

Pupil premium strategy statement – Chelsea Community 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
Number of pupils in school	Census 2022 107
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>Janette Steel Head Teacher</i>
Pupil premium lead	<i>Marie Sherlock Assistant Head teacher</i>
Governor / Trustee lead	<i>Francesca Smith CoG</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,875
Recovery premium funding allocation this academic year	£29,532
Pupil premium (and recovery premium) funding carried forward from previous years	£0 *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.
Total budget for this academic year	£61,407

Part A: Pupil premium strategy plan

Statement of intent

At Chelsea Community Hospital School (CCHS), Pupil Premium funding is based on the January 2022 Census. This is the case for all for hospital schools. Pupils who are dual-enrolled during the January Census, regardless of the length of their admission, are not eligible for inclusion in the Pupil Premium calculations. Pupil Premium funding is primarily linked to pupils at our Bayswater site. This site delivers education to a KS 3&4 pupil cohort who are not dual enrolled with another school. CCHS are fully responsible for the education of these pupils to 16yrs and beyond when necessary in supporting them achieve appropriate qualifications to move to the next stage of their education. Pupils at this site have been referred to CCHS via a medical consultant, or the local authorities of Kensington & Chelsea or Westminster as no other local provision is available. An increasing number of pupils have arrived at the Bayswater site via an inpatient stay at the Lavender Walk site. Lavender Walk is a Tier 4 in-patient unit for young people with mental health needs.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school, across all six sites. We believe that all pupils receiving education during a hospital admission are at a disadvantage for the duration of their admission. This is compounded for a pupil by the nature of their medical condition and the frequency of admissions to hospital, therefore where funding is spent on whole-school approaches, it is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. This will be achieved by:

- By removing barriers to learning whether they be emotional, medical, mental health practical or lack of a positive learning experience
- By allocating resources according to the needs of disadvantage hospital school pupils as small groups and as individuals.

PP will be allocated to the following areas:

- Staff CPD and resources
- Extended individual support and tutoring
- Individual support when working in small groups
- A creative curriculum

Curriculum resources and learning experiences as required given pupil mobility at CCHS

Our strategy will be driven by the needs and strengths of each of our pupils. Their 'voice' is central to our approach. Our strategy is also based primarily on each pupil's medical and/or mental health needs along with the clinical advice from their medical teams, our formal and informal assessments, and prior educational history. This will

help us to ensure that we offer them the relevant learning, skills and experience they require to be prepared for adulthood.

At the heart of our approach is high-quality assessment and teaching focussed on areas where disadvantaged pupils require it most. Our aim therefore is to ensure maximum impact in meeting the learning needs of an ever-changing pupil population across the multi-site organisation that comprises CCHS. We have adopted a tiered approach to Pupil Premium allocation, referring to the guidelines from the EEF Guide to the Pupil Premium in order to meet the complex medical and mental health needs of our pupils. This approach is particularly relevant to the Bayswater and longer stay sites. Simultaneously we adopt a flexible approach to supporting dual enrolled shorter stay disadvantaged pupils. This includes: continuing professional development (CPD); targeted academic support; wider strategies (addressing barriers to learning both for sole and dual registered pupils either during an admission and/or working with their community schools) and a creative, broad and balanced curriculum.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

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 as a result of missed education due to medical or mental health needs whilst in the community.
2	Gaps in learning as a result of medical interventions whilst in hospital.
3	Gaps in learning during admissions as a result of impact of medical or mental health on ability to engage in academic aspects of learning. Pupils based at the Bayswater, Lavender Walk and Collingham Gardens sites of the hospital school can have, in addition to their disadvantage, an ASC diagnosis and/or other neuro-developmental

	diagnosis as well as a chronic psychiatric or medical condition, not necessarily with an EHCP. Our assessments, observations and discussions with pupils show that these pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through conversations with pupils, their families and current/previous education settings disadvantaged pupils with a medical and/or mental health have had gaps in their learning as a result of poor attendance. The additional impact of the pandemic on the mental health of disadvantaged pupils meant that they often disengaged with education, as evidenced by the nature of pupils referred to Bayswater our community pupil site and to Lavender Walk and Collingham Gardens, the Tier 4 units of the Chelsea Community Hospital School.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils in addition to their medical and or mental health need generally have fewer opportunities to develop cultural capital outside of school.
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
7	Our observations, 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.

