



Children's Hospital School

'Better Together'

Pupil Premium Report 2024 - 2025

School name	The Children's Hospital School
Funding	Pupil Premium allocation: £26, 350 Recovery Premium: £0 Total: £26, 350
Academic year covered	August 2024 to July 2025
Publish Date	October 2025
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.

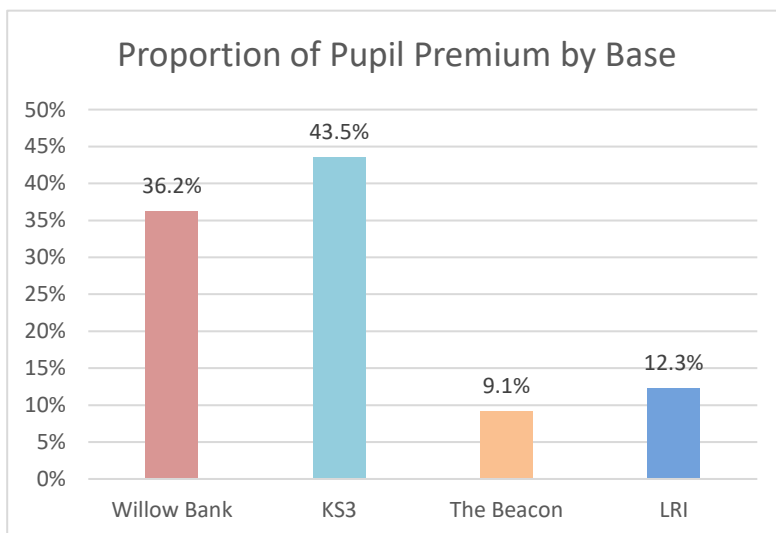
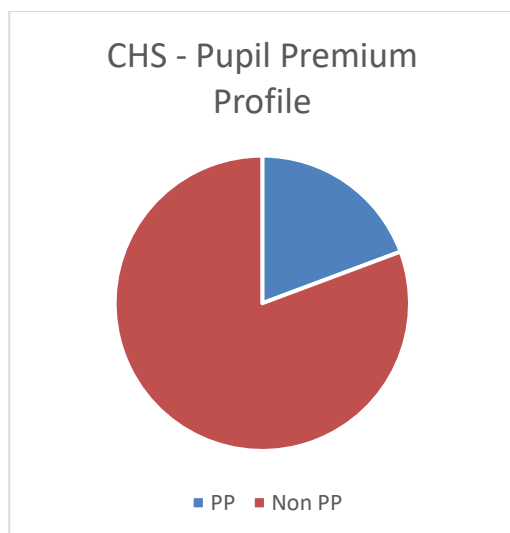
Recovery Premium funding finished in Summer 2024. No further monies are to be received.

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 2024 - 2025

	Willow Bank	KS3	Beacon	LRI	Total
PP	21	10	2	23	56
Non PP	37	13	20	164	234



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.

1 - Teaching and Learning

2 - Targeted Academic Support

3 - Wider Strategies

Review of the previous academic year (2024 – 2025)

- 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
- Assessment and monitoring data indicates progress from baselines. - Successful engagement in intervention programmes.	Development of teaching and learning across the school to support improved attainment e.g. Structural Learning Dashboard, Chartered College memberships, TeachMateAI, TDT membership and staff taking part in NPQs.	1	Yes	- Behaviours for Independent Learning (BIL) - whole school focus on our students' learning habits and developing their metacognitive skills (refer to Teaching and Learning Development Plan) - To maintain and sustain Pedagogical Coaching across the school for all teaching staff - Continue to monitor progress of PP students, making use of CAT and FFT data for target setting. - DSP curriculum used to support CHS learners if appropriate. - Continued offer of intervention sessions for identified students. - Continue working with ImpactEd to further analyse changes in attitudes to metacognition.
	Pedagogical coaching: All teaching staff now trained as coaches and involved in weekly coaching sessions. Sustainability plan in place. Group coaching taking place at Bases to ensure success and impact of Pedagogical Coaching. Reflective journal with Teaching and Learning tips for all teaching members of staff.	1		
	Development of AI across the school to support teaching and learning.	1		
	Subject interventions timetabled daily in English, Maths, Science, Film and Art. Maths intervention used effectively to support Higher Tier preparations. 5 students entered for HT Maths 24/25.	2		
	FFT data embedded within school. Introduction of CAT testing to generate subject specific targets. Half termly data monitoring at Willow Bank, findings shared with staff, and interventions put in place.	1		
	Inpatient units share half termly with PP Lead who their PP learners are and their needs. Bespoke interventions are put into place for these learners when appropriate.	1		

