportunities to discuss and see each other teach and use varied strategies.</p> <p>To support staff visits to other mainstream, special and hospital schools to share good practice.</p> <p>To create bespoke interventions and tuition programmes to identify gaps in student knowledge. To track these interventions and ensure there is progress over time.</p>	<p>these look in their teaching. This results in increased peer observations and joint teaching</p> <ul style="list-style-type: none"> <li>• Work scrutiny indicates that the Teaching and Learning group has a positive impact on learning. Students use knowledge organisers to further support their learning</li> </ul>	
<p>Review and then develop a personalised curriculum offer. Do students have access to a broad and balanced curriculum? Do they have opportunities for enrichment that is varied? Are we supporting and allowing students to have a rich cultural capital?</p> <p>To ensure inpatient students have access to enrichment activities and opportunities to learn new skills.</p> <p>To plan and deliver Art sessions for students at The Beacon through SENsory Atelier (Attenborough Arts Centre).</p> <p>To have a STEM day to allow all students at CHS to explore areas that fall out of Curriculum Content.</p> <p>To run residential for students so they can increase their cultural capital. To run a residential in London for students to visit a range of museums and landmarks.</p>	<ul style="list-style-type: none"> <li>• Varied enrichment activity timetable for all students across all bases</li> <li>• Student evaluations of enrichment sessions / extra-curricular activities and student voice</li> <li>• Student attendance records</li> <li>• Student work produced and student voice from the Arts programme with Attenborough Arts</li> <li>• Students' confidence and mood will be further improved through experience of a varied programme of activities throughout the academic year. This will be visible in engagement and student voice feedback</li> </ul>	<p>Implement Autumn term 2021 and run throughout the academic year.</p>

<p>To ensure students have access to healthy and balanced meals whilst at WBS (to include breakfast and lunch). To give students opportunities to plan meals, cook them and understand how budget impacts on meal choice. To support students with life skills.</p> <p>To increase animal based nurture – horses for causes, Alpaca farm programme and Fudge and Co (Animal Experience) to support students who have been identified by the pastoral team as animals having an impact on their engagement and health.</p>		
<p>Embed therapies and interventions to support personal development. To implement a bespoke plan for students and review the support termly to ensure it meets desired outcomes. Interventions to include targeted curriculum support and opportunities for nurture. For staff involved in leading these interventions to track and monitor students' progress and share this with parents/carers and school as part of the CHS reporting and monitoring schedule.</p> <p>To continue to embed THRIVE to support students holistically</p> <p>For students to have regular access to Art Therapy</p> <p>To introduce music therapy sessions to students</p>	<ul style="list-style-type: none"> <li>• Student attendance – sessions offered, and sessions attended data</li> <li>• Intervention monitoring &amp; attainment records</li> <li>• Student/Parental voice results</li> <li>• THRIVE reports over time show developmental improvements</li> </ul>	<p>Throughout the academic year 2021 / 2022</p> <p>Music therapy from January 2022</p>

## Teaching priorities for current academic year 2021 / 2022

Measure	Activity
Priority 1	Ensure all pupils are supported to 'catch-up' any lost learning due to Covid-19
Priority 2	Develop Teaching & Learning using research led pedagogies as directed by the Teaching and Learning core group
Priority 3	To ensure students have varied enrichment opportunities to develop their culture capital
Barriers to these priorities address	<ul style="list-style-type: none"> <li>• Inpatient settings – limitations on enrichment sessions being delivered to students on the wards</li> <li>• Staffing time and resources</li> <li>• Student attendance</li> <li>• Student health and well being</li> </ul>
Projected spending	£12,950

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Students who are unable to access education on site are offered remote learning. To ensure these students have the appropriate resources to access these lessons. Remote learning platforms to be reviewed to ensure sufficient content is available to pupils. Progress is tracked and monitored to ensure students receive quality first teaching and are meeting targets.</p> <ul style="list-style-type: none"> <li>• Bespoke Intervention and tuition programmes are in place and reviewed half termly. Students are monitored and tracked via intervention reporting system</li> </ul>
Priority 2	<p>To ensure students are successful in the next stage of their education, employment and training. To support students with their transitions – this includes transition to mainstream school/special school and Post 16 placements. For students to have increased transition support. For students to have regular opportunities to meet with our Career Advisor throughout the academic year. These meetings will also include Parents/Carers so students feel fully supported in their transitions.</p>

Priority 3	To support students taking GCSE exams with exam based anxiety. Students to have access to a wide range of revision material to support their independent learning. Students are able to access support via our school based therapy sessions to further support them. Parents/Carers have sessions in school for how to support their child taking exams and how to lower exam anxiety.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Student's health</li> <li>• Staffing</li> </ul>
Projected spending	£2,500

#### **Wider strategies for current academic year**

<b>Measure</b>	<b>Activity</b>
Priority 1	Further develop pupil support and pastoral systems across the school.
Priority 2	Improve Parental engagement to support students' needs and development by delivering regular Parent sessions
Barriers to learning these priorities address	Low attendance of students and low Parental engagement
Projected spending	£500

## Monitoring and implementation

Area	Challenge	Mitigating action
Targeted support	Some students have low attendance and therefore do not access the support available to them.	<p>Pastoral team in place with highly skilled professionals and wider network of support from Health and Social Care.</p> <p>Interventions reviewed regularly at Base and pastoral meetings to provide individualised support based on tutor reviews and daily briefings.</p> <p>Family Support Worker to support the hard to reach families.</p> <p>Career Advice sessions to be carried out remotely when needed to ensure all students have transition plans in place that will be successful.</p>
Teaching	<p>Staffing and timetabling to provide support needed for T&amp;L group</p> <p>Staff absence / impact of Covid variants</p>	Regular and high quality CPD opportunities for staff. Robust appraisal processes.
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.	<p>Parent Group in place that meets monthly. Regular communication with parents about achievements and success.</p> <p>Communication on line and through phone calls as light touch support – school and Family Support Worker.</p>