

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--------------------------------------|
| School name | Evelina Hospital School |
| Number of pupils in school | Census 2022: 96 |
| Proportion (%) of pupil premium eligible pupils | Census 2022: 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 30.11.22 |
| Date on which it will be reviewed | 30.11.23 |
| Statement authorised by | Anne Hamilton, Headteacher |
| Pupil premium lead | Laura Perrett, Deputy Headteacher |
| Governor / Trustee lead | Amanda Taylor |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £9450 |
| Recovery premium funding allocation this academic year | £29496 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £38946 |

Part A: Pupil premium strategy plan

Statement of intent

We aim to enable disadvantaged pupils to make rapid academic progress whilst they are with us in the hospital school, based on an assessment of individual areas of need.

We aim to engage all our pupils and work creatively and collaboratively to overcome barriers to learning as a result of pupils' medical conditions. This includes the use of our creative curriculum and partnership working. We utilise technology as a means to this.

We will focus on:

- Staff CPD
- Tutoring
- Targeted academic support
- Creative curriculum

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Gaps in learning due to missed education due to medical needs (home schools) |
| 2 | Gaps in learning due to medical interventions whilst in hospital |
| 3 | Well-being as a result of medical needs |
| 4 | Access to collaborative learning as a result of medical needs |
| 5 | Access to enrichment activities as a result of medical needs |
| 6 | Impact of Covid on disadvantaged pupils in relational to operational viability within the hospital setting |

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 |
|------------------|------------------|
|------------------|------------------|

| | |
|--|---|
| <p>The school's disadvantaged pupils make rapid academic progress in the hospital school which supports continuity of education when they return to their home school.</p> | <p>Assessments on Lexia and Dynamo show strong progress in English and maths. Lesson logs, observations and pupils' work will demonstrate the high-quality learning taking place as a result of staff knowledge and skills. They will also demonstrate the impact of 1-1 tuition.</p> |
| <p>Pupil motivation and resilience is high.</p> | <p>Pupils engage well in sessions offered. The creative curriculum is proven to motivate and engage pupils in challenging circumstances.</p> |

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: £10500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Membership of professional bodies and staff training (The Key, School College) | Staff at EHS teach across a range of different subjects; membership of professional bodies and access to training ensures that subject knowledge and support with relevant and appropriate teaching strategies is up-to-date. Our teaching practice has had to change as a result of Covid and its impact on the hospital setting. Although our classrooms are fully open, fewer children are currently able to attend, so the majority of our teaching happens at the bedside. This is a change from normal working practice which has the potential to impact our disadvantaged students. The change in practice requires all staff to have excellent subject knowledge and ability to work independently in order to deliver high quality teaching on the wards. This includes our support staff. In order to meet the specific academic needs of disadvantaged children, staff need access to high quality CPD, including face-to-face and also online training which they can self-select and access remotely. | 1, 2, 6 |

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

Budgeted cost: £15500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|---|-------------------------------|
| Tutoring | Tutoring provides us with the flexibility to meet individual pupils' needs on a 1-1 | 1, 2, 6 |

| | | |
|---|--|---------|
| | <p>basis whilst they are with us at the hospital school. Our assessment and target setting process allows us to identify key gaps in prior attainment (due to medical conditions) and we are therefore able to use tutoring as an effective means of filling attainment gaps and enabling pupils to make quick progress during their time with us.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | |
| Dynamo English and Lexia Maths (online assessments and support interventions) | <p>Pupils using Dynamo and Lexia have made dynamic progress over the course of the year, and we continue to use this as an effective tool to monitor progress and identify necessary interventions. The programmes are able to identify individual needs effectively; this is essential for supporting pupils who miss out on key aspects of the curriculum due to absence from school due to medical conditions. The programmes enable a personalised approach which means that the interventions are highly effective in meeting individual needs and enabling pupils to make progress. The programmes include reading comprehension strategies and targeted maths activities.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement is high at EHS due to the nature of the setting; parents / carers are usually on-site with their children. This means that we are able to engage parents / carers effectively in the children's learning and demonstrate how these tools can be used at home.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 6 |

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

Budgeted cost: £12500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Creative enrichment curriculum including partnerships with arts / | The arts are an essential part of our curriculum and are used effectively as a tool for helping pupils engage and for | 3, 4, 5 |

| | | |
|--|---|--|
| <p>music organisations (music partnership, storytelling)</p> | <p>supporting general well-being in the hospital setting. Our activities enable explicit teaching of creative skills and techniques and opportunities for pupils to reflect on their strengths. We also ensure access to materials and equipment.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>These enrichment activities are also a valuable way of enabling collaborative learning within the hospital setting. As pupils are not able to currently mix with each other in our classrooms, we are using our enrichment curriculum as a means of broadening their experience.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p>The enrichment curriculum also includes opportunities for oral language development through storytelling and drama sessions. This enhances our standard curriculum offer where pupils take part in daily reading sessions.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | |
|--|---|--|

Total budgeted cost: £ 38500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Increased skills and knowledge amongst staff as a result of curriculum-based CPD had a direct impact on learning outcomes for all pupils on the ward; this is reflected in the use of set curriculum objectives and outcomes with all pupils and reflects the increased progress made whilst being taught 1-1.

Targeted assessments identified gaps in learning and individualised intervention programmes enabled swift progress in core subjects (English and maths). Children used meta-cognition and self-regulation to further their progress independently. All children that were assessed made progress as a result of using the programmes.

Targeted academic support for SEND pupils was successful in overcoming barriers to communication and increasing pupil engagement.

The Pupil Premium grant allowed the school to offer a range of curriculum enrichment activities which proved successful in developing children's confidence, and in boosting self-esteem leading to accelerated progress in lessons

- Increased pupil well-being
- Allowed pupils to develop independence
- Support remote learning
- Encouraged a pro-active approach to self-care
- Provided access to stimulating and enjoyable activities for pupils in difficult surroundings
- Supported families by facilitating relaxed and engaging experiences
- Supported inclusion and increased participation
- Increased social interaction.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | Morrisby |
| | Lexia |
| | Dynamo |

| | |
|--|-------------|
| | NRICH |
| | e-CHALK |
| | Twinkl |
| | Teachit |
| | BBC iPlayer |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

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