



Children's Hospital School

'Better Together'

Pupil Premium Strategy 2023 - 2026

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy - how we intend to spend the funding in this academic year.

The outcomes for disadvantaged pupils last academic year can be found in our ***Pupil Premium Report 2023/2024***.

School overview

Detail	Data
Number of pupils in school	100 (18/01/2024)
Proportion (%) of pupil premium eligible pupils	49% (18/01/2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date this statement was last reviewed	September 2024
Date on which it will be next reviewed	September 2025
Statement authorised by	Stephen Deadman
Pupil premium lead	Nikki Cole
Governor / Trustee lead	Jill Townsend (Curriculum and Standards Committee Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,400
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,400

Pupil Premium Strategy Plan

Context

The Children's Hospital School provides education for students who are too ill to attend their mainstream school. Our students join us following a referral supported by medical evidence. Our role is to nurture, support, educate and enable students to reintegrate as, when and if appropriate. We teach in four school bases and at children's own homes. We aim to provide outstanding education and care in partnership with other agencies.

Willow Bank School

Willow Bank Day School provides an education for Key Stage 4 students (Years 10 & 11) who are unable to access education in their own school for medical reasons. Each student has a personalised timetable comprising core and foundation subjects. We also offer Arts Award, a vocational element, and a therapeutic curriculum, as appropriate. Individual timetables are designed to meet students' academic needs, whilst taking account of health, emotional and wellbeing factors.

Leicester Royal Infirmary

At the Leicester Royal Infirmary we offer education to any child of school age during their time as an inpatient. We work in consultation with the family, home school, medical and nursing staff. On the children's wards we teach in cubicles and at bedsides, bringing laptops, tablets and other teaching resources to the students. Where it is possible, we follow the curriculum provided by the child's own school in order to minimise the impact of their absence from school.

The Beacon CAMHS Unit

We provide access to education for inpatients, assuming their health permits, providing a range of activities and supporting students to maintain their studies within a safe and nurturing setting. We liaise closely with home schools / colleges and other agencies to aid transition back into mainstream settings.

Magpie Learning Centre

The Magpie Learning Centre provides education for students in Years 5 – 10 who are unable to access education in their own school due to their health. A broad and balanced curriculum is offered to support each student's education until they are able to return to school. This comprises of academic, therapeutic and enrichment activities. Both long and short term placements are offered at this provision.

The Phoenix Learning Centre

The Phoenix Learning Centre opened in September 2024 as an early intervention for up to 12 weeks for those in Y7-10 who are having difficulty attending school due to mental and / or physical health issues. There are plans to add provision to support Y11 students as they approach GCSE exams from January 2025.

Home Tuition

The school provides home tuition for primary and secondary students who are unable to attend their own school, on medical grounds. We endeavour to follow the courses that the students would be covering at their own school. Our offer is focused on the abilities and additional needs of our students across the age, ability and additional needs range.

Statement of intent

All students have access to a personalised curriculum that caters for their particular health needs, their age, their stage, and SEND needs, regardless of where they access their education at The Children's Hospital School. Their education is planned to maximise their learning whilst preparing them for the next stage.

We consider all our students to be vulnerable due to mental and physical health needs that are preventing them from accessing education from their main schools.

At the heart of our approach is high-quality teaching, targeted support on robust assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole school approaches, such as high quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We also provide disadvantaged pupils with support to develop independent life skills and social skills. We continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer students the relevant skills and experience they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	<ul style="list-style-type: none"> - Assessment and monitoring data indicates progress from baseline assessments - Successful engagement in intervention programmes
2. Improve reading comprehension among disadvantaged pupils.	<ul style="list-style-type: none"> - Improved reading age data - Identified areas of difficulty from Reading and Spelling Test data
3. Improved metacognitive and self-regulated strategies among disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> - Teacher assessment data shows progress from starting point/baseline assessment - Wellbeing, Participation and Independence data shows improvement over time - Pupil voice (subject and whole school) – students can identify their strengths and weaknesses in learning
4. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> - Pupil voice data indicates improving wellbeing and positive attitude to learning. - Increased attendance and timetables. - Involvement and engagement in social activities and trips visits - Engagement with Youth Worker
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> - Timetables increase - Individual attendance improved (high mobility of students at CHS KS3 and KS4)
6. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<ul style="list-style-type: none"> - Completion of Thrive - Completion of Art Therapy - Enrichment activities in and out of school

	<ul style="list-style-type: none"> - D of E participation (including residential)
7. Disadvantaged pupils feel better prepared for career progression and / or Higher Education opportunities through mentoring and work experience.	<ul style="list-style-type: none"> - Participation in work experience - Student engagement with Connexions and post 16 plans
8. Disadvantaged pupils will have equitable access to all activities and resources	<ul style="list-style-type: none"> - No disadvantaged pupil will miss out on activities or resources – these are funded through our PP funding

