

## Pupil Premium Strategy Statement: 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Southampton Hospital School
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	Unknown
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	14 <sup>th</sup> December 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2022
Statement authorised by	Nell Giles, Headteacher
Pupil premium lead	Nell Giles, Headteacher
Governor / Trustee lead	Larry Bartel, Chair of SHS Governing Body

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£955
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6955

## Part A: Pupil premium strategy plan

### Statement of intent

Pupils at Southampton Hospital School are admitted on a temporary dual registered basis and are referred to us for educational provision during a time of ill health. This often means they have missed substantial periods of school prior to, and during, their registration with us. Our vision and intent is centered around ensuring access to high quality, enriching education for all pupils, regardless of background or individual challenges. The focus of our pupil premium strategy is to support all disadvantaged pupils to make excellent progress from their individual starting points, for whatever the duration of their stay with us might be.

We work within a truly multi-disciplinary setting, and in conjunction with other health and social care providers, we fully consider the challenges faced by vulnerable pupils, such as those who have a serious mental or physical health condition, and those with care plans, social workers and early help plans.

High-quality 1:1 or small group teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. As our children are often unable to attend our provision full time due to their health needs, our focus is often on the core subjects of English, maths and science, as well as upon RSE, RHE and PSHE, subjects that will help to secure their wellbeing and improve their ability to function independently once they have left us and returned to their usual educational setting. The high quality delivery of a bespoke and personalised curriculum is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit every pupil in our school. A keen focus on metacognition and self-regulated learning within lessons has also been proved to increase levels of engagement and attainment in all pupils, especially when delivered in a highly personalised way. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved, as all of our students are disadvantaged to some degree by their health circumstances.

Our strategy is also integral to wider plans for education recovery post Covid, as the period of national lockdown and the move to remote learning has disadvantaged the vast majority of our cohort further still, either by compounding existing anxieties around school attendance, resulting in shielding for medical reasons or distancing students further still from their educational settings and peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, carried out rapidly by highly qualified and experienced teachers. To ensure our approach is effective we will:

- ensure disadvantaged pupils are challenged in the work set
- ensure all young people have access to high quality 1:1 or small group teaching
- ensure that children's needs are assessed rapidly and accurately, and used to inform and create bespoke learning packages which develop children's learning rapidly and addresses gaps and misconceptions
- ensure children are supported emotionally and helped to successfully reengage with learning and reintegrate back into their own schools

## Challenges

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

Challenge number	Detail of challenge
1	Long term absences from school mean that the gap between disadvantaged pupils and their peers has often become substantial. This is widely reported by pupils, parents, medical professionals and schools on admission and is evidenced through teacher led initial assessments with new pupils.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by national lockdown and partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
3	Our initial assessments and interviews with children, parents and schools have revealed that engagement with remote learning has been challenging for many of our disadvantaged children due to a number of factors, including lack of parental confidence in supporting children, lack of access to ICT equipment and a difficulty in accessing work due to cognitive impairments created by ill health
4	Our observations, admission data and attendance data shows that our disadvantaged children are finding it more difficult to reintegrate back into school than their non-disadvantaged peers. This has been further compounded by national lockdowns and partial school closures.

## 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
To reduce the gap in attainment between disadvantaged students and their peers on their return to school	Assessments, observations and data will indicate significantly improved outcomes for disadvantaged students from their individual start points. This will be evident in their engagement within lessons, relationships with teaching staff, work sampling, learning walks, reporting, termly pupil progress meetings and pupil and parental feedback.
To re-establish positive learning behaviours with all students who have high levels of absence from school, or have been electively home educated	Students will be engaged in learning and using metacognition and self-regulated learning to ensure greater independence and motivation. This will be evident in their engagement within lessons, relationships with teaching staff, work sampling, learning walks, reporting, termly pupil progress meetings and pupil and parental feedback.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of wellbeing will be evidenced through levels of engagement and attendance increasing during their stay. It will also be apparent in the success of school reintegration plans and engagement with bespoke PSHE and RHSE targets. Stakeholder feedback will also show levels of wellbeing are sustained throughout their admission and on return to their usual educational setting.

