

Pupil premium strategy statement – Manchester Hospital School

This statement details our school's use of pupil premium (and recovery 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
School name	Manchester Hospital School
Number of pupils in school as of January census 2023. <i>As a hospital school these numbers fluctuate</i>	184
Proportion (%) of pupil premium eligible pupils	24 pupils (17.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025 Currently Year 2 of 3
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Janet Doherty (Head Teacher)
Pupil premium lead	Ruth Sheard- Pearson (Assistant Head Teacher)
Governor lead	Tessa Hutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,120
Recovery premium funding allocation this academic year	£101,568
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	£134,688

Part A: Pupil premium strategy plan

Statement of intent

Manchester Hospital School provides education for the following;

- Children who are in hospital
- Children who have left hospital but not yet well enough to attend school.
- Children who are unable to access education because of mental health related issues.

Due to the gaps in education and lack of experiences the majority of our pupils can be classed as disadvantaged. Manchester Hospital School identifies pupils who are eligible for Pupil Premium when pupils as part of the annual school census. This data is collected from across the whole school but the number of pupil premium pupils is not indicative of the true levels of disadvantage across the whole of Manchester Hospital School.

It is our aim to use pupil premium funding to help us achieve our vision of all pupils achieving and experiencing success. The additional funding contributes to securing sustainable and positive outcomes for our disadvantaged pupils. Pupil Premium funding is used to provide opportunities for all of our young people, including those who have been identified as being disadvantaged, to bridge gaps in learning, offer experiences to enhance social communication and promote high aspirations.

We use the EEF 3 tier approach to planning. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on individual need, and ensuring pupils access a broad and balanced curriculum.

Our strategy is driven by the needs and strengths and interests of each young person, based on formal and informal assessments. We acknowledge all our pupils are disadvantaged and all have SEND. This helps 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 pupils.

Challenge number	Detail of challenge
1	Our baseline assessments show us that many of our pupils have gaps in learning when entering our school.

2	All of our pupils have suffered or are suffering trauma. For example, 100% of the pupils at Leo Kelly school have high Social, Emotional, Communication and Mental Health (SEMH) needs. The mental health of our pupils often leads to lower than expected attendance.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This is a similar challenge for those pupils not technically disadvantaged.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies. This is a similar challenge for those pupils not technically disadvantaged.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This is a similar challenge for those pupils not technically disadvantaged.
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel. This is a similar challenge for those pupils not technically disadvantaged.

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
Pupils make progress relative to their starting points as identified through baseline assessments.	Through improved performance demonstrated by our end of year assessments. An increase in the percentage of disadvantaged pupils entered for GCSE subjects. For those that are entered, results show a reduction in the attainment gap from their starting point on admission.
The Mental Health of disadvantaged pupils improves, enabling pupils to move onto their next destination.	Successful transition back to mainstream or a named provision. Each academic year, disadvantaged pupils are progressing to employment,

	<p>higher or further education at the end of KS4.</p> <p>Pupils' individual MHFE scores improve.</p>
<p>Disadvantaged pupils feel prepared for adulthood and pupils have confidence and independence to help them engage with the wider community and prepare them for adulthood.</p>	<p>Pupils have access to and value activities which prepare them for adult life.</p> <p>Each academic year, disadvantaged pupils are progressing to employment, higher or further education at the end of KS4.</p> <p>Positive observations and discussions with pupils and their families.</p>
<p>Improved attendance enables pupils to access an appropriate curriculum offer.</p>	<p>Improved attendance of all disadvantaged pupils.</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: £75,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Teaching and Learning</p> <p>Developing metacognitive skills in all pupils.</p> <p>Whole school strategic action: 2, 3</p>	<p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>

