



Children's Hospital School

Pupil Premium Report 2022 / 2023

School name	The Children's Hospital School
Funding	Pupil premium allocation: £17,730 Recovery Premium: £37,000 Total: £54,730
Academic year or years covered by report	August 2022 to July 2023
Publish date	01 September 23
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 home 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.

Recovery Premium is 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 funding support students at CHS?

During the time a student 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 students who meet the Pupil Premium criteria

All admissions are required to complete the school's own student 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. We identify families who are eligible for PP funding who may not be in receipt of it and our Family Support Worker, Jayne Lister, supports families to complete documentation.

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 varied extra-curricular activities (Sports and Arts)
- Increased opportunities to access education at home
- Pupil Premium students experience a wide variety of enrichment activities (trips and visits)
- Gaps between PP and non-PP learners are minimised
- 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. 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 interventions are swiftly put into place. Pupil Premium learners are tracked and monitored by the Pupil Premium Champion (Nikki Cole, Deputy Head Teacher) and Kathryn Smith (Senior Leader Data). The SENCO (Stewart Scragg) tracks and monitors LAC students.



Teaching priorities for 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.
Priority 3	To increase the offer of therapeutic and nurture-based interventions.

Targeted academic support for academic year 2022/2023

Measure	Activity
Priority 1	To implement interventions to support language development, literacy and numeracy. To deliver curriculum interventions for Year 11 PP students based on their needs.
Priority 2	To ensure resources to meet the needs of disadvantaged pupils to support learning and progress.
Priority 3	To implement one to one direct teaching, small group tuition and peer tutoring.

Wider strategies for academic year 2022/2023

Measure	Activity
Priority 1	Supporting Attendance
Priority 2	Communication with and supporting Parents/Carers

Intervention <i>What we did</i>	Cost	Purpose	Impact
<p>Targeted Academic Support: Priority 1 and Priority 3</p> <p>Teaching and Learning Interventions</p> <ul style="list-style-type: none"> - One to one - Small groups 	£12,500	<p>To ensure PP students make expected progress in all subjects they study.</p> <p>Small group tuition and one to one intervention sessions are personalised. They identify the needs of students and target support needed to ensure progress is made.</p> <p>Teaching staff delivered high quality personalised intervention sessions across a range of identified subjects throughout the academic year. These intervention sessions were tracked and monitored to ensure expected progress was made and aims of the sessions were achieved.</p>	<p>Targeted intervention boosted students' confidence, self-esteem and attainment. This is evident in student voice surveys and through assessment data (including final GCSE results – refer to Exam Report 2023 and PP Intervention 2023 Report).</p> <p>Student surveys from 22/23 shows 97% of students involved felt they benefitted from the sessions. 100% felt that interventions had helped at least to some extent with independence and feeling better in class.</p>

		<p>Bespoke tutoring addresses students' needs to ensure there are no gaps in course content.</p> <p>Delivered sessions were personalised and supported students with exam skills and course content. Students had targeted intervention to address their curriculum needs as identified in departmental monitoring and tracking.</p> <p>Staff were trained in 'That Reading Thing' and delivered to students where appropriate.</p>	<p>Attainment data shows 100% of intervention students making progress from their starting points in year 11. In English 50% met or surpassed their summer currently capable of grade, in Maths 66% and Science 50%.</p> <p>Staff feedback conducted on the impact of intervention sessions was positive with 88% making at least some progress.</p> <p>Student surveys showed that interventions sessions were most useful when revisiting work (67%) and completing coursework (13%).</p> <p>That Reading Thing: Student reading ages indicate accelerated progress from their starting points. For example, one student improved their reading age by two years over 9 months. (Refer to That Reading Thing 2022/23 data report)</p>
<p>Priority 2: To increase the offer of therapeutic and nurture-based interventions and to ensure students have varied enrichment opportunities to develop their social and emotional development.</p> <p>Therapeutic interventions</p> <ul style="list-style-type: none"> - Art Therapy - Professional registrations - Supervision - Messy Senses - Soft Touch Arts 	<p>£ 9,000</p>	<p>To offer PP Students therapeutic interventions to support progress towards a range of identified outcomes.</p> <p>Inpatient PP students had access to enrichment activities and opportunities to learn new skills through Soft Touch Arts and Messy Senses.</p> <p>We offered regular Art Therapy to students throughout the academic year at both WBS and MLC</p>	<p>Students were able to have therapeutic support through regular professional Art Therapy sessions. Refer to Art Therapy Report 2023.</p> <p>Therapeutic Interventions increased wellbeing, resilience and engagement in lessons. They also supported students with unstructured social times and confidence with peers and group work. Refer to Whole Child Attributes Data – For example data shows that 65% of total scores for whole child attributes increased for students across terms.</p>

