



Children's Hospital School

'Better Together'

Pupil Premium Report 2025 - 2026

School name	The Children's Hospital School
Funding	Pupil Premium allocation: £17200 Total: £17200
Academic year covered	August 2025 to July 2026
Publish Date	October 2026
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, the Magpie Learning Centre and The Phoenix 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:

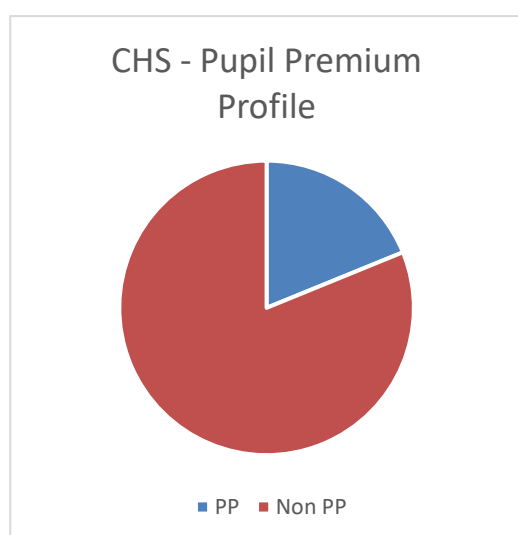
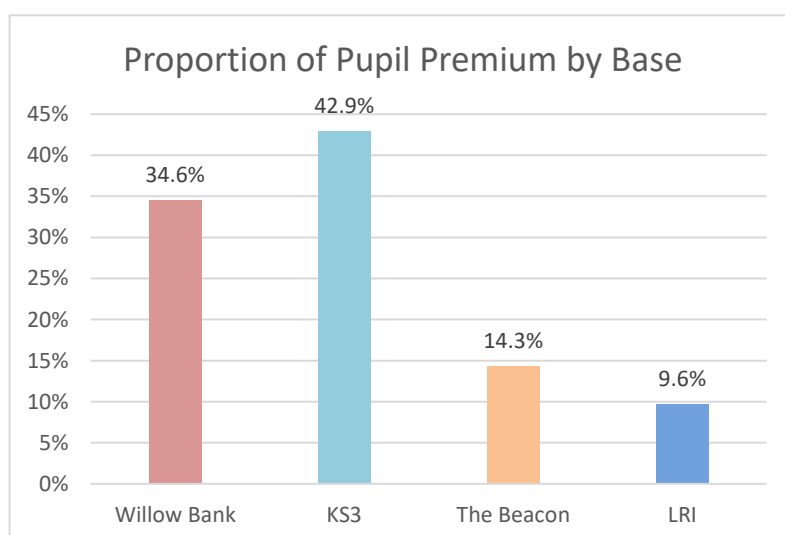
- Free School Meals: for every child who claims free school meals, or who has claimed free school meals in the last 6 years (Ever6 FSM)
- Pupil Premium funding is also provided in respect of children of parents serving in HM Forces or who have retired on a pension from the Ministry of Defence.

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 2025 - 2026

	Willow Bank (inc. secondary HT)	KS3	Beacon	Phoenix	LRI (inc. Primary HT)	Total
PP	28	6	3	2	16	58
Non PP	53	8	18	8	150	237



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, Director of Inclusion & Achievement) 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 (2025 – 2026)

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

Success Criteria	Actions taken	Activity	Evidence of Impact
<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"> Effective staff training delivered to support teaching and learning e.g. NAHE Conference Nov 2025, Autism Training Nov 25 Development of AI across the school to support teaching and learning (AI and teaching training delivered by MM) FFT and CAT data shared on transition from NSG to WBS. Development of 'At a Glance' and 'Spotlight on'- linking academic and pastoral elements. Data in NSG has informed teaching staff individual student strengths and areas for support. Subject interventions used effectively to support academic progress e.g. Higher tier Maths and Science groups. Specialist base curriculum pathway developed (including ASDAN and option pathways) to support needs. Entries for Functional Skills Maths and English used to provide alternative qualification pathways for students where required. School Self Review on Learning Habits (Oct 2025) Introduction of Rosenshine's principles to build a teaching and learning framework. Teaching and Learning handbook developed. Dedicated pedagogical coaching time across all bases to support development of teaching and learning. 	1, 2	<p>2026 Pupil Premium GCSE Results</p> <ul style="list-style-type: none"> Attainment 8 Pupil Premium = 22.5 Non Pupil Premium = 29 (Gap of 6 points) 9 to 4 pass rates English - 44% (increase from 36% in 2025) / 42% NPP Maths - 33% (drop from 36% in 2025) / 50% NPP 9 to 1 pass rates English – 89% (100% NPP) Maths – 78% (96% NPP) <i>(N.B One PP student only attended two exams which led to U and X grades).</i> Outcomes to FFT 56% (50% 2025) met or exceeded FFT targets in English / Non PP 71% (71% in 2025) 33% (30% 2025) met or exceeded FFT targets in Maths / Non PP 76% (41% in 2025) <p>Impact of Interventions - See Appendix 1</p> <p>Functional Skills 2026</p> <ul style="list-style-type: none"> 1 PP student took EL2 Maths and passed. 4 PP students took EL3 Maths and passed. <p>2026 Attendance See Appendix 4 for examples of termly attendance tracking.</p> <ul style="list-style-type: none"> Whole School Pupil Premium = 56.2%. Non Pupil Premium = 44.7%

