

Hospital Education Service Coventry

Pupil premium strategy statement



This statement details HES' 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hospital Education Service
Number of pupil premium eligible pupils - Jan 23 census	2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Sharon Cutler, Head teacher
Pupil premium lead	Kay Griffin, Assistant Head
Governor / Trustee lead	Sally Snooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2070
Recovery premium funding allocation this academic year	£0
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	£2070

Part A: Pupil premium strategy plan

Statement of intent

Our commitment is to 'Building Bridges to Brighter Futures' for Coventry's primary and secondary pupils whose education has been temporarily interrupted by poor physical or mental health.

Our service offers children a personalised learning experience to prepare them for their return to a familiar setting or transition to a new setting. Our service is for everyone, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed (in all its forms), to set aspirational goals (personal and academic) and work hard to achieve them. Our service believes that all learners have an entitlement to knowledge that will take them beyond their experience. Our curriculum design enables them to acquire knowledge which many will not have access to at home, among their friends, or in the communities in which they live.

Leaders at HES will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed. The activities we have outlined in this statement is also intended to support the needs of all our pupils, regardless of whether they are disadvantaged or not.

High-quality adaptive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils attending. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, aligned with the areas indicated as priorities within the current 3-year school development plan and our knowledge of our cohort. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils receive an accessible curriculum designed to inspire, challenge and enthuse.
- act early to intervene at the point need is identified
- adopt a whole-service approach in which all staff take responsibility for
- disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils achieve a lower level of attainment than non-pupil premium. We need to improve the attainment of our pupil premium students so that they have an aspirational career pathway and Post-16 education.
2	A considerable proportion of pupil premium students have reading ages lower than their chronological age. Reading, for some of our pupils, is not commonplace and is a barrier to accessing the curriculum.
3	Ensure all pupil premium students leave the primary and secondary phase with the skills and qualifications to access the next level of their educational journey. For our year 11 leavers a considerable proportion of pupil premium pupils choose to study at a level below or equal to their GCSE attainment when they enter post – 16 education.
4	Many of our pupil premium pupils lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education. When faced with challenging tasks many pupils do not exhibit the resilience needed for extended independent practice.
5	Our referred cohort present with increased levels of SEMH difficulties, trauma, anxiety, depression, gender dysphoria and communication & interaction difficulties/ASC along with associated low self-esteem, low self-efficacy and impacts from ACEs.
6	Attendance rates for some pupil premium students are lower than non - pupil premium students, with too many pupil premium pupils with persistent absence, especially in the secondary phase.
7	Many of our pupil premium pupils have limited cultural capital and do not access cultural experiences.

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
1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ol style="list-style-type: none"> a reduction in persistent absence of all pupils and especially pupil premium pupils, so there are no gaps. no gap between in the attendance of disadvantaged and non-disadvantaged pupils, with both groups exceeding national averages.
2. Improved reading comprehension among disadvantaged pupils across all year groups.	Reading ages for all students will increase to be in line with, or very close to, chronological age. Measured using NGRT termly. There will be a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
3. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations Reduced number of fixed term and permanent exclusions for pupils eligible for pupil premium.
4. Greater engagement in learning	<p>Reduced number of pupil premium pupils receiving negative logs.</p> <p>Increased number of merits issued for all pupils and especially those entitled to pupil premium.</p> <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
5. Improved character and personal development of students, through exposure to a wide range of enriching activities	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Access to a PD curriculum that is both aspirational and accessible to pupils with communication-based differences. Increase the exposure of pupil premium students to aspirational experiences such as residentials, trips and visits, that enriches their educational journey and enables them to develop the confidence to be successful contributors.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year 23-24** to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training provided for staff to ensure assessments are interpreted correctly and impact classroom practice</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Resources and training linked to whole-service approach to training on disciplinary reading strategies.</p> <p>Purchase of appropriate texts in both phases.</p> <p>The use of diagnostic tests to accurately pupils' reading ages, so appropriate interventions can be put in place in line with school reading priority expectations and supported within Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1, 2, 3, 4, 5, 7</p>

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed

Reading interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Texts to support intervention.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5, 7
Specialist literacy training and teaching in the secondary phase. Curriculum delivery model in Respire phase is split into reading, writing and S&L via 3 specialist teachers.	A systematic review of reading interventions for secondary school pupils demonstrate positive effect on reading comprehension.	1, 2, 4, 5, 7
All pupils to have access to a digital device and help with connectivity if needed	With effective implementation, digital devices impact pupils' attainment. They also provide a contingency for in the event of pupils learning remotely due to localised or national school closures. Using Digital Technology to Improve Learning: Evidence Review	1, 2, 4, 5, 6, 7
Speech and language specialist interventions for identified pupils. Access to direct input via link Clinical Psychologist SLA	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. EEF Oral Language Interventions	1, 5, 6

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils have access to a suitable space for therapeutic 1:1 input to work with SMHL for Act 1:1 delivery		1, 5, 6
ACT therapeutic delivery is robustly supported through professional development opportunities.	ACT is an appropriate positive psychology approach to use with pupils attending HES. https://www.likemind.nhs.uk/files/resources/Acceptance-and-commitment-therapy.pdf	1, 4, 7

<p>Appointed SEMH coach to support and run inclusion groups, literacy support groups for those where SEMH has affected development of phonological awareness and automaticity in reading.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>EEF Social and Emotional Learning</p>	<p>1, 4, 5</p>
<p>Staff training for both teachers and non- teachers school staff on supporting pupils with heightened vulnerabilities.</p>	<p>Investing in training staff on emotional learning strategies, particularly those of vulnerable pupils, impacts on wellbeing and attainment.</p> <p>effective, evidence-based social and emotional learning strategies for teachers and schools: Evidence review</p>	<p>1, 4, 5</p>
<p>Alternative curriculum opportunities for those pupils who need a bespoke curriculum offer</p>	<p>The following positive outcomes can be seen within the use of alternative curriculum provision: academic attainment and increase in numbers of learners receiving awards for their performance, school attendance, improved sense of direction and self, including changes in self-esteem, confidence, motivation, and health awareness, improvement in developing and sustaining relationships (with family, project staff, peers) including changes in the ability to communicate, cope with authority, and work with others</p> <p>Achieving successful outcomes through Alternative Education Provision: an international literature review</p>	<p>1, 3, 4, 5, 6, 7</p>

<p>Enrichment drop down days are supported with culturally-enriching schedules.</p>	<p>There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p> <p>Evidence from the EEF Teaching and Learning Toolkit indicates that both sports and arts participation have positive impacts on attainment.</p> <p>EEF Life Skills and Enrichment</p>	<p>7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs of pupils and families. These may include needing to purchase bus passes, funding a taxi at short notice or providing food parcels to families that are suddenly finding themselves in changing circumstances.</p>	<p>All</p>

Total budgeted cost: £2070

Part B: Review of outcomes not applicable for 2023-24 as £0 pupil premium grant was issued to HES as per January 22 census.