- Improve reading comprehension among disadvantaged pupils.

Success Criteria	Actions taken	Activity	On track	Next Steps
- Improved reading age data - Identified areas of difficulty from reading and spelling test data	• Reading strategy continued at WBS; intensive groups have daily or weekly reading. • GL Assessment Reading and Spelling used across provisions, including Early Intervention to generate baseline data. Shared with staff through At a Glance information. • Retesting of reading took place for those with below 90 scores.	2	Yes	• Continue to embed use of GL assessment data to inform reading interventions, making greater use of reports available. • Reading retesting embedded. • Review and relaunch of reading interventions at WBS/MLC. • Make use of WBS base report to ensure reading groups are reviewed and updated as new starters arrive.
		2		
		2		

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

Success Criteria	Actions taken	Activity	On track	Next Steps
- 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.	• Development of teaching and learning across the school to support improved attainment e.g. 'Top Tips', access to TDT Forum, Structural Learning Dashboard. Creation of a 'Reflective Journal' for all teaching staff. • Teaching and Learning half termly meetings with all teaching staff across the school. This further promotes collaboration across bases. • Thrive Development Plans shared with staff – Thrive for groups, individuals and families • Impact Ed research undertaken to look at school's impact on metacognition. • Participation scores collected across all subject areas. • Subject surveys conducted in Eng/Ma/Sci • School self reviews conducted on lesson starts (Oct 24) and Use of Technology (Nov 24)	1	Yes	• To further embed pedagogical coaching. Introduction of group coaching at day school provisions • Behaviours for Independent Learning (BIL). • School Self Reviews used to analyse where we are and next steps to further improve student outcomes. • To use ImpactEd data from 2024/2025 to inform us of students' needs and how to target improvement. • Continue working with ImpactEd to further analyse changes in attitudes to metacognition.
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		3		
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	Effective use of HLTAs and TAs to support students academically and pastorally. Transition Support Workers and Pastoral Leads in place at MLC/PLC.			
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- To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

Success Criteria	Actions taken	Activity	On track	Next Steps
- Pupil voice indicates improving wellbeing and positive attitude to learning. - Involvement and engagement in social activities and trips/visits. - Engagement with Youth Worker.	- Art Therapy for 8 Pupil Premium students. - Thrive for 3 Pupil Premium students. - Development of work of Specialist Taskforce, working with a range of students, supporting students and families (Therapy, EP, YW, FSW) - Impact Ed research undertaken to look at school's impact on wellbeing and self-efficacy. - Cultural capital mapping and tracking undertaken. Wide range of opportunities available to students in community and inpatient provisions. - Use of lunchtime supervisor to support in school, building peer relationships, building confidence with eating. - Youth Workers working with a range of students at WBS and MLC deploying a range of strategies e.g. mindfulness diaries, morning mindset group, yoga, boxing, photography, visits in the local community, post 16 support.	3 2/3 3 3 3 2/3	Yes	- Specialist Taskforce developed across school sites to support students and families. - Continue to work with Impact Ed to analyse aspects of wellbeing and self-efficacy, developing further strategies to support e.g. use of self-regulation boxes. - To ensure our newer provisions - Phoenix (and Osprey) have access to enrichment and Youth Workers as already established at WBS and MLC.