<p>Phonics intervention CPD for support staff</p> <p>Whole school strategic action: 2, 3</p>	<p>Phonics has a positive impact overall (5+ months) with very extensive evidence and is an important component in the development of early reading skills, particularly from children with disadvantaged backgrounds.</p>	<p>1, 3, 4, 5, 6</p>
<p>Shared reading CPD for all staff</p> <p>Whole school strategic action: 2, 3</p>	<p>Children who are read to score higher in language skills and cognitive development.</p> <p>https://www.healthline.com/health/children-s-health/reading-to-children#:~:text=Cognitive%20and%20language%20development,cognitive%20development%2C%20like%20problem%20solving.</p>	<p>1, 3, 4, 5, 6</p>
<p>Recruitment of English teachers responsible for developing reading across the whole school</p> <p>Whole school strategic action: 2, 3</p>	<p>Recognising the importance of improving reading standards on a child's future academic achievement, well-being and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>1, 3, 4, 5, 6</p>
<p>Employ a Speech and Language Therapist (SALT) one day per week to support pupils and support staff development with SaL strategies in teaching</p> <p>Whole school strategic action: 2, 3, 4</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p>	<p>1,2,3,4</p>
<p>Coaching programme to develop all teachers and their practices</p> <p>Whole school strategic action: 2, 3</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=coaching</p>	<p>1, 2, 3, 4, 5, 6</p>

Implementation of Evidence for Learning for PMLD and EYFS Whole school strategic action: 2, 3	Teacher feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&utm_medium=search&utm_campaign=site_search&search_term=ASSESSMENT%20FOR%20LEARNING	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions specific to individual and group needs. E.g. Art Therapy, Lego Therapy, Numeracy and Literacy. Whole school strategic action: 2, 3, 4	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Mentor for pupils Whole school strategic action: 2, 3, 4	Research shows that pupils who have suffered trauma respond positively to a 'trusted adult.' https://uktraumacouncil.org/resource/build-on-relationship-with-trusted-adult Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=MENTOR	2, 4, 6

<p>Contribution to the Manchester United Sports and Engagement Coach.</p> <p>Whole school strategic action: 2, 3, 4</p>	<p>Tuition targeted at specific needs and gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	5,6,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Travel training for all pupils so that they know how to use public transport. Involves CPD and release time for staff members.</p> <p>Whole school strategic action: 3, 4</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Department for Education (publishing.service.gov.uk)</p>	2,3,5,6,7
<p>Ensure that pupils have experiences to improve their Cultural Capital</p> <p>Whole school strategic action: 3, 4</p>	<p>Based on our experiences and observations. Offsite activities and experiences support our pupils to bridge any gaps missed through poor attendance or ill health that has prevented pupils from leaving their home or engaging in day to day activities like those experienced routinely by their peers. Improving Cultural Capital supports or pupils to better link learning to prior experiences.</p> <p>https://educationendowmentfoundation.org.uk/news/learning-about-culture</p>	1,2,3,6
<p>Music intervention-music therapy project and peripatetic lessons</p>	<p>There is theoretical and empirical evidence to suggest that individuals with trauma exposure and Post traumatic Stress Disorder (PTSD), a condition characterised by enduring symptoms of distressing memory intrusions, avoidance,</p>	1, 2, 3, 4, 5

Whole school strategic action: 3, 4	emotional disturbance, and hyperarousal, may derive benefits from music therapy.	
Contingency fund for acute issues. Whole school strategic action: 2, 3, 4	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total Funding: £134,685

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Within this report you will read references to pupil premium figures and also whole cohort figures. Due to the significant mental health needs of our pupils, a pupil premium analysis can not show a true reflection of if one group is out performing another. At our school, Pupil premium status is only one factor impacting on a pupil's progress. All of our pupils are disadvantaged.

The number of pupils in receipt of pupil premium funding is identified through our school census. For the purpose of this report and to exemplify the impact of our strategy across the school, we have focussed on analysing the impact pupil premium funding has on the achievements of pupils attending Leo Kelly School. This is the base for the vast majority of pupil premium pupils.

- 1. Improved attainment for disadvantaged pupils in all subjects, notably Maths and English, relative to their starting points as identified through baseline assessments.**

In 2022-23 there were 26 pupils in the Leo Kelly Y11 cohort and 14 of them were identified as eligible for pupil premium 54%.

Almost all (23/ 26) pupils were entered for exams. One of the three not entered was a pp pupil.

Out of all 23 pupils who were entered there were 91% who achieved a grade 1-9 in one or more subjects (21/23). 85% of all pupil premium pupils achieved a grade 1-9. This was 11 out of 13 pupil premium pupils.

100% of our 2022-23 cohort at Leo Kelly School who sat GCSEs were categorised as disadvantaged due to a variety of factors including their SEND and FSM status. There was a 9% increase in pupils achieving grade 1-9 compared to last year's results with a decrease of 11% in X and U grades.