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	As a consequence of our setting i.e. the ability to work 1:1 or in small groups either online or face-to-face to ensure that we maximise for our pupils, all of whom are disadvantaged by being in hospital, their access to education during a hospital admission either long or short term, sole or dual registered.	Attendance data across all sites reviewed weekly. SLT and DSL liaising with site coordinators weekly to discuss and identify barriers for attendance within a highly mobile pupil population across all phases. Evidence recorded on database.

2	<p>The school's disadvantaged sole registered pupils at Bayswater and Tier 4 sites make sustained progress from their baseline assessments</p>	<p>Improved attendance at and engagement with education. Daily teaching records, lesson observations and samples of work will reflect high quality learning as a result of staff knowledge and skills.</p> <p>Liaison logs will reflect the high quality communication of staff, teachers, careers advisor and learning mentors with wide ranging external agencies; e.g. Social Services, CAMHS, PBS teams etc., in supporting sustained engagement with education for disadvantaged pupils. Liaison logs and class records will also reflect the impact of 1:1 tuition with learning mentors careers advisor and teachers.</p>
3	<p>Improved attainment for disadvantaged sole registered KS4 pupils at Bayswater site in maths and English relative to their starting points as identified through baseline assessments.</p>	<p>This cohort of pupils to have successfully completed and passed their GCSE or Functional Skills courses in the same way as their non-disadvantaged peers for the 2022/23 exam period.</p> <p>Tracking ensure that attainment and personal development are on target. Monitoring and evaluation ensures that when problems arise they are anticipated and/or identified at earliest possible point with appropriate support for that individual pupil.</p>
4	<p>KS 4 sole registered pupils at Bayswater and other sites have clear pathways identified for post-16 provision.</p>	<p>0% NEETS within this cohort for Pupil Premium pupils and their non-Pupil Premium peers for the 2022/23 academic year.</p>

		<p>All pupils are supported with transitioning to next stage education placements with CCHS follow-up for the first half term, support</p> <p>All long term pupils disadvantaged or otherwise, are able to access high quality careers mentoring and work experience when appropriate.</p>
5	The school's disadvantaged dual registered pupils make rapid academic progress in the hospital school which supports continuity of education when they return to their home school.	<p>Daily teaching records, lesson observations and samples of work will reflect high quality learning as a result of staff knowledge and skills.</p> <p>ILP targets for longer term hospital school pupils reflect academic and social progress.</p>
6	Pupil Motivation and resilience is high	<p>Hospital school pupils engage well in sessions offered. Our creative curriculum is proven to motivate and engage pupils who are learning in challenging circumstances. This is demonstrated in our attendance registers and daily teaching records for all pupils at CCHS.</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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of additional learning assistant hours at Bayswater site.	<p>Many pupils referred to this site have had historic educational difficulties with low attendance, or a complete breakdown of their engagement with education. Additional learning support has enabled them to begin to re-engage with education, often initially within their homes and online, and eventually leading to attending education on-site and supporting during sessions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1 2 3 5 & 6
Learning Mentor training for Bayswater Learning Support Team.	<p>Training has enabled staff to support attendance and engagement with education for pupils with complex medical and mental health needs.</p> <p>https://www.ucl.ac.uk/evidence-based-practice-unit/sites/evidence-based-practice-unit/files/ebpu_keyfindings_2020_final_1.pdf</p>	1 2 3 5 & 6
Additional Supervision from Ed. Psych	<p>The nature of the trauma experienced by some pupils can have a high impact on staff wellbeing. Additional support in place from LA. Psych to support staff.</p> <p>research-information.bris.ac.uk/explore/en/publications/is-teachers-mental-health-and-wellbeing-associated-with-students-mental-health-and-wellbeing(8abb4ef6-4c26-418c-ab56-b30dfed3b3e5).html</p>	1 2 3 5 & 6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge
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		number(s) addressed
Additional Learning Mentor and Learning Assistant hours across all the hospital sites	<p>The provision of a personalised timetable for all sole registered and long term pupils which identifies 1:1 sessions both within and outside the classroom and supports access to and attendance at education in a hospital setting.</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 and in small groups.</p> <p>Pupils in isolation also have access to high quality education as demonstrated in attendance register.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1 5 & 6
Targeted Careers Advice and Education for KS 3&4 pupils and support for transitioning to new educational placements. Tracking KS5 pupils during first half term in new settings.	<p>Historically having this specialised input for our sole registered pupils has ensured that we have a 0% NEETS within this cohort.</p> <p>For many of our pupils transitioning to a new education placement is a very anxious time, especially given their previous education experiences and their complex medical and mental health needs Tracking KS 5 pupils during first half term has enabled early identification of problems and supported the pupil and new organisation.</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p> <p>https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Resilience%20and%20coping%20-%20supporting%20transitions%20back%20to%20school.pdf</p>	3 4 & 6
KS 1 & 2 Literacy Phonics Teaching review and staff training.	<p>Whole school review of phonics teaching in light of government's revised core criteria for effective systematic synthetic phonics teaching.</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</p> <p>Additional research by visiting mainstream and other hospital schools to identify a programme best suited to a</p>	1 5 & 6

