

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
On roll as of January level annual school census (SLASC) 2024. <i>As a hospital school these numbers fluctuate</i>	198
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025 Currently Year 3 of 3
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Joanna Beswick (Head Teacher)
Pupil premium lead	Ruth Sheard- Pearson (Deputy Head Teacher)
Governor lead	Liz Hole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,300
Recovery premium funding allocation this academic year	£47,334
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	£74,634

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. This data is collected from across the whole school but these numbers fluctuate due to the high turnover of pupils in our organisation. The number of pupil premium pupils from the census gives a snapshot in time and 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, to provide a personalised, aspirational curriculum offer of the highest quality. We also use this funding to enhance personal development to meet the needs of the learners.

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 of our learners, based on formative and summative assessments. We acknowledge all our pupils are disadvantaged and all have SEND. This helps us to ensure that we offer them the relevant knowledge and skills and experience they require to be prepared for adult life.

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 level 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.

	<p>Each academic year, disadvantaged pupils are progressing to employment, higher or further education at the end of KS4.</p> <p>Pupils' individual EPOCH scores improve.</p>
<p>Disadvantaged pupils feel prepared for adulthood and pupils have confidence and independence to help them engage with the wider community.</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: £35,170

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: 1.1, 1.3</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>1,2,4</p>

	Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	
Phonics training for English teachers Whole school strategic action: 1.1, 1.2, 1.3	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.	1, 3, 4, 5, 6
Monitor and evaluation programme to evaluate the effectiveness and impact of reading teaching Whole school strategic action: 1.1, 1.3	Children who read score higher in language skills and cognitive development. https://www.healthline.com/health/children-s-health/reading-to-children#:~:text=Cognitive%20and%20language%20development,cognitive%20development%2C%20like%20problem%20solving.	1, 3, 4, 5, 6
Employ a Speech and Language Therapist (SALT) to support pupils and support staff development with SaLT strategies in teaching Whole school strategic action: 1.1, 1.2, 1.3	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. What works database (ican.org.uk) This is endorsed by the Royal College of Speech and Language Therapists.	1,2,3,4
Robust monitoring cycle with the use of Steplab to support teachers and their practices Whole school strategic action: 1.1, 1.2, 1.3	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 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	1, 2, 3, 4, 5, 6
Mentoring programme to develop all teachers and their practices Whole school strategic action: 1.1, 1.2, 1.3	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 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	1, 2, 3, 4, 5, 6

<p>Refinement of the Preparation for Adulthood curriculum and implementation of Kloodle to monitor skills development</p> <p>Whole school strategic action: 1.1, 1.2, 1.3</p>	<p>There are multiple meta-analyses and systematic reviews that demonstrate that PSED interventions have a positive impact on young children’s social competence, emotional competence, self-regulation and learning. Some PSED approaches may particularly benefit children experiencing disadvantage.</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/EY_PSED_Framing_Piece_References.pdf?v=1727133435</p>	<p>1, 2, 3, 4, 5, 6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions specific to individual and group needs. E.g. Art Therapy, Lego Therapy, Numeracy and Literacy.</p> <p>Whole school strategic action: 1.1, 1.2, 1.3</p>	<p>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:</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>	<p>1,2,3,4</p>
<p>Trauma Informed interventions</p> <p>Whole school strategic action: 1.1, 1.2, 1.3</p>	<p>Research shows that pupils who have suffered trauma respond positively to a ‘trusted adult.’</p> <p>https://uktraumacouncil.org/resource/build-on-relationship-with-trusted-adult</p> <p>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.</p>	<p>2, 4, 6</p>

	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	
<p>Contribution to the Manchester United Sports and Engagement Coach.</p> <p>Whole school strategic action: 1.1, 1.2, 1.3</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

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

Budgeted cost: £13,859

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: 1.1, 1.2, 1.3</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: 1.1, 1.2, 1.3</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</p> <p>Whole school strategic action: 1.1, 1.2, 1.3</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, emotional disturbance, and hyperarousal, may derive benefits from music therapy.</p>	<p>1, 2, 3, 4, 5</p>
<p>Contingency fund for acute issues.</p> <p>Whole school strategic action: 1.1, 1.2, 1.3</p>	<p>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.</p>	<p>All</p>

Total Funding: £74,634