

Pupil Premium Strategy Statement Nightingale Home and Hospital Service

(Orchard Centre – 336/1102)

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	52
Proportion (%) of pupil premium eligible students	33% (22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	13/11/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	K Sandhu
Pupil premium lead	L Watson
Governor / Trustee lead	B Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,770
Recovery premium funding allocation this academic year	£12,144
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£34,914

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment to the best of their ability across the curriculum. The focus of our pupil premium strategy is to support all students that access our service to achieve that goal and opportunities for them improve.

We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. We wish to ensure that the use of Pupil Premium fund puts provision for this group of students as an ongoing key priority for our service.

We will look to provide the best quality experiences, whether these are onsite, offsite or within the hospital schoolroom and provide additional support both academically and socially to students and their families in order for individuals and certain groups need to succeed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with students and families suggest that the education of many of our students continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other students. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged students falling further behind age-related expectations, especially in maths.</p>
2	<p>Our observations suggest many lower attaining students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p>

3	Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for the majority of our students, such as anxiety, depression (diagnosed by medical professionals), lack of confidence, poor resilience, low motivation and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged students, including their attainment.
4	Our attendance data indicates that attendance among disadvantaged students is slightly lower than that of their peers and as a result, progress and attainment are at risk because of those missed learned experiences. We have a number of students that have been 'persistently absent' and our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.

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
Improved attainment among students across the curriculum at the end of KS4, with a particular focus on maths.	2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> Disadvantage students achieve a grade higher than predicted the proportion of highest grades for disadvantaged students improves the in-service gap in progress and attainment has closed
Improved reading comprehension amongst disadvantaged students across KS3.	Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills amongst the majority of our students across all subjects.	Teacher reports and class observations suggest some students are more able to monitor and regulate their own learning. This finding is supported by increase in attendance, engagement to lessons and improvement in their own well being.
To achieve and sustain improved mental health and wellbeing for all students.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations.

	<ul style="list-style-type: none"> • Increase in participation and engagement in small group activities.
To achieve and sustain improved attendance for all students, particularly those that are persistently absent below 60%	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all students improves and the attendance gap between PP students and their non PP peers being reduced. • Over time, the percentage of all students who are persistently absent is lower than present data and that attendance is above that of the national PRU average (64.7%) for all students.

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: **£26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of National College webinars to ensure all staff are trained in order to support students and meet individual student needs	<p>Covering a wide range of the EEF strategies to raise attainment and support student well being</p> <p>https://www.wcpp.org.uk/publication/the-role-of-cpd-in-closing-the-attainment-gap/</p>	1, 2, 3 & 4
Wide use of additional teaching staff in all subject areas to support planning, delivery and assessment	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> • Individualised instruction • Feedback • Small group tuition • One to one tuition • Small class sizes 	1, 2 & 3
Developing metacognitive and self-regulation skills in all students.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is	1, 2 & 3

<p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</u></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p><u>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</u></p>	1, 2 & 3
<p>Improving literacy in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged students, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><u>word-gap.pdf (oup.com.cn)</u></p>	1, 2 & 3
<p>Specialised provision</p>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> • Collaborative learning • Small group tuition • One to one tuition • Social and emotional learning • Metacognition and self regulation 	1, 2 3 & 4

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>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 & 3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students 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</p>
<p>Access to laptops and internet access in school and at home</p>	<p>Supports the EEF identified strategies of</p> <ul style="list-style-type: none"> • Digital technology • Homework (extended learning) 	<p>2 & 3</p>
<p>Subsidies for all school visits and experiences to build cultural capital in the widest sense</p>	<p>https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf</p> <p>https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</p>	<p>2,3 & 4</p>
<p>Subsidised revision materials for students in year 10 and 11</p>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> • Homework (extended learning) 	<p>2 & 3</p>

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

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE’s <u>Improving School Attendance</u> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4</p>
<p>Contingency fund for acute issues.</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>1, 2, 3 & 4</p>

Total budgeted cost: £35,000

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes (RAG rated)

Academic achievement

All PP young people in Yr 11 gain a GCSE grade in English and Maths

Young people make at least expected progress in literacy

Young people make at least expected progress in numeracy

Wider Outcomes

To improve attendance of young people attracting PP

For young people in KS4 to become independent travellers

Be able to support young people in extra-curricular activities including D of E with a possible residential trip

Teaching priorities

Small Group tuition and reducing class sizes

Feedback to our young people and to encourage peer feedback

Collaborative learning approach in order for our young people to work together

Reading comprehension strategies to support young people's understanding of written text

Barriers to learning these priorities address:

- Providing learning tasks or activities where young people work together in a small group
- Promote talk interaction between peers
- Young people working in small groups
- Young people manage their learning and self-regulation
- Young people to actively engage in the accelerated reader programme/star maths

Wider strategies

Meta-cognition and self-regulation approaches in order for young people to think about their own learning more specifically

One to One tuition providing intense individual support

Parental Engagement to support young people's academic learning and providing ongoing support to our parents/carers

Outdoor adventure learning to support collaborative learning experiences

Social and emotional learning to improve young people's interaction with others and self management of emotions

Barriers to learning these priorities address:

- Poor self- regulation, low confidence, self esteem, self motivation, poor social skills and low aspirations
- Young people’s ability to plan, monitor and evaluate their own learning
- To improve parental aspirations
- Young people involved in adventure learning and applying skills gained in the classroom

Monitoring and Implementation

Use of INSET days and additional cover being provided by senior leaders if required

Staff involved to free up time to lead small groups

Lead teacher to have support of other recognised staff and other professionals where necessary

Externally provided programmes

Programme	Provider