	hospital school setting. Additional feedback from CCHS staff on shortlisted programmes identified Twinkle Phonics programme. Training for all relevant staff with resources purchased at all relevant sites.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15, 775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support from Capital Kids Cricket across the school.	<p>Many of our pupils have struggled to participate in physical activities due to their medical and mental health needs. Specialist PE input from our Capital Kids Cricket has ensured that pupils across all the sites access quality PE education either directly or via training support from the Capital Kids Cricket coach.</p> <p>A range of evidence to demonstrate the positive impact of sport and movements on pupils cognitive and psychological wellbeing exists.</p>	1 5 & 6
Holiday Programme	<p>A 50 week per year programme run by learning support staff to include the holiday periods has maintained links with pupils over these times. This enables continuity of access to a creative curriculum and access to structure for all pupils. Attendance to these sessions are recorded.</p> <p>https://www.rcpsych.ac.uk/mental-health/parents-and-young-people/information-for-parents-and-carers/worries-and-anxieties-for-parents</p>	1 2 3 5 & 6
Creative enrichment curriculum including partnerships with arts / music organisations and outings(music partnership,	The arts are an essential part of our curriculum and are used effectively as a tool for helping all pupils, disadvantaged or not, across all sites, and all phases to have access to opportunities that support their personal development. We provide	1 2 4 5 & 6

storytelling, cooking, medical teams)	opportunities for pupils to experience the curriculum and develop their learning in a range of ways outside the classroom as much as is possible given the medical and/or mental health needs presented. https://teachingstrategies.com/wp-content/uploads/2017/03/Research-Foundation-Creative-Curriculum-2.pdf	
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Total budgeted cost: £70, 775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Increased skills and knowledge amongst staff as a result of curriculum and SEN based CPD had a direct impact on learning outcomes for all pupils across the school;

this is reflected in:

Pupils attendance and engagement in education while in hospital.

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).

Allocated 1:1 and 2:1 teaching sessions for Yr11 pupils has enabled disadvantaged pupils to make the progress necessary to have realistic entries for GCSE examinations, English, maths and other subjects, after a period of extended ill health, with low attendance and/or an admission to a Tier 4 service.

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

Learning mentor 1:1 sessions with disadvantaged pupils in addition has supported access and engagement with education as well as supporting pupils in developing the skills to be independent learners and understand their barriers to learning.

The Pupil Premium has supported additional hours for a sports specialist at the Bayswater site, facilitating 1:1 session for disadvantaged pupils and helping them to manage accessing their academic curriculums in the classroom. This specialist has supported with the development of staff expertise in other sites to provide similar opportunities.

The provision of a bespoke and responsive curriculum and timetable for disadvantaged learners. Staff training and staff availability enables learners from across all the sites to access a curriculum that is appropriate for their medical and/or mental needs at that time. For longer term, recurring or sole registered pupils this curriculum responds to their growing engagement with education towards qualifications and next steps that are appropriate for them.

0% NEETS for 2021/22 within the disadvantaged and non-disadvantaged peers for Bayswater cohort of learners. In addition, all were supported during their first half-term in their new setting, as a means of supporting the transition. We are extraordinarily proud of their achievements year on year.

The Pupil Premium grant has allowed the Chelsea Community Hospital School to offer a range of curriculum enrichment activities. These have been successful in supporting short-term disadvantaged pupils access education in hospital. For all pupils these opportunities have contributed to:

- developing pupil's confidence
- boosting self-esteem leading to accelerated progress in lessons
- increasing pupil well-being
- supporting pupil's independence
- providing access to stimulating and enjoyable activities for pupils in difficult surroundings
- supporting families by facilitating relaxed and engaging experiences
- supporting inclusion and increasing participation
- enabling opportunities for increasing social interaction

Externally provided programmes

Programme	Provider
	Twinkl
	RBKC Educational Psychology Team
	Linguaphone
	Dyslexia Screener
	Busy Things
	Espresso
	Sibelius Music Software
	Teachit History
	Widgit Online