	<ul style="list-style-type: none"> Termly CPD bulleting to share good practice. 		<ul style="list-style-type: none"> Year 11 WBS 2026 Pupil Premium = 67.6%. Non Pupil Premium = 47.1% <p>Learning Habits School Self Review Report (Nov 25)</p>
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- Improve reading comprehension among disadvantaged pupils.

Success Criteria	Actions taken	Activity	Evidence of Impact
<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 continued at WBS; intensive groups have daily or weekly reading. That Reading Thing and Reading 10 continues 7 students engaged with TRT (4 = PP) 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. More staff trained to deliver 'That Reading Thing' to build capacity. 	2	<p>Reading Retesting</p> <ul style="list-style-type: none"> 4 PP students identified for retesting, with 3 completing. All 3 improved reading SAS. <p><i>Student 1: 75 to 92</i> <i>Student 2: 85 to 87</i> <i>Student 3: 92 to 104</i></p> <p>Impact Ed Data Reading as an intervention had the greatest impact on metacognition scores for all students.</p>

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

Success Criteria	Actions taken	Activity	Evidence of Impact
<ul style="list-style-type: none"> Teacher assessment data shows progress from starting point/baseline. Wellbeing, participation and independence data shows improvement over time 	<ul style="list-style-type: none"> Participation scores collected across all subject areas. SPARK introduced to support behaviour for learning. Reward points system introduced. Subject surveys conducted in Eng/Ma/Sci to gather views on teaching and learning experiences. 	1	<p>Impact Ed Data</p> <ul style="list-style-type: none"> Metacognition scores improved for matched PP students from 3.01 to 3.27. Self-efficacy scores improved for matched PP students from 4.2 to 4.42. Above national average (4.19).

<ul style="list-style-type: none"> - Pupil voice (subject and whole school) – students can identify their strengths and weaknesses in learning. 	<ul style="list-style-type: none"> • School self-review conducted on Learning Habits (Oct 2025) 	<p>See Learning Habits School Self Review Report (Nov 25) for full details. Key findings;</p> <ul style="list-style-type: none"> • Classroom routines well established • Make good use of resources including notes and knowledge organisers <p>Participation Scores 87% of scores awarded last year for all Y11 students were at 3 or above showing high levels of participation. PP 87%, Non PP 87%.</p> <p>Independence Scores Scores awarded at 1 & 2 for all students was 62% in Autumn 25 and 74% in Summer 26. PP increased from 58% to 69%, Non PP increased from 65% to 78%.</p> <p>Student surveys conducted (Aut 2025) showed:</p> <ul style="list-style-type: none"> • 100% agreed that 'teachers expect me to work hard and try my best' • 100% agreed 'I am encouraged to do independent learning' • 100% agreed 'teachers help me develop my knowledge, understanding and skills' • 100% agreed 'I receive helpful feedback so I can see how to improve'.
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- To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

Success Criteria	Actions taken	Activity	Evidence of Impact
<ul style="list-style-type: none"> - Pupil voice indicates improving wellbeing and positive attitude to learning. - Increased attendance and timetables. - Involvement and engagement in social activities and trips/visits. 	<ul style="list-style-type: none"> • Thrive for 13 Pupil Premium students across CHS bases. • Art Therapy for 12 Pupil Premium students • Development of work of Specialist Taskforce, working with a range of students, supporting students and families (Therapy, EP, YW, FSW) 	3	<p>Impact Ed Data</p> <ul style="list-style-type: none"> • Wellbeing scores improved for matched PP students from 2.64 to 2.99. See Impact Ed Report for further details. • HLTA specialist interventions had the greatest impact on wellbeing scores, including Lego Therapy, Talkabout, and Understanding ADHD diagnosis.