To enable disadvantaged children to reintegrate back into their own schools successfully within a shorter period of time	Disadvantaged students will reintegrate into their usual educational setting as rapidly and successfully as their non-disadvantaged peers.
To enable disadvantaged pupils to access and achieve recognised qualifications	Disadvantaged students at risk of not attaining qualifications will have access to appropriate career pathways and qualifications, including GCSEs, Functional Skills and Entry Level Certificates.

### 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: £185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing external and in-house CPD for all teaching and support staff in metacognition and self-regulated learning	EEF research shows that the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) The evidence indicates that 'explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective'. As our teaching is 1:1 and small group, the effectiveness of this approach is greater than in a mainstream setting. Teachers are able to demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. This approach also allows pupils to identify strategies and positive learning behaviours that can be taken back and applied in their usual educational settings, hence increasing engagement. Metacognitive and self-regulation strategies have been used across the curriculum, with approaches in mathematics and science particularly successful. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1 and 2

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one tutoring hours from current school teaching staff extended to provide additional lessons for vulnerable and disadvantaged students</p>	<p>The EEF research clearly evidences the impact of high quality 1:1 teaching from experienced teachers (+5 months additional progress). Internal observations, data and assessments also uphold this research. The EEF research states that ‘one to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas’.</p> <p>The vast majority of this teaching is delivered by qualified teaching staff rather than support staff in our setting. This approach is proven to benefit disadvantaged students as ‘one to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.’</p> <p>Sessions in school are delivered between 3 and 5 times a week, for between 30 minutes and an hour each time. This is in line with the recommendations of the EEF research which states that ‘short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.’</p> <p>Tutors also support school reintegration through re-engaging students with learning, exposure to different learning environments, close communication and collaborative planning with students’ usual schools and with parents. Internal data and observations support the implementation of this approach as vital to increasing disadvantaged students’ life chances, alongside ensuring academic progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1, 2 and 4</p>
<p>Purchasing an online tutoring package to increase the hours of 1:1 tutoring for disadvantaged and vulnerable students. This will also allow</p>	<p>TLC is an approved NTP partner.</p> <p>EEF research clearly evidences the high impact of high quality 1:1 teaching from experienced teachers (+7 months additional progress). In relation to the proven benefits of one to one teaching as evidenced above, the EEF also concludes that ‘studies involving digital technology show broadly similar effects’.</p>	<p>1,2 and 4</p>

<p>further study for specialised GCSE subjects and better transition support into post 16 education.  <a href="https://www.tlclive.com/">https://www.tlclive.com/</a></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>TLC programmes would be delivered within school with teacher support, mediation and monitoring. The EEF research also evidences that ‘digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff on positive behaviour management strategies and effective delivery of ‘in the moment’ and planned RSE, RHE and PSHE teaching. This will include membership to the PSHE Association for all staff, plus an intensive CPD programme (Farnborough College and in-house training)</p>	<p>Many of our disadvantaged students have experienced difficulties with behaviour and engagement in their usual educational settings. Many have also missed RSE, RHE and PSHE curriculum content due to prolonged absenteeism. This can limit their ability to make safe and healthy choices. Internal observations, progress data and stakeholder feedback and shows us that when these behaviours are less apparent in our environment, progress and engagement in learning is greater. This allows teaching staff to unpick and feed back to schools the underlying communicative function of such behaviours. This helps vulnerable and disadvantaged students to reintegrate back into school more successfully and are able to make more effective choices.</p> <p>The EEF research shows that ‘the average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.’ Also that ‘behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>3</p>

**Total budgeted cost: £ 6955**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

No pupil premium funding was received in 2020-2021
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