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

Success Criteria	Actions taken	Activity	On track	Next Steps
- Timetable increases - Individual attendance improved (high mobility of students at CHS KS3 and KS4)	- Development of the work of the specialist taskforce: use of FSW and YW to engage and support families with attendance. - Nurture interventions support attendance and increase students' timetable.	2/3 3	Yes	- Maintain rigorous approach to monitoring attendance - Further development of Strategic Taskforce across school sites; make use of ImpactEd data on

	Parent Support Group. Coffee and Chat at MLC well attended, and helping to build parent peer support.	3		self-efficacy and wellbeing to support work. Year 11 WBS move to full time timetables at the start of the year to support increased attendance. Regular timetable increases actioned for cohorts.
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- 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
- Completion of Thrive - Completion of Art Therapy - Enrichment activities in and out of school - D of E participation (including residential)	8 PP students took part in Art Therapy. 4 PP students took part in Thrive.	3	Yes	Review midyear the experiences and opportunities of PP students – look to engage with and provide further opportunities as required.
	Use of community resources to support learners, e.g. Eyres Monsell gym and boxing, local shopping for meal planning, residential care home, local primary school readers.	3		
	Cultural capital annual planner created.	3		
	Engagement in extended work experience placements e.g. car mechanics (Y10 and Y11).	3		
	Duke of Edinburgh expedition with 4 students.	3		

- 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
- Participation in work experience - Student engagement with Connexions and post 16 plans	Development of P16 support role at WBS (GM – TA).	3	Yes	- Development of post 16 role within WBS. - Maintain high uptake of WE and opportunities for engagement with post 16. - To have careers support in place for DSP students Years 9 - 11 as part of their offer.
	Travel training undertaken to a range of local colleges.	3		
	Supported college visits.	3		
	Work Experience support is excellent, ensuring PP students are able to find placements and engage in WE.	3		

	• Range of in school opportunities to support p16 planning e.g. careers fair, mock interviews, college assemblies. • 1:1 meetings for careers advice	3		
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- Disadvantaged pupils will have equitable access to all activities and resources.

Success Criteria	Actions taken	Activity	On track	Next Steps
- No disadvantaged pupil will miss out on activities or resources – these are funded through our PP funding.	• Use of Youth Workers to support with activities e.g. facilitating attendance on trips. Boxing, gym sessions and photography. • LRI Windsor Building Art Project • Cultural opportunities offered to all at WBS including theatre trips to ACC, AIC. • PE introduced to Beacon curriculum. Pedestrian Music. • Soft Touch Arts at multiple bases.	3 3 3 3	Yes	• To ensure our enrichment programme appeals to all disadvantaged learners and is based on a cultural calendar to further develop students' cultural capital.