<p>Priority 2: To increase the offer of therapeutic and nurture based interventions.</p> <p>Social and Emotional development</p> <ul style="list-style-type: none"> - Thrive CPD - Subscriptions - Staffing 	<p>£5,000</p>	<p>To introduce Thrive at MLC and increase sessions offered to students at WBS. Two additional staff have been trained to lead Thrive sessions at WBS and MLC to support students with their social & emotional development. Early identification of emotional development needs builds resilience and reduces the risk of mental illness. The Thrive approach enables students to have strategies to help them at school and at home with regulating their emotions and developing their social skills. The Thrive approach is bespoke to students own social and emotional pathways. The wider aims of Thrive are to support students with managing their emotions so they can access the classroom and engage with their peers.</p>	<p>We identified students' holistic needs through the Thrive programme and put effective support in place for them. Thrive has been fully embedded and is regularly used in school with students at WBS and MLC.</p> <p>The overall outcomes are improved attendance and wellbeing. Refer to Thrive Annual Report 2023. For example, all pupil premium students who participated in Thrive 22/23 improved their attendance to full time across the year.</p>
<p>Priority 1: To further develop Teaching and Learning using research led pedagogies.</p> <p>Staff CPD</p> <ul style="list-style-type: none"> - Chartered College of Teaching - Structural Learning Membership - Access to key texts and research - EIP (Evidence Informed Practice) materials - That Reading Thing 	<p>£6,800</p>	<p>To further develop the quality of Teaching and Learning at CHS. Building pedagogical expertise will have a direct impact on accelerated progress for our disadvantaged learners.</p> <p>To enable staff to engage with lead pedagogical research to further develop teaching and learning at CHS.</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.</p> <p>Supporting continuous and sustained professional development on evidence based classroom approaches is important to develop the practice of teachers in our setting.</p>	<p>Teaching staff have access to high quality resources - visual aids created to support teaching staff and access to Structural Learning dashboard. Writers' blocks are used to support students' cognitive strategies. Staff have had training on metacognitive strategies and this will be further embedded next academic year.</p> <p>Lesson observations indicate work from the Teaching and Learning group has an impact in the classroom. Students have been exploring metacognitive strategies using the writers blocks and an area has been set up to share resources created in school. Staff also have access to the Structural Learning database. This is also evident in work scrutiny – refer to 2022/2023 work scrutiny reports. There is an 'elaboration' culture in lessons to ensure deeper understanding and questioning takes place across the school. This was identified in the April 2023 Challenge Partners Review.</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. There is an increase in pedagogical dialogue. Staff are increasingly reflective on their practice. EIP data base and golden nuggets/top tips booklet created for staff to share good practice and identify the impacts on students.
<p>Wider Strategy: Priority 1 Supporting Attendance and Priority 2 Communication with and Supporting Parents/Carers</p> <p>Family support</p>	£3,924	Additional hours of a family support worker to support CHS learners and their families.	<p>Improved engagement with families resulting in improved attendance and wellbeing.</p> <ul style="list-style-type: none"> • Refer to Family support worker case studies • Reintegration data at MLC – Refer to MLC Reintegration Data Report
<p>Wider Strategy: Priority 1 Supporting Attendance</p> <p>Nourishment</p>	£6,505	<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>Breakfast club, snacks and lunch provided for all students at WBS and MLC.</p>	Increased energy and alertness has a positive impact on learning. Promotion of healthy lifestyles.
<p>Priority 2: To ensure resources to meet the needs of disadvantaged pupils to support learning and progress.</p> <p>Learning resources for students</p> <ul style="list-style-type: none"> - Art Resources Kits - Film studies DVDs - Literature texts - Personalised revision packs 	£1,907	<p>To ensure all students had their own resources to support learning at school or at home. For students to be able to work independently at home and have access to all resources/materials they would need to complete tasks.</p> <p>Homework booklets were created for students half termly and available on the school website for Willow Bank School.</p>	<p>Students had increased opportunities to access and carry out independent learning at home.</p> <p>Pupil voice data shows an increase in 'agree' responses to the statement 'Worthwhile homework is set regularly'.</p>

<p>(enhanced for PP learners)</p> <ul style="list-style-type: none"> - Resources to support home learning as identified by subject leads - Revision bags - Sensory equipment - Study guides 			
<p>Priority 2: To ensure resources to meet the needs of disadvantaged pupils to support learning and progress.</p> <p>Technology</p> <ul style="list-style-type: none"> - access for students - Laptops - iPads - Remote learning access - Technical support - Teaching and learning support 	£9,094	<p>To ensure all students have access to digital technology at home or in hospital to enhance teaching and learning, including remote (online) learning.</p> <p>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.</p> <p>To improve student engagement and learning through digital technology.</p>	<p>Students across all areas of the school have opportunities to engage in digital technology.</p> <p>Improved use of technology to deliver in-person or remote lessons. Engagement, progress and attainment of students is improved. Students able to access same platforms and resources wherever they are being taught.</p>
Total	£54,730		