Pupils made progress through developing their subject specific knowledge and skills towards clearly defined individual end points. These were identified through effective baselines and formative assessment. These results are evident through pupil progress meetings and individual case studies of academic progress.

78% of pupils achieved 1-9 in Maths and 78% in English language.

2. The Mental Health of disadvantaged pupils improves, enabling pupils to move onto their next destination.

To measure the improvement in mental health we have used the leaver's destinations. The primary need for most of our pupils is SEMH. Many of our pupils move onto their next destination when their SEMH improves.

54% (14/26) of the year 11 cohort were pupil premium. Within this pupil premium cohort 64% of pupils moved onto education, employment or training in September 2023. 14% (2/14) of pupil premium pupils had started or explored education and at the time of writing, are in the process of seeking alternative courses or employment.

21% (3/14) were Not in Education, Employment or Training (NEET) and are continuing to receive support to enable them to progress onto their next destination.

76% (16/21) of pupils who sat GCSEs at LKS moved onto education, employment or training in September 2023. 14% (3/21) had started education and are in the process of seeking alternative courses or employment. 9% (2/21) were not able to do so and were Not in Education, Employment or Training (NEET) and are continuing to receive support to enable them to progress onto their next destination.

69% (18/26) of all LKS leavers went onto education, employment or training in September 2023. 15% (4/26) had started an educational provision but were in the process of changing and 19% (5/26) were NEET and continuing further support. These 2 sets of figures show pupils who were unable to sit their GCSEs were more at risk of becoming NEET. We have seen an increase in the numbers of pupils sitting GCSEs which in turn puts pupils at less of a risk of becoming NEET.

MHFE scores highlighted the need for relevant interventions to be put in place. Interventions to support emotional resilience include Reflection sessions, Sensory circuits, Art Therapy and Music Therapy. Using our progress measures 100% pupils accessing these therapy sessions made progress.

3. Attendance for disadvantaged pupils increases

Pupils who attend Leo Kelly School do so on a short-term basis. For this reason, it is difficult to compare attendance across academic years. There is a transient nature to our setting.. The aim is for pupils to return to their home school or identified provision as soon as they are well enough to do so. The pupils included in the data in September will often be different to the pupils included in the data in June. Due to the small cohort, one pupil's increase or decrease of attendance can show a significant impact on the attendance figures as a whole.

The table below compares attendance for full time and part time pupils from 2021-22 and 2022-23. There is no statistical significance to this data.

Whole LKS attendance	All pupils	Full time	Reduced timetable
Sep - July 2021-22	54% (50)	63.1% (26)	44.9% (24)
Sep - July 2022-23	44.8% (56)	59.8% (24)	37.6% (32)
Pupil Premium pupils	All pupils	Full time	Reduced timetable
Sep - July 2021-22	52.7% (25)	67.8% (15)	37.5% (10)
Sep - July 2022-23	35.7% (31)	48.9% (10)	31.5% (21)
Non-Pupil Premium pupils	All pupils	Full time	Reduced timetable
Sep - July 2021-22	53.4% (25)	56.6% (11)	50.2% (14)
Sep - July 2022-23	58.6% (25)	68.4% (14)	50.3% (11)

4. Disadvantaged pupils have improved their social skills and developed their emotional resilience which will help them engage with the wider community and prepare for adulthood.

The Preparation for Adulthood curriculum has given pupils at LKS opportunities to develop emotional resilience and social skills. Pupil voice has shown pupils believe these lessons develop their confidence and social skills while giving an opportunity to have a voice in their learning.

The MHFE scores highlighted the need for relevant interventions to be put in place. Interventions to support emotional resilience include Reflection sessions, Sensory circuits, Art Therapy and Music Therapy. Using our progress measures all pupils accessing these therapy sessions made progress.

5. Increased attainment for disadvantaged pupils in communication and language assessments

There were 13 pupils who were referred to the Speech and Language team who then undertook case work, creating communication profiles including strategies to support pupils in class. Strategies are used to update About me profiles so that consistent approaches are used to support pupils. 46% of these pupils were pupil premium (6/14).

100% of pupils who took part in communication and language related interventions made some progress which was tracked and adaptations made to the session's content to ensure maximum impact. Pupils applied the strategies they had learnt within their curriculum lessons to develop their communication skills.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Preparation for Adulthood	53Two theatre company, Deansgate, Manchester

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.