



Children's Hospital School

'Better Together'

Pupil Premium Report 2023 - 2024

School name	The Children's Hospital School
Funding	Pupil Premium allocation: £33 743 Recovery Premium: £53 130 Total: £86 873
Academic year covered	August 2023 to July 2024
Publish Date	September 2024
Statement authorised by	Stephen Deadman (Headteacher)
Pupil Premium Champion	Nikki Cole (Deputy Headteacher)
CLA Designated Teacher	Stewart Scragg (SENCO)

Introduction

The Children's Hospital School (CHS) receives additional funding to help improve the attainment of their disadvantaged students. The Pupil Premium Strategy outlines the key challenges for students at CHS. They are:

Challenge number	Detail of challenge
1	Mental health challenges – a high proportion of pupils have social, emotional and mental health difficulties
2	Acute/chronic medical needs – students face health difficulties impacting on their ability to attend school and engage in education.
3	High mobility of students between educational settings – students at The Beacon and LRI generally have shorter admissions and or multiple admissions
4	Pupils referred to Willow Bank and the Magpie Learning Centre have often been out of education for more than a year, leading to large gaps in learning. For example data shows on average PP students are often half a grade below non PP students in KS4 at Willow Bank, however cohorts are different every year.
5	Attendance data shows that often disadvantaged pupils have lower attendance than non-disadvantaged on average.
6	Parental engagement

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 students 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.

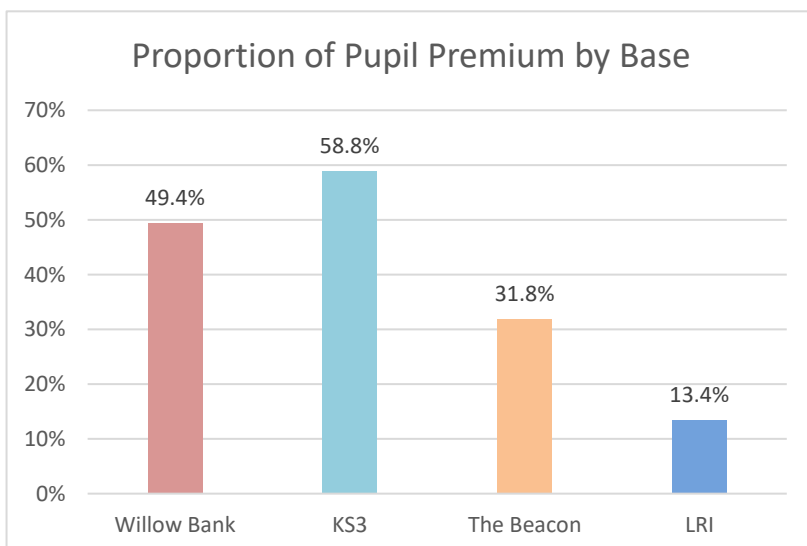
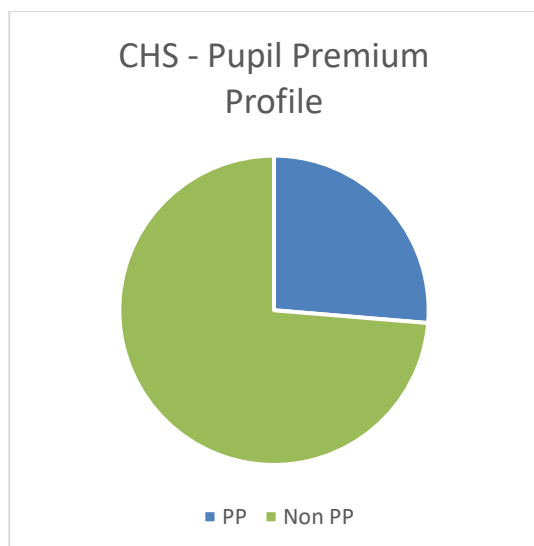
Recovery Premium funding finished in Summer 2024. No further monies are to be received.

