




HOSPITAL and
OUTREACH
EDUCATION

Hospital and Outreach Education Pupil Premium Strategy Statement

Person responsible for policy	James Shryane
Version date:	27th February 2023
Date to Local Advisory Board:	15th March 2023
Date agreed:	
Review Period:	Overall strategy review - 3 years Strategy statement update - 1 year
Review Due:	February 2024
For school website?	Yes

Headteacher's signature: Date: 30th December 2021	
Signature of LAB Chair: Date:	

In-year updates to this version

Date	Section	Update

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.

Context

Hospital and Outreach Education (HOE) is an Alternative Provision (AP) Academy, part of The Skylark Partnership MAT. HOE provides holistic educational support for students with physical and mental health needs that prevent them from attending their main school full time. The AP Academy provides teaching across North and West Northamptonshire in two outreach bases, two general hospitals, two inpatient Child and Adolescent Mental Health (CAMHs) units, one Eating Disorder unit, and within the community. All students have a diagnosed physical/mental health condition which significantly impacts on their functioning and ability to engage with education. Most of our students are not attending school at all before they are dual registered with HOE.

As an alternative provision academy, the vast majority of our pupils are dual registered with Hospital and Outreach Education (HOE) being the subsidiary school. Pupil Premium Grants are allocated on the basis of sole and dual main registrations only. A very small number of pupils are solely registered with HOE and any Pupil Premium funding they attract would come to HOE. The following funding allocations were made in 2020-21, 2021-22 and 2022-23:

Year	No. of pupils on role (at census)	No. of Primary pupils on role	No. eligible for PP	No. of secondary pupils on role	No. eligible for PP	Allocation
2020-21	4	0	0	4	0	£0
2021-22	2	0	0	2	0	£0
2022-23	4	0	0	4	0	£0

Our pupil cohort is based on referrals from schools or admissions into hospitals. We aim to reintegrate pupils from our outreach teaching bases back to their main schools wherever possible. Pupils in hospital settings will typically be unenrolled from HOE when they are discharged from hospital.

At the time of writing (February 2023) we have 59 pupils on roll. 12 of these meet the criteria for Pupil Premium i.e. 20%. None are solely registered with HOE. We therefore will not receive any Pupil Premium Grant.

As an Alternative Provision Academy we were granted £6000 of Recovery Premium Funding for the 2021-22 academic year, and £0 for 2022-23

School overview

Detail	Data
School name	Hospital & Outreach Education Alternative Provision Academy
Number of pupils in school	Over the 2021/22 year HOE supported 136 pupils. 130 pupils were dual registered and 6 single registered.
Proportion (%) of pupil premium eligible pupils	Of the 6 pupils single registered at HOE, 1 meets the criteria for pupil premium but is in year 12 so does not attract the Pupil Premium Grant
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	31/12/21
Date on which it will be reviewed	27/02/23
Statement authorised by	James Shryane
Pupil premium lead	James Shryane
Governor / Trustee lead	Sarah Hutt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	0
Recovery premium funding allocation this academic year	0
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	0

Part A: Pupil premium strategy plan

Statement of intent

Our Curriculum Intent

All pupils have access to a **personalised curriculum** that caters for their particular health needs, their age, stage, and SEND needs, regardless of where they access their education within HOE. Their education is planned to maximise their learning whilst preparing them for the **next stage** in their educational journey, including **reintegration** to their home school. Planning takes account of the critical need to **re-ignite** the love of learning so they can gain the knowledge, experience and skills needed to be successful in their adult lives. **Personal, social and emotional progress is as important as academic progress** as without developing their confidence and self esteem, they will not be successful learners. Provision is designed specifically to support those too unwell to access mainstream or special educational settings.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the goals described above, including progress for those who are already high attainers. We consider all of our pupils to be vulnerable pupils due to the mental and physical health needs that are preventing them from accessing education from their main school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our entire mission is focused on education recovery for our pupils, all of whom have missed education due to their medical needs.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupils do not have the opportunity to access or extend learning at home
2	Many pupils are referred with less than