



Children's Hospital School

'Better Together'

Pupil Premium Strategy 2026 - 2029

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

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

The outcomes for disadvantaged students last academic year can be found in our ***Pupil Premium Report 2025/2026***.

School overview

Detail	Data
Number of students in school	39 (on 15.01.26)
Proportion (%) of pupil premium eligible students	35% (on 15.01.26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£39600
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£39600

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 five 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 ASDAN, Arts Award, a vocational element, and a wellbeing curriculum, as appropriate. Individual timetables are designed to meet students' academic needs, whilst taking account of health and emotional factors. In September 2025 Willow Bank opened a Specialist Base for KS4 students.

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 and 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

The Beacon provides access to education for day and inpatients, assuming their health permits, providing a range of activities and supporting students to maintain their studies within a safe and enabling 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 7 – 11 who are unable to access education in their own school due to medical reasons. 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, wellbeing and enrichment sessions. Both long and short term placements are offered at this provision. In September 2025 the Magpie Learning Centre opened a Specialist Base for Year 9 students.

The Phoenix Learning Centre

The Phoenix Learning Centre opened in September 2024 as Early Intervention for those in Y7 -11 who are having difficulty attending school due to mental and/or physical health issues. From September 2025 The Phoenix Learning Centre also supported students in KS4 with an EHCP (autism / anxiety).

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 students to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students 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 students will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged students with support to develop independent life and social skills and 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 them 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 students.

Challenge number	Detail of challenge
1	Attendance and Engagement <i>Health needs will often impact the ability of students to engage consistently with education. Periods of absence from school, part time timetables and fluctuating levels of wellbeing can limit access to learning and affect educational progress.</i>
2	Risk of Lower Attainment/Gaps in Learning <i>Many students referred to CHS have experienced prolonged periods of disrupted education prior to admission, resulting in gaps in knowledge, skills and understanding. These interruptions can affect attainment as well as confidence as learners. Cohorts are different year on year, but disadvantaged learners are often further behind as shown by baseline data.</i>
3	Safeguarding <i>Many of our disadvantaged students have experienced multiple Adverse Childhood Experiences (ACEs), which can have a significant impact on their emotional wellbeing, mental health, engagement with education and overall life outcomes. The proportion of students identified as Child Protection or Children in Need is increasing, alongside greater involvement with social care services. These complex vulnerabilities can create substantial barriers to learning, attendance, emotional regulation and positive relationships, requiring targeted and coordinated support.</i>
4	Transitions <i>Many disadvantaged students face significant challenges when reintegrating into their home school or transitioning into Post-16 education. Without targeted support, students may struggle to sustain engagement, access appropriate destinations and achieve successful long-term outcomes. Ensuring students are prepared for their next stage of education is therefore a key priority.</i>
5	Cultural Capital <i>Social isolation, absence from education and reduced participation in community activities means disadvantaged students have had fewer opportunities to access enrichment experiences, develop wider interests and build the cultural capital that supports future aspirations and successful transition into education, employment or training.</i>
6	Inpatient Settings <i>The varying length of admissions, combined with the need to coordinate learning with home schools and other professionals, can make it challenging to ensure continuity of education, accurate assessment of need and sustained academic progress. Additional support is required to minimise disruption, maintain engagement with learning and facilitate effective communication between all stakeholders.</i>

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	Challenge
Consistently high-quality teaching and learning across the curriculum, will enable students to make strong progress from individual starting points, as evidenced through assessment data. Develop positive attitudes to learning, increased self-confidence and greater independence, enabling students to engage successfully with learning and achieve their academic potential.	<ul style="list-style-type: none"> - Assessment and progress data show disadvantaged students making at least expected progress, with an increasing proportion making accelerated progress. - Pupil voice surveys indicate improved confidence and engagement. - Learning walks / SPARK data demonstrate increased participation and independence. 	1 2
Achieve and sustain improved attendance, leading to increased access to learning and improved educational outcomes.	<ul style="list-style-type: none"> - Attendance for disadvantaged students improves. - Regular timetable increases with a view to reaching full time where appropriate - All access a full and appropriately challenging curriculum pathway. 	1 1 2
Develop reading comprehension skills.	<ul style="list-style-type: none"> - Students achieve age-related expectations in reading. - GL assessment data is shared and used effectively to plan interventions. - Pupil voice indicates greater confidence when reading and discussing texts. 	2
Improved emotional wellbeing, self-esteem and resilience.	<ul style="list-style-type: none"> - Targeted students supported through the taskforce demonstrate improved wellbeing, engagement and readiness to learn. - Attendance and engagement data improves for students receiving pastoral and taskforce support. - Data shows improvement in these wider skills. 	1
Participation in a wide range of educational visits and enrichment opportunities, developing knowledge of the wider world.	<ul style="list-style-type: none"> - Increased participation of disadvantaged students in educational visits, clubs, trips and enrichment activities. - Students can articulate how enrichment activities have enhanced their knowledge, skills and aspirations. 	5
Successful transition to the next stage of education, demonstrating increased independence, resilience and confidence in managing change.	<ul style="list-style-type: none"> - Engagement with careers education, higher education experiences and aspirational role models is high among disadvantaged students. - Transition support workers provide targeted support to identified students, resulting in successful and sustained transitions. 	4