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 Child Looked After (CLA) or Previously child Looked After (PCLA). This includes children in local authority care, those who left local authority care through adoption, a special guardianship order or child arrangements order.

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

Profile 2023 - 2024

	Willow Bank	KS3	Beacon	LRI	Total
PP	41	10	7	27	85
Non PP	42	7	15	174	238



Pupil Premium Tracking and Quality Assurance

The student population at CHS is mobile. At our inpatient bases admissions and discharges mean the cohort is ever changing with admissions varying in length from one day to several months. Therefore we adopt a flexible and bespoke approach to supporting students to reach their full potential.

All bases of the school start with a morning briefing, which allows for individual students to be discussed. Pupil Premium students are tracked and monitored at regular intervals throughout the year. Concerns are flagged and interventions and strategies are swiftly put in place.

Pupil Premium students are tracked and monitored by the Pupil Premium Champion (Nikki Cole, Deputy Head) and Kathryn Smith (Senior Leader Data). Stewart Scragg (SENCO) tracks and monitors CLA students.

A review of the Pupil Premium Strategy takes place in January of each academic year. This is followed by a visit from the Pupil Premium Link Governor to discuss progress towards the strategy, review case studies and meet Pupil Premium students where appropriate.

Intended Outcomes

Our aim is to consistently improve the outcomes and life chance of all Pupil premium students. Our intended outcomes are:

- Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.
- Improve reading comprehension among disadvantaged pupils.
- Improved metacognitive and self-regulated strategies among disadvantaged pupils across all subjects.
- To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.
- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
- Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.
- Disadvantaged pupils feel better prepared for career progression and / or Higher Education opportunities through mentoring and work experience.
- Disadvantaged pupils will have equitable access to all activities and resources.

Review of the previous academic year (2023 – 2024)

- Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.

Success Criteria	Actions taken	Activity	On track	Next Steps
<ul style="list-style-type: none"> Assessment and monitoring data indicates progress from baselines. Successful engagement in intervention programmes. 	<ul style="list-style-type: none"> Development of teaching and learning across the school to support improved attainment e.g. Structural Learning Dashboard, Metacognition, Chartered College memberships, Evidence Informed Practice Pedagogical coaching; all staff now trained as coaches. Sustainability plan in place. Subject interventions timetabled daily in English, Maths, Science, Film and Art. FFT data embedded within school. Introduction of CAT testing to generate targets. 	1	Yes	<ul style="list-style-type: none"> Use of CAT test data with FFT dashboard to produce KS4 estimates for Willow Bank. Monitor and track pupil premium students. Continue with interventions, using data to identify pupil premium students. Teacher Toolkit Membership Pedagogical Coaching and its impact, to involve all teaching staff.
		1		
		2		
		1		

- Improve reading comprehension among disadvantaged pupils.

Success Criteria	Actions taken	Activity	On track	Next Steps
<ul style="list-style-type: none"> Improved reading age data Identified areas of difficulty from reading and spelling test data 	<ul style="list-style-type: none"> Reading strategy implemented successfully at WBS. Focus and Intensive groups have daily or weekly reading. That Reading Thing has led to improvements in reading and spelling ages. Introduction of GL Assessment Reading and Spelling in Autumn 24. Detailed reports to support T&L. 	2	Yes	<ul style="list-style-type: none"> Embed use of Reading and Spelling Test outcomes within schools, sharing with wider professionals as appropriate Reading retesting Use of Reading and Spelling tests for early intervention students
		2		

- Improved metacognitive and self-regulated strategies among disadvantaged pupils across all subjects.