<ul style="list-style-type: none"> - Engagement with Youth Worker. 	<ul style="list-style-type: none"> • 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. • HLTAs at the Specialist Base (WBS) have brought a wide range of skills which have been deployed to support student progress e.g. ELSA, Language for Behaviour and Emotions, Superflex, LEGO Therapy, Drawing and Talking. • Enrichment opportunities available at inpatient settings e.g. Wilf the Storyteller, Soft Touch Arts. 	<p>Engagement in Enrichment Activities - See Appendix 2</p> <ul style="list-style-type: none"> • 88% of PP students took part in a day trip or offsite visit <p>Challenge Partners Report (Nov 2025)</p> <ul style="list-style-type: none"> • <i>"The Specialist Taskforce is central to engagement and transition. They hold personalise weekly meetings, gather student and family voice, and provide mentoring, therapeutic support and family outreach".</i> <p>Youth Worker Engagement Impact Report (MP) - May 2026</p> <p>Youth Worker Impact Reports (AC/MP) - July 2026</p> <p>Art Therapy Impact Report (EC)</p> <p>Student surveys conducted (Aut 2025) showed:</p> <ul style="list-style-type: none"> • 100% agreed 'this is a good school to be at'. • 84% agreed 'I feel safe in my lessons' (16% answered 'Don't Know', rather than disagree)
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- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Success Criteria	Actions taken	Activity	Evidence of Impact
<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"> • 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. • Parent Support Group. Coffee and Chat at MLC well attended, and helping to build parent peer support. • Use of 'Frequently Absent' on the Risk RAG. 	3	<p>33% of PP students on FT timetables (Sum 26), compared to 30% NPP. Student timetables are managed carefully balancing academic and wellbeing.</p> <p>Individual Attendance Increases</p> <ul style="list-style-type: none"> • From admission to final half term, 71% had higher attendance. <p>2026 Attendance See Appendix 4 for examples of termly attendance tracking.</p> <ul style="list-style-type: none"> - Whole School Pupil Premium = 56.2%. Non Pupil Premium = 44.7%

			<ul style="list-style-type: none"> - Year 11 WBS 2026 Pupil Premium = 67.6%. Non Pupil Premium = 47.1% <p>Challenge Partners Report (Nov 2025)</p> <ul style="list-style-type: none"> • <i>"Leaders have implemented a clear whole school attendance strategy which is tightly tracked. This focuses on gradually building trust and engagement, which has significantly improved attendance for students who have been out of education for extended periods".</i>
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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	Evidence of Impact
<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"> • 12 PP students took part in Art Therapy. 13 PP students took part in Thrive. • 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. • Photography projects with MP • Cooking slots used on a short term basis to develop skills for life. 	3	<p>Engagement in Enrichment Activities - See Appendix 2</p> <ul style="list-style-type: none"> • Significant number are experiencing a wide range of opportunities. See Appendix 2. The majority have taken place in an offsite or day visit - 88% of PP. <p>Youth Worker Impact Reports (AC/MP) - July 2026</p> <p>Art Therapy Impact Report (EC)</p>

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

Success Criteria	Actions taken	Activity	Evidence of Impact
<ul style="list-style-type: none"> - Participation in work experience - Student engagement with Connexions and post 16 plans 	<ul style="list-style-type: none"> • Travel training undertaken to a range of local colleges. • Supported college visits. • Work Experience support is excellent, ensuring PP students are able to find placements and engage in WE. 	3	<p>Work Experience</p> <ul style="list-style-type: none"> • All 5 PP students had work placements organised, of which 4 attended. One PP student managed the 1st day only. <p>Post 16 Destinations 95% of PP year 11 students had P16 plans in place for Sept 26. 73% (11 students) have enrolled in P16</p>

	<ul style="list-style-type: none"> • Range of in school opportunities to support p16 planning e.g. careers fair, mock interviews, college assemblies. • 1:1 meetings for careers advice 		courses, with 26% (4 students) not yet enrolled. Of those not enrolled 2 have tentative plans or are awaiting funding/transport. As a comparison 75% of non PP have enrolled.
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- Disadvantaged pupils will have equitable access to all activities and resources.

Success Criteria	Actions taken	Activity	Evidence of Impact
- No disadvantaged pupil will miss out on activities or resources – these are funded through our PP funding.	<ul style="list-style-type: none"> • Use of Youth Workers to support with activities e.g. facilitating attendance on trips. Boxing, gym sessions and photography. • Cultural opportunities offered to all at WBS including residentials, charity events. • Enrichment opportunities at inpatient settings e.g. Arts Day, Sports Day 	3	<p>Engagement in Enrichment Activities - See Appendix 2</p> <p>Parental Voice emails received confirming the impact of experiences e.g. trips</p>

NB

Appendix 1 - 4 are not published on the website to protect student confidentiality.

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 Pedestrian Music
Animal Experience	Fudge & Co. Pets at Home Farm Trip

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