



Children's Hospital School

Pupil Premium 2020 / 2021

School name	The Children's Hospital School
Pupil premium allocation	£31,204 (pupil premium) £26,160 (catch-up premium) £57,364 Total
Academic year or years covered by report	2020 / 2021
Publish date	01/11/2022
Statement authorised by	Stephen Deadman (Head Teacher)
Pupil premium champion	Nikki Cole (Deputy Head Teacher)
LAC designated teacher	Stewart Scragg (SENCO)

Introduction

The Children's Hospital School (CHS) receive additional funding to help them improve the attainment of their disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds:

- generally, face extra challenges in reaching their potential at school
- often do not perform as well as their peers

Pupil Premium (PP) funding is designed to allow the school to help disadvantaged pupils by improving their progress and the exam results they achieve. CHS receives Pupil Premium funding allocated by the number of pupils on the January School Census, which is received quarterly, and also monies reclaimed from Main Schools based on the number of pupils from the following groups:

- Free School Meals: for every child who claims free school meals, or who has claimed free school meals in the last 6 years (Ever6 FSM)
- Pupil Premium funding is also provided in respect of children of Parents serving in HM Forces or who have retired on a pension from the Ministry of Defence.

Catch-up Premium is a one-off payment for the 2020 to 2021 academic year to ensure schools have the support they need to help all pupils make up for missed learning. The funding is for specific activities to support the education of pupils' education recovery in line with curriculum expectations. Schools are expected to use funding in ways to catch up missed learning, particularly focused on disadvantaged and vulnerable pupils who have been most affected.

Pupil Premium Plus (PP+) funding is provided for students identified in the January school census (of the previous academic year) or the alternative provision census as having left local authority care as a result of - Looked-after children (LAC) and Previous Looked-after children. This includes children in local authority care, those who left local authority care through adoption, a special guardianship order or child arrangements order.

For LAC PP+ is managed via 'The Virtual School'. Here an allocated allowance is attached to targets through students' PEP meetings. For new LAC PP+ is monitored through progress review meetings and school-based quality assurance procedures. This is monitored by Stewart Scragg, SENCO/Designated Teacher.

How does Pupil Premium affect a child whilst at CHS?

During the time a child is attending CHS the home school continues to receive the allocation of Pupil Premium, as the student remains on roll at their home school which is then reclaimed by CHS. CHS also receives Pupil Premium funding allocated by Ever6 FSM pupils on the January School Census, which is then received quarterly. The catch-up premium allocation is based on pupil numbers at the last census and sent to school in 3 tranches.



Identifying pupils who meet the Pupil Premium criteria

All admissions are required to complete the school's own pupil registration forms alongside those of the Local Authority. CHS support Parents/Carers to complete paperwork identifying if they are or have been entitled to free school meals and liaise with the student's mainstream school to collate information. We also collect information on adopted and previously looked after children on our admission paperwork.

Key Priorities

Our overall aim is to consistently improve the outcomes and life chances of all Pupil Premium students.

As a school we expect to see:

- High quality education with personalised interventions
- Raised levels of participation in extra-curricular activities
- Increased opportunities to access education at home
- All Pupil Premium students experience a wide variety of enrichment activities (Sports, Arts and Culture)
- No gaps between PP and non-PP learners (gaps remain closed)
- Successful transitions for students to their next phase of learning

Pupil Premium students at CHS

Due to the mobile nature of our student population we adopt a flexible and bespoke approach to supporting our most deprived students, so they reach their full potential whilst attending CHS. For Pupil Premium students, staff identify areas of underachievement, expected progress, areas of over achievement and how to help students further in their subject. This is done alongside continual assessment, tracking and monitoring of students in all faculty areas. All bases of the school start with a morning briefing and end with a debrief. Any concerns of Pupil Premium learners are flagged up immediately and necessary interventions are swiftly put into place. All Pupil Premium learners are tracked and monitored by the Pupil Premium Champion (Nikki Cole, Deputy Head Teacher). The SENCO (Stewart Scragg) tracks and monitors LAC students.