Success Criteria	Actions taken	Activity	On track	Next Steps
<ul style="list-style-type: none"> Teacher assessment data shows progress from starting point/baseline. Wellbeing, participation and independence data shows improvement over time Pupil voice (subject and whole school) – students can identify their strengths and weaknesses in learning. 	<ul style="list-style-type: none"> Development of teaching and learning across the school to support improved attainment e.g. 'Top Tips', access to TDT Forum, Structural Learning Dashboard. 	1	Yes	<ul style="list-style-type: none"> Introduction of participation scores in all subjects at WBS/MLC. Work with ImpactEd to evaluate the impact of teaching and learning e.g. metacognition. Continue to further embed pedagogical coaching. Continue to develop 'My Journey' Subject surveys planned for Eng/Ma/Sci
	<ul style="list-style-type: none"> Extended Teaching and Learning Group involving collaboration across bases 	1		
	<ul style="list-style-type: none"> 'My Journey' in development – myself as a learner 	1		
	<ul style="list-style-type: none"> Thrive Development Plans shared with staff 	3		
	<ul style="list-style-type: none"> Focus on feedback and independence as Professional Growth areas. 	1		
	<ul style="list-style-type: none"> Revision programme in place for Year 11 with guides, planners and resources. 	1		

- To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

Success Criteria	Actions taken	Activity	On track	Next Steps
<ul style="list-style-type: none"> Pupil voice indicates improving wellbeing and positive attitude to learning. Involvement and engagement in social activities and trips/visits. Engagement with Youth Worker. 	<ul style="list-style-type: none"> Enrichment tracker used to monitor enrichment opportunities and uptake. Year 11 leavers receive a summary of their participation to share with prospective employers. 	3	Yes	<ul style="list-style-type: none"> Further development of cultural capital offer through yearly planner. Monitoring of PP students Specialist Taskforce developed across school sites to support students and families Work with ImpactEd to evaluate the school's impact on wellbeing.
	<ul style="list-style-type: none"> Art Therapy for 8 Pupil Premium students. 	3		
	<ul style="list-style-type: none"> Thrive for 6 Pupil Premium students. 	3		
	<ul style="list-style-type: none"> Wellbeing curriculum e.g. gardening. 	3		
	<ul style="list-style-type: none"> Effective use of pastoral triage and family support worker 	2, 3		
	<ul style="list-style-type: none"> Infancy of Specialist Taskforce 	2, 3		

- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Success Criteria	Actions taken	Activity	On track	Next Steps
<ul style="list-style-type: none"> - Timetable increases - Individual attendance improved (high mobility of students at CHS KS3 and KS4) 	<ul style="list-style-type: none"> • Rigorous and relentless approach to monitoring attendance through daily, weekly and half termly tracking. 	3	Yes	<ul style="list-style-type: none"> • Maintain rigorous approach to monitoring attendance. • Implementing new attendance codes effectively • Development of Strategic Taskforce
	<ul style="list-style-type: none"> • Use of FSW and YW to engage and support families with attendance. 	3		
	<ul style="list-style-type: none"> • Structured plan for timetable increases in place at WBS/MLC after NSAG. 	3		
	<ul style="list-style-type: none"> • Use of wellbeing curriculum to support attendance and increase timetable. 	3		
	<ul style="list-style-type: none"> • Parent Support Group 	3		
	<ul style="list-style-type: none"> • Infancy of Specialist Taskforce 	3		

- Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.

Success Criteria	Actions taken	Activity	On track	Next Steps
<ul style="list-style-type: none"> - Completion of Thrive - Completion of Art Therapy - Enrichment activities in and out of school - D of E participation (including residential) 	<ul style="list-style-type: none"> • Cooking interventions / Food Safety Certificate • AQA Award Units to recognise achievements • Reading with Eyres Monsell Primary • 8 PP students took part in Art Therapy. 6 PP students took part in Thrive. • More Thrive practitioners trained • Successful completion of work experience. 	3	Yes	<ul style="list-style-type: none"> • Build further links with wider community e.g. MLC Cooper House Care Home and Eyres Monsell Primary. • Cultural capital annual planner and monitoring

- Disadvantaged pupils feel better prepared for career progression and / or Higher Education opportunities through mentoring and work experience.