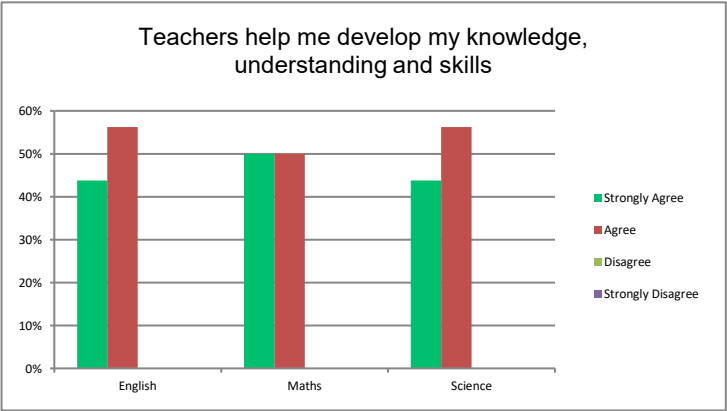
Evidence of Impact		
Teaching	Targeted Academic Support	Wider Strategies
2025 Pupil Premium GCSE Results - Attainment 8 = 24.9 Non Pupil Premium = 29.9. Gap slightly increased from 2024 (4.8 compared to 3.4) - 9 to 4 pass rates English - 36% (52% NPP) Maths - 36% (41%) - 9 to 1 pass rates English – 100% (100% NPP) Maths – 91% (100% NPP) - Outcomes to FFT 50% met or exceeded FFT targets in English (Non PP 71%) 30% met or exceeded FFT targets in Maths (Non PP 41%) 2025 Attendance - Whole School Pupil Premium = 46.84%.Non Pupil Premium = 47.98% - Year 11 WBS 2024 Pupil Premium = 56.6%. Non Pupil Premium = 54.2% School Self Review – Teaching and Learning (Feb 25) indicates that Pedagogical Coaching has a positive impact on teaching in the classroom and student engagement (Review joint with TDT).	• Thrive Impact Report – case studies • Impact Ed research data showed that reading interventions had the biggest impact on metacognition. • Impact Ed research data shows that the YW had a positive impact on well being and self-efficacy, as did cooking and thrive. • Development of work with Educational Psychologist.	• 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 24/25 - 80% of students felt they got to try new things when at school. • Art Therapy – 8 PP students participated. See Art Therapy Impact Report 24/25. • Successful uptake and completion of work experience: all 6 PP students took part who were on roll at the time. • Transition Data (2024/5) 72% enrolled with post 16 providers in Sept 2025. Non Pupil Premium 81%. • Pupil voice 24/25 show 87% of pupils felt the school helps to plan next steps.

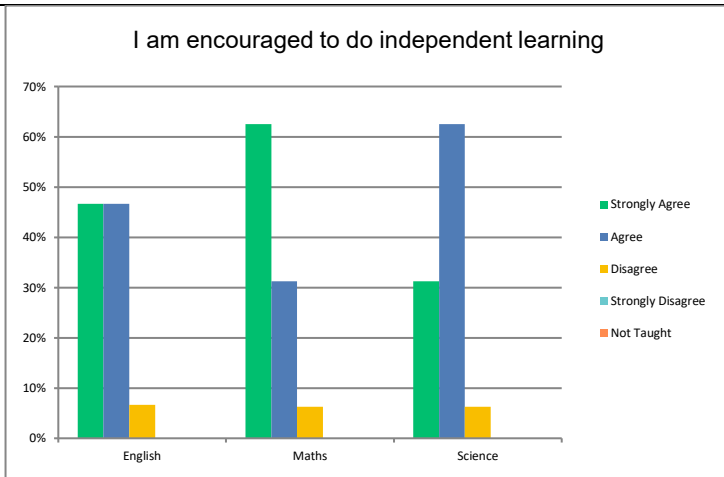
LRI progress tracker evidences monitoring of long term PP patients.

Impact Ed research data showed that metacognition scores improved for students during their time at WBS/MLC in all year groups. Average scores for all students increased from 3.26 to 3.35. PP increased from 3.05 to 3.23. Non PP dropped from 3.47 to 3.44.

Participation scores show positive engagement in lessons, for example in KS4 English and Maths 90% of Pupil Premium students scored 3 or above (compared to all students of 90% scoring 3 or above). The vast majority of students are participating in lessons and taking an active role.

Subject surveys conducted in October 2024 show students responded positively around teaching and learning, including expectations for working independently.





100% pass rate for ECTs/NPQs.

Interventions – good engagement and impact on outcomes

	Subject	Attendance	Outcome	FFT Target
1.	English	46%	8	6.4
	Science	80%	5 - 4	5.9
	Maths	46%	4	5.9
2.	English	83%	2	3.5
	Film	90%	1	3.4
3.	Art	71%	4	6.8
	Science	59%	5 - 5	6.5
	Maths	80%	4	6.6
4.	Art	79%	4	6.1
	Science	70%	5 – 5	5.9
	Maths	59%	4	5.9

5.	Film	77%	6	3.5			
6,	Maths	64%	U	2.5			

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
Music Support	Soft Touch Arts
Animal Experience	Fudge & Co.
Music Support	Messy Senses
Music Support	Pedestrian Music

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