What we did

Intervention	Cost	Purpose	Impact
Direct tuition by staff <ul style="list-style-type: none"> - One to one - Small groups - Out of hours catch up 	£11,595	To ensure students make expected progress in all subjects they study. Small group tuition and one to one staffing identifies the needs of students and targets support needed to ensure expected progress is made. Teaching staff delivered high quality personalised catch-up / tutoring sessions across a range of identified subjects.	Bespoke tutoring addresses students' needs to ensure there are no gaps in course content. Students have targeted intervention to address their curriculum needs. Monitoring data indicates students made progress in all areas that were identified as gaps or underachievement. Targeted intervention boosted students' confidence, self-esteem and attainment.
Therapeutic interventions <ul style="list-style-type: none"> - Art therapy - Professional registrations - Supervision - Delivery 	£8,000	Students were provided with therapeutic interventions to support progress towards a range of identified outcomes. We offered regular Art Therapy to students.	Students were able to have therapeutic support through regular professional Art Therapy sessions. Supported increased attendance, wellbeing, resilience and attainment.
Social & Emotional development <ul style="list-style-type: none"> - Thrive training - Subscriptions - Staffing 	£8,375	Whole school approach to support students with their social & emotional development to enable them to engage with learning. Early identification of emotional development needs builds resilience and reduces the risk of mental illness.	Students are fully supported and tracked during their time at CHS. We identify students' holistic needs through this programme and put effective support in place for them. Thrive has been fully embedded and is regularly used in school with students, supporting improved attendance, wellbeing and overall outcomes.
Animal therapy <ul style="list-style-type: none"> - Anstey Alpacas 	£1,320	Provide appropriate therapy and curriculum for targeted pupils.	Increased access to learning at school and in the home, through improved wellbeing.
Staff CPD: Chartered College of Teaching <ul style="list-style-type: none"> - Membership x 11 (£495) - Certificate in informed practice x 4 (£89) 	£584	To support the development of quality first teaching and learning across the school through effective CPD and access to evidence-led research.	T&L group established, whole-staff CPD rolled out with improvements in curriculum, teaching and access to resources for learners. Improved attainment levels in 2021.
Staff CPD: Access to key texts and research	£324	To support the development of teaching and leadership at all levels across the school.	Improved leadership at all levels to drive forward developments in teaching & learning.
Family support	£3,300	Additional hours of a family support worker.	Improved engagement which supported improvements in attendance & wellbeing.

Nourishment	£5,000	Breakfast club, snacks and lunch provided for all students.	Increased energy and alertness has a positive impact on learning. Promotion of healthy lifestyles.
Transition support for college	£3,300	Additional hours for Connexions advisor to support effective transition to college / post-16	Successful transitions and future planning by students. Fewer NEET students and increased success in post-16 placements.
Learning resources for students - Literature texts - Film studies DVDs - Revision guides - Sensory equipment - Personal revision packs	£1,211	To ensure all students had their own resources to support learning at school or at home. Supported home / remote learning around Covid restrictions	Students had increased opportunities to access and carry out independent learning at home using resources (IT / text / revision books). Improved engagement and attainment.
Online learning resources for students & staff - Sam Learning - Maths Watch - Tapestry - Twinkl	£3,374	To enable to students to carry out independent learning. Activities can be set by the teacher or by the student as a revision / recap / prepare tool for post or pre-learning.	Students have various platforms they can access to support them with varied subject skills. Student voice indicates enjoyment and progress in activities that are self-marking. Improved engagement and attainment.
Technology: access for students - Laptops - iPads - Remote learning access - Technical support	£8,406	To ensure all students have access to digital technology at home or in hospital to enhance teaching and learning, including remote (online) learning.	Improved attendance and engagement, including student enjoyment of learning. High quality learning available to all students wherever they are accessing lessons from. Improved attainment / reduced amount of lost learning.
Technology: teaching and learning - Graphics tablets - Visualisers - Technical support	£2,575	To ensure remote (online) teaching is high quality and supports progress of all learners. Staff have the technology, training and support to deliver outstanding teaching in person or remotely.	Improved use of technology to deliver in-person or remote lessons. Engagement, progress and attainment of students is improved. Reduced lost learning and the impact of the pandemic. Students able to access same platforms and resources wherever they are being taught.
Total	£57,364		

Measuring Impact – attainment

Exam result headlines for all pupils show a general increase in attainment across subjects, matching the long-term trend at the school.