Activity in this academic year

This details how we intend to spend our Pupil Premium (and Recovery Premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop the quality of teaching and learning at CHS - high quality teaching, assessment and curriculum</p> <p>(a) Use research driven pedagogies to improve student outcomes including Evidence Informed Practice, and share these via staff CPD.</p> <p>(b) To support staff visits to other mainstream, special and hospital schools to share good practice.</p> <p>(c) Promotion of metacognitive strategies in the classroom</p> <p>(d) Develop and improve student engagement and learning through digital technology.</p> <p>(e) Further develop reading and literacy and develop targeted vocabulary instruction in lessons.</p> <p>(f) Develop all forms of feedback</p> <p>To use research driven pedagogies to improve student outcomes. Staff are supported in developing their knowledge of these reports and resources via CPD. Staff CPD evaluations show Teaching and</p>	<ul style="list-style-type: none"> - EEF – Metacognition and Self-regulated learning (Guidance Reports) - EEF – Teacher Feedback to improve Pupil Learning (Primary and Secondary) - Guidance Report - EEF - Improving Literacy in Secondary Schools – Guidance report and KS2 - Using Digital Technology to improve learning – EEF Guidance Report - TDT resources (members forum) - Structural Learning Database - Chartered College membership - Teacher Toolkit 	1, 2, 3 and 4

Learning CPD has a direct impact on student outcomes.		
Pedagogical Coaching <ul style="list-style-type: none"> - Delivering pedagogical coaching at all five CHS bases. All teaching staff are trained and involved in pedagogical coaching either as coaches or coachees 	- Teacher Development Trust data	1, 2, 3, 4
Supporting staff involved in NPQs and ECT route. Supporting continuous and sustained professional development on evidence based classroom approaches is important to develop the practice of teachers in our setting.	- The EEF Guide to PP – Focus on quality first teaching	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support; 1:1 and small group during Personal Development slots in core and option subjects.	The EEF Guide To Pupil Premium Pupil surveys conducted within school show that intervention sessions are well received, boosting confidence and enabling students to feel better in lessons.	4
That Reading Thing	Regular reading interventions support students in accelerating their reading age from their starting point. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	4
Daily deployment of support staff to meet the needs of PP students (academic and nurture) - Teaching Assistants (support in class)	EEF – Making best use of Teaching Assistants – Guidance Report Internal evidence: A number of our students struggle with leaving their home and attending school. Having youth workers to support students	1, 2, 3, 4

<ul style="list-style-type: none"> - Family Support Worker - Youth Worker - Transition Support Worker 	in getting them into school and engaging with their learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure inpatient students have access to enrichment activities and opportunities to learn new skills.	At CHS we teach a broad and balanced curriculum across all of our sites. Providing inpatient students with the opportunity to learn new skills and take part in varied enrichment activities is an important role in their recovery.	1, 2
Ensure students have access to healthy and balanced meals whilst at CHS.	Promoting healthy lifestyles and ensuring students eat well supports their overall wellbeing and concentration	1
To give students opportunities to plan meals, cook them and understand how budget impacts on meal choice.	This supports students with lifeskills and promotes healthy choices. Students are able to take their meals home to share with their family.	1
Continue to extend therapeutic interventions e.g. Thrive, Art Therapy, Lego Therapy, Theraplay, Outdoor learning, Messy Senses, Soft Touch and alpacas.	Students' wellbeing will be further improved through experience of a varied programme of activities throughout the academic year resulting in increased confidence and mood. This will be visible in engagement and student voice feedback	1
Embed principles of good practice set out in the DfE's Improving School Attendance advice. Close attendance and monitoring using tiered interventions.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance EEF – Attendance Interventions Rapid Evidence Assessment	5, 6
Cultural Capital: Ensuring a variety of enrichment activities for careers and work	Preparing students for their next steps is integral work of all CHS bases.	4, 5, 6, 7, 8

experience opportunities for KS4		
Parental Engagement Youth Worker Family Support Worker Transition Support Worker	<p>Our Family Support Worker will support PP families throughout their time at CHS.</p> <p>We will have a Parent Group ("<i>Coffee and Chat</i>") that meets every half term to support PP parents. On line areas will be available for Parents/Carers unable to attend these sessions.</p> <p>Mental Health First Aid will be offered to all PP Parents (with childcare available for younger siblings to enable Parents to attend).</p>	5, 6, 7, 8

Total budgeted cost: £29,400