

Pupil Premium Strategy Statement 2022/2023

School name	The Children's Hospital School
Proportion of disadvantaged pupils	32% (as of 31/08/22)
Pupil premium allocation this academic year	£17,730
Recovery Premium	£37,000
Total	£54,730
Academic year or years covered by statement	2022/2023
Publish date	01/11/2022
Review date	01/07/2023
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"> • Mental health challenges
<ul style="list-style-type: none"> • Parental engagement

Strategy aims for disadvantaged pupils - academic achievement and wider outcomes

Aim	Evidence of impact	Target date
<p>To further develop the quality of Teaching and Learning at CHS. Developing high quality teaching, assessment and a curriculum which responds to the need of disadvantaged pupils. Building teacher knowledge, pedagogical expertise, curriculum development and the purposeful use of assessment will have a direct impact on accelerated progress for our disadvantaged learners.</p> <p>To use research driven pedagogies to improve student outcomes and share these via staff CPD throughout the academic year. Professional development on evidence-based approaches.</p> <p>All staff to be involved in Evidence Informed Practice with a focus on pastoral/education linked to staff remit in school. The EIP will improve pupil outcomes. Supporting continuous and sustained professional develop-</p>	<p>Evidence Informed Practice (EIP): All staff have successfully engaged in a plethora of professional research to further extend their expertise in teaching/pastoral support. This has been shared with relevant members of staff to further impact on pupil outcomes. There is an increase in pedagogical dialogue and a collaborative approach. Staff are increasingly reflective on their practice. Evidence of reports from EIPs, CPD survey and student trackers.</p> <p>Lesson observations indicate work from the Teaching and Learning group has an impact in the classroom. This is also evident in work scrutiny. There is an 'elaboration' culture in lessons to ensure deeper understanding and questioning takes place across the school.</p>	<p>2022 – 2023 ongoing focus</p>

<p>ment on evidence-based classroom approaches is important to develop the practice of teachers in our setting.</p> <p>To support staff visits to other mainstream, special and hospital schools to share good practice.</p>	<p>Further Evidence: Improved academic attainment over time (monitoring and tracking evidence)</p>	
<p>To increase the use of metacognitive talk when teaching students. This will encourage students to be more elaborative and reach greater depth across subjects. It supports them in being lifelong learners.</p>	<p>Metacognitive talk is promoted and developed in the classroom. Staff use metacognitive talk to enhance learning. Staff model their own thinking to help pupils develop. Staff are supported in developing their knowledge of these approaches via CPD. Staff CPD evaluations show Teaching and Learning CPD has a direct impact on student outcomes.</p>	<p>Throughout the academic year 2022 – 2023</p>
<p>Further develop and improve student engagement and learning through digital technology.</p> <p>Technology is focused on supporting high quality teaching and learning.</p>	<p>Students across all areas of the school have opportunities to engage in digital technology.</p> <p>Student voice indicates that the range of digital technology available to students impacts on their motivation and engagement in lessons. Students are confident using various forms of digital technology.</p> <p>Evidence: Student surveys and inventory of digital technology used</p>	<p>Throughout the academic year 2022 – 2023</p>
<p>Further develop reading and literacy (including EYFS) and develop targeted vocabulary instruction in lessons.</p>	<p>Phonics as intervention and greater depth is established – regardless of pupils’ starting points CHS phonics curriculum supports and challenges all learners.</p> <p>Explicit teaching of vocabulary is a whole school process. All learners are explicitly taught vocabulary across the curriculum to further develop literacy skills.</p> <p>A reading culture is established across the school.</p> <p>Further evidence: Student reading ages indicate accelerated progress from their starting points.</p>	<p>Throughout the academic year 2022 – 2023</p>
<p>Targeted academic support to build on and further improve one to one small group tuition and academic mentoring.</p>	<p>Bespoke intervention programmes are put into place based on students’ needs/gaps in learning/skills. They are carefully linked to classroom teaching</p>	<p>Throughout the academic year 2022 – 2023</p>