Success Criteria	Actions taken	Activity	On track	Next Steps
<ul style="list-style-type: none"> Participation in work experience Student engagement with Connexions and post 16 plans 	<ul style="list-style-type: none"> High uptake of work experience Students well supported to engage with work experience. Engagement with post 16. Virtual Assemblies for colleges Sparks Academy – WBS Jan 2024 Youth Worker Support Speedy Speakers/Careers Fair Bespoke transition plans e.g. travel training and college visits 1:1 	3	Yes	<ul style="list-style-type: none"> Development of post 16 role within WBS. Maintain high uptake of WE and opportunities for engagement with post 16

- Disadvantaged pupils will have equitable access to all activities and resources.

Success Criteria	Actions taken	Activity	On track	Next Steps
<ul style="list-style-type: none"> No disadvantaged pupil will miss out on activities or resources – these are funded through our PP funding. 	<ul style="list-style-type: none"> Messy Senses LRI Art Day / Storyteller Soft Touch Music Calm Table at The Beacon Arts Packs at Willow Bank Revision Packs at Willow Bank LRI PP offered two sessions per day where time allows. Equipment provided and left with families. 	3	Yes	<ul style="list-style-type: none"> Cultural capital annual planner and monitoring Use of Youth Workers Further development of 12 week EI programme at MLC and PLC.

Evidence of Impact		
Teaching	Targeted Academic Support	Wider Strategies
<p>2024 Pupil Premium GCSE Results</p> <ul style="list-style-type: none"> - Attainment 8 = 25.7. Non Pupil Premium = 29.1. Reduced gap from 2023. - 9 to 4 pass rates English - 42% (68% NPP) Maths - 50% (56%) - 9 to 1 pass rates English – 95% (100% NPP) Maths – 94% (100% NPP) - Outcomes to FFT 33% met or exceeded FFT targets in English (Non PP 42%) 25% met or exceeded FFT targets in Maths (Non PP 47%) <p>2024 Attendance</p> <ul style="list-style-type: none"> - Whole School Pupil Premium = 45.7%. Non Pupil Premium = 44.9% - Year 11 WBS 2024 Pupil Premium = 47.5%. Non Pupil Premium = 53.0% <p>Teaching and Learning School Self Review showed evidence of students being encouraged to work independently and build resilience. (See Report Apr 24). Pupil voice 23/24 - 89% of students agree they are taught well</p> <p>LRI progress tracker evidences monitoring of long term PP patients.</p>	<ul style="list-style-type: none"> • Reading scores improved through use of That Reading Thing and interventions. 3 PP students took part in TRT. All 3 improved their reading ages. Student 1 +2yrs Student 2 +4 yrs Student 3 +6 yrs See SEND SEF 23/24 for further details. • Student voice indicates that students enjoy TRT and reading interventions at WBS and reading in Uplift at MLC (Literacy Self Review Feb 24) • Thrive Impact Report – case studies 	<ul style="list-style-type: none"> • Data shows PP engaged in a range of opportunities e.g. London Trip, day trips , charity events and other experiences. See enrichment tracker for further details. Pupil voice 23/24 - 80% of students felt they got to try new things when at school. • Art Therapy – 8 PP students participated. See Art Therapy Impact Report 23/24. • Successful uptake and completion of work experience: 10 PP students took part (16 on roll at the time). • Transition Data (2024) 91% enrolled with post 16 providers in Sept 2024. Non Pupil Premium 83%. • Pupil voice 23/24 show 95% of pupils felt the school helps to plan next steps.

100% pass rate for ECTs/NPQs

Interventions – good engagement and impact on outcomes

	Subject	Attendance	Outcome	FFT Target
1	Maths	44%	6	6
2	Maths	74%	3	2
3	Maths	84%	3	3
	Science	75%	4 - 3	3
4	Science	60%	4 – 3	3

Externally provided programmes

Details of non-DfE programmes that pupil premium funded

Programme	Provider
CAT Testing	GL Assessment
NGRT/NGST	GL Assessment
Reading Intervention	That Reading Thing
Wheelchair Rugby	Tigers Foundation
Music Support	Soft Touch Arts
Animal Experience	Fudge & Co.

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A