

# Pupil premium strategy statement – Evelina Hospital School

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 and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	109 (Census 2024)
Proportion (%) of pupil premium eligible pupils	15% (census 2024)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	17 <sup>th</sup> December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Laura Perrett Deputy Headteacher
Pupil premium lead	Rosemary Davies Laura Perrett
Governor / Trustee lead	Amanda Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£16,800

## 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 conducted a review of pupils taught who qualify for PP and identified the following trends:

- A high proportion of our PP students have long-term health conditions results in multiple hospital visits per week, or repeated stays in hospital;
- Around double the percentage of pupil premium students also had SEND, compared to the percentage of SEND students in the whole school population;
- Many of the PP eligible students have EAL, and many have recently moved to the country, so they and their families speak little English;
- Pupils with long-term health conditions are struggling with transitions to the next stage of education, with some out of education or not attending their home school setting.

Therefore, we have decided to focus our spending on the following areas of intervention:

- Providing one-to-one tutoring and resources so that students can access this from home, in order to fill knowledge gaps identified by staff
- Provide staff with additional time to produce individualised resources for SEND pupils and provide enrichment opportunities suited to their needs. We will also use the funding to pay for additional EP support.
- Providing English learning support to students and their families, to allow greater access to the curriculum and parental engagement.
- Providing careers and futures support to our pupils with long-term health conditions to support them in transitions between education settings and into future careers

As all our teaching provision is bespoke according to the needs of the pupils, our focus this year, according to the identified needs of our pupils, will be on targeted academic support and wider strategies.

## 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 medical needs and interventions
2	A number of long-term pupils and their families have English as an additional language
3	Long-term pupils struggle with transitions onto the next phase of education
4	There are almost twice the percentage of students with special educational needs and disabilities in out pupil premium population, compared to the whole school population
5	Students with long-term health conditions often miss out on education and are not well enough to attend school even whilst they are not having in-patient care

## 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
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.	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.
EAL pupils and their families will make accelerated progress learning English, allowing greater access to the curriculum.	Logs, observations and conversations with students and their families will show and increased proficiency in written, read and spoken English. English learning software (e.g. Flash Academy) will show progress of students and parents through the assessment tools.
Long-term pupils will be supported to make transitions between education providers and with careers choices reducing number of NEET pupils.	Long-term dialysis pupils reaching transition points will have multiple sessions with a careers advisor. They will have completed applications for the next stage in their education or employment.
SEND pupils receive individualised learning and staff have additional time to plan this. SEND students receive	SEND students will have access to individualised learning materials, which staff will use with them. SEND students

enrichment opportunities chosen to suit their needs.	will have tailored enrichment activities and opportunities for collaborative work.
Long-term pupils are continued to be supported by EHS when they are discharged, or in between admissions.	Long-term pupils who cannot be in their home schools will receive online tutoring or work set remotely by EHS staff. Logs and reports will show the progress made by these students.

## 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: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD: membership of professional bodies and staff training.	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.	1,3,4,5

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

Budgeted cost: £ 11200

Activity	Evidence that supports this approach	Challenge number (s) addressed
Additional EP support	Through analysis we have identified that many of our pupils who are entitled to Pupil Premium funding have special needs, or additional needs. Often, due to the nature of their medical conditions, pupils' attendance at their home schools is affected. Additional EP support will help identify needs of individual pupils and offer strategies so those pupils can be supported.	4

	<p>Additional EP support can also help with staff training, especially around how to meet individual needs, e.g. through targeted SMART target setting.</p> <p><a href="#">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</a></p>	
EAL support	<p>Several of our long-term pupils have English as an additional language. This is a barrier to their access in their home schools and our ability to work with pupils individually allows us to spend time explicitly teaching English and providing a platform where they can learn English at home will accelerate their progress.</p> <p><a href="#">(PDF) A systematic review of language and literacy interventions in children and adolescents with English as an additional language (EAL)</a></p> <p>Many of the parents of our long-term pupils have English as an Additional language, and have recently moved to this country. By providing parents with a platform to support with learning English, it will be easier for parents to engage with school and provide support with their child's school work.</p> <p><a href="#">Parental engagement   EEF</a></p>	2
Extended school offer: tutoring, extended school time and time for staff to plan individualised resources for SEND students	<p>Tutoring provides us with the flexibility to meet individual pupils' needs on a 1-1 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><a href="#">One to one tuition   EEF</a></p> <p>Targeted one-to-one support outside of school hours will allow out pupils who are missing out on education to cover more of the curriculum during their time with us, therefore allowing more of their knowledge gaps to be filled.</p> <p><a href="#">Extending school time   EEF</a></p> <p>Holiday schemes allow continuity of education and enrichment activities for pupils during times school is closed. This reduces anxiety for pupils who may have already missed out on education and increases attendance in term time by familiarising pupils with the school if they are admitted during the holidays.</p> <p><a href="#">Summer schools   EEF</a></p> <p>Working with students on a one-to-one basis allows us to provide individualised tasks and activities for each pupil. Students are supported to progress at their own pace through the curriculum. Staff will receive time to plan and create</p>	1,5

	individualised sensory stories for SEND pupils to enhance their provision. <a href="#">Individualised instruction   EEF</a>	
Devices to allow students to access learning from home	<p>Students having their own devices to use, with school software will allow us to provide them with more effective work to complete on days when not in hospital, as many long-term students are not well enough or able to attend on these days. Students and their families can also use devices to access English learning platforms.</p> <p><a href="#">Homework   EEF</a></p> <p>Students having their own devices will allow us to provide one-to-one tuition (as described above) to pupils on days when they are not attending the hospital.</p> <p><a href="#">One to one tuition   EEF</a></p>	1,5

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for careers and transitions	<p>Guidance suggests that students need time with qualified careers advisors to receive more in-depth support with careers and transitions. We believe our students will benefit from additional careers guidance as frequent school absence due to health conditions can make transitions to further education and careers can be more challenging.</p> <p><a href="#">CDI 120-Career Guidance in Schools-2021-FINAL.pdf</a></p> <p><a href="#">Good Career Guidance   Education   Gatsby</a></p>	3
Enrichment and collaborative learning opportunities for SEND students (including arts)	<p>The arts are an essential part of our curriculum and are used effectively as a tool for helping pupils engage and for supporting general well-being in the hospital setting. Students are provided with creative opportunities which suit their needs.</p>	4

	<p><a href="#">Arts participation   EEF</a></p> <p>These enrichment activities are also a valuable way of enabling collaborative learning within the hospital setting. As pupils may not be able to currently mix with each other in our classrooms, we use our enrichment curriculum as a means of broadening their experience.</p> <p><a href="#">Collaborative learning approaches   EEF</a></p>	
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**Total budgeted cost: £ 16800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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 used your pupil premium to fund in the previous academic year.*

Programme	Provider