<p>Interventions to support language development, literacy and numeracy. Activities and resources to meet the specific needs of disadvantaged pupils.</p>	<p>and matched to specific personalised needs.</p> <p>Progress data shows improvement in attainment</p> <p>Evaluations from parents / students</p>	
<p>To ensure inpatient students have access to enrichment activities and opportunities to learn new skills.</p> <p>To ensure students have access to healthy and balanced meals whilst at CHS (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>Varied enrichment activity timetable for all students across all bases. There is an increase in engagement in learning (monitoring data as evidence).</p> <p>Student evaluations of enrichment sessions / extra-curricular activities and student voice</p> <p>Student attendance records</p> <p>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</p>	<p>Implement Autumn term 21 and run throughout the academic year</p>
<p>Increase our offer of therapeutic interventions to include group sessions, Thrive and counselling.</p> <p>To increase animal-based nurture – horses for causes, Alpaca farm programme and Fudge and Co (Animal Man) 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. 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>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Whole class approaches as well as targeted interventions impact on outcomes. Evidence includes:</p> <ul style="list-style-type: none"> • Student attendance – sessions offered, and sessions attended data • Intervention monitoring records • Student/Parental voice results • THRIVE reports over time • Group interventions in place with positive outcome data 	<p>Throughout the academic year 2022 – 2023</p>

To introduce music therapy sessions to students		
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Teaching priorities for current academic year 2022/2023

Measure	Activity
Priority 1	To further develop Teaching and Learning using research led pedagogies
Priority 2	To ensure students have varied enrichment opportunities to develop their social and emotional development. Extra-curricular activities including sports, outdoor activities, arts, culture, and trips/visits.
Priority 3	To increase the offer of therapeutic and nurture-based interventions
Barriers to these priorities address	Inpatient settings – limitations on enrichment sessions being delivered to students on the wards Staffing time and resources Student attendance Student health and wellbeing
Projected spending	£35,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Interventions to support language development, literacy and numeracy Metacognition: Staff use metacognitive talk to develop students' confidence and competence across the curriculum Evidence Informed Practice: To impact on academic and pastoral student outcomes Explicit teaching of vocabulary: To increase knowledge and vocabulary of tier 2 words for learners to use these words in their written and spoken work
Priority 2	Activities and resources to meet the needs of disadvantaged pupils A rich and varied Uplift Programme of Study is established across WBS and MLC Varied extra-curricular trips/visits/sessions are established

Priority 3	<p>One to one direct teaching, small group tuition and peer tutoring</p> <p>Bespoke Intervention and tuition programmes are in place and reviewed half termly. Students are monitored and tracked via intervention reporting system. Parents/Carers are informed of the sessions and how to further support their child at home.</p> <p>To support students taking GCSE exams with exam-based anxiety. 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 reduce exam anxiety.</p>
Barriers to learning these priorities address	<p>Student's health</p> <p>Staffing</p>
Projected spending	£17,230

Wider strategies for current academic year

Measure	Activity
Priority 1	Supporting Attendance
Priority 2	<p>Communication with and supporting Parents/Carers</p> <p>Levels of Parental engagement are consistently associated with improved academic outcomes. Improve Parental engagement to support students' needs and development by delivering regular Parent sessions. To include Parents/Carers in literacy priorities</p>
Barriers to learning these priorities address	Low attendance of students and low Parental engagement
Projected spending	£2,500

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Part-time staff, to ensure all staff have access to the high quality CPD for Teaching and Learning	Regular and high quality CPD opportunities for staff. Robust appraisal processes. Effective CPD tracking system in place.
Targeted support	Some students have low attendance and therefore do not access the support available to them.	<p>Family Support Worker to support the hard-to-reach families.</p> <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>Career Advice sessions to be carried out to ensure all students have transition plans in place that will be successful.</p>
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. To have an online area for Parents/Carers unable to attend these sessions to access resources.</p> <p>Communication online and through phone calls as light touch support – school and Family Support Worker.</p>