	<ul style="list-style-type: none"> - Participation in work experience. - Student engagement with Connexions and post 16 plans. 	
Students feel safe and supported in school.	<ul style="list-style-type: none"> - Strong multi-agency and external partner links are in place and used effectively to support students' needs. - Students are comfortable to share their voice and know they will be listened to. 	3
Further build strong partnerships with inpatient stakeholders to support academic and pastoral progress.	<ul style="list-style-type: none"> - Effective communication between education staff, inpatient teams, families and home schools ensures that learning and pastoral support are coordinated throughout each pupil's admission. - Individual learning plans are established regularly reviewed, and shared with relevant stakeholders to support continuity of education. 	5

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25000

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, making use of Rosenshine's Principles to develop a teaching and learning framework.</p> <ul style="list-style-type: none"> - Professional walkthrus - Learning dashboard - SPARK - Weekly group coaching - Professional learning CPD for new staff - Investing in staff development 	<p>EEF Guide to Pupil Premium</p> <p>Rosenshine's Principles in Action: Tom Sherrington</p> <p>Teaching Walkthrus</p> <p>Teacher Development Trust</p> <p>EEF - Metacognition and Self-regulated learning (Guidance Reports)</p> <p>EEF - Teacher Feedback to improve Pupil Learning (Primary and Secondary) - Guidance Report</p>	2, 1, 5

	EEF - Improving Literacy in Secondary Schools – Guidance report and KS2	
Ensure curriculum pathways meet the needs of PP learners. Where appropriate consider the use of vocational courses.	DfE Every Child Achieving and Thriving Curriculum and Assessment Review	2, 4, 5
Continue to develop and extend the use of AI within the school to support teaching and learning. Make use of DfE AI tutoring tools (Sept 27 onwards)	EEF Guidance Report – Using digital technology to improve learning AI and tutoring tools	2, 5

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted academic support; 1:1 and small group during Personal Development slots in core and option subjects, regularly reviewing impact and making changes based on current attainment data.	One to one tuition EEF EEF Deployment of teaching assistants	2, 1
Provide targeted interventions to support the establishment of strong foundations in: <ul style="list-style-type: none"> - communication and language - reading - writing - mathematics 	EEF – Reading Comprehension Strategies Improving Literacy in Secondary Schools	2, 5
Provide bespoke interventions utilising the skills of the DSP/HLTA/TA team to enable students to be better equipped for learning e.g. ELSA, Language for Behaviour and Emotions, LEGO Therapy.	CFE Research – Use of teaching assistants in schools EEF Deployment of teaching assistants Evaluating the impact of ELSA	1, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective use of the taskforce and pastoral teams to support attendance and engagement</p> <ul style="list-style-type: none"> - Barriers and challenges - Provide personalised support for individuals and families - Offer therapeutic interventions e.g. Thrive, Art Therapy, Soft Touch 	DfE – Alternative Provision Specialist Taskforces)	1, 4
<p>Maintain a strong safeguarding team, building on existing model of excellence</p> <ul style="list-style-type: none"> - Consistency of DSL caseloads - Review of KCSIE and implementation of key changes - Ensure appropriate services are available 	NSPCC - Key Insights	3, 5
<p>Provide varied enrichment opportunities for students to be 'Ready for Life' within our day school provisions</p> <ul style="list-style-type: none"> - Civic engagement - Arts and culture - Nature, outdoors and adventure - Sport and physical activities - Developing wider life and future skills <p>Track wider skills to provide strategic oversight of the impact of the provision</p> <p>Provide enrichment opportunities for students at inpatient settings.</p>	Sutton Trust, Life Lessons 2024 DfE, Evidence on enrichment in schools and colleges, June 2026 Centre for Young Lives Beyond the Classroom	6, 1, 5
<p>Continue to monitor attendance robustly at all bases, identifying those as vulnerable and providing timely support.</p>	DfE 'Working Together to improve school attendance' EEF – Attendance Interventions Rapid Evidence Assessment	1

<p>Effective use of taskforce, pastoral team and transition workers to plan transitions and next steps for students</p> <ul style="list-style-type: none"> - Early Intervention pathways - DSP transitions - Post 16 planning 	<p>DfE – Alternative Provision Specialist Taskforces)</p>	<p>4</p>
<p>Build strong communication between education staff and stakeholders across inpatient settings to establish clear and consistent information sharing processes to reduce disruption to learning.</p>	<p>NCIE – Social, emotional and mental wellbeing in primary and secondary education, July 2022</p> <p>School in the Hospital, the key role of an educating community</p>	<p>5</p>

Total budgeted cost: £39600