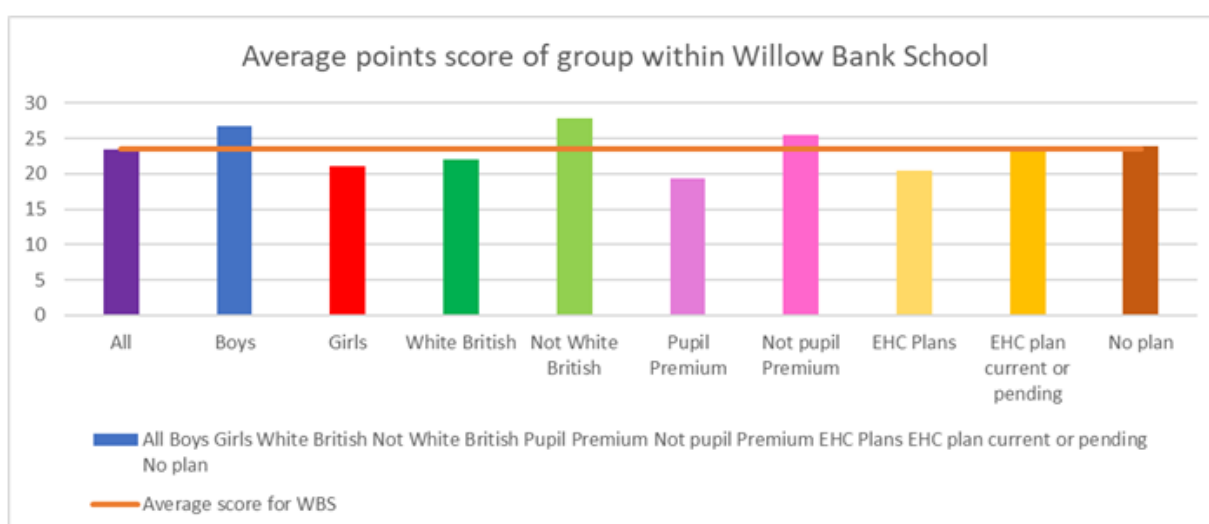
- All students that were entered achieved at least 3 GCSEs
- 64% achieved 7 qualifications or more (59% in 2020), 36% achieved 10 or more
- 90% passed GCSE English, Maths and Science (70% in 2020)
- 14 students achieved at least 5 GCSEs at grade 4 or higher (12 in 2020)
- 14 students achieved grades 9-4 in English, Maths and Science (10 in 2020)
- 100% achieved grade 4 or higher in Film studies (2 x grade 7, 1 x grade 8)
- 73% Health & social care (certificate) achieved level 2 pass or higher (grade 4 equivalent)

Average point scores over time (all pupils)

	English / Maths / Science	Attainment 8 Subjects	Attainment 8 Average score
2017	8.9	12	NA
2018	9.9	8.9	NA
2019	11.3	17.9	23.8
2020	12	17.1	23.1
2021	14.5	22.0	30.1

Average point scores (groups)

Group within Willow Bank School	Number of Pupils	Average Point Score
All students	28	23.5
Boys	12	26.8
Girls	16	21
White British	21	22
Not White British	7	27.9
Pupil Premium	9	19.4
Not pupil Premium	19	25.4
EHC Plans	9	20.5
EHC plan current or pending	16	23.2
No plan	12	23.9
LAC	0	



Measuring Impact – Transitions

Year 11 leavers were tracked 3 times during the autumn term. This included:

- Initial status / enrolment in September
- October check
- November check

Overall NEET data shows improved outcomes for PP students.

AUTUMN TERM	Pupil Premium	Non-Pupil Premium
No. students	14	21
Enrolled (Education/Training)	86%	65%
NEET	7%	20%
Other	0%	10%
Not Known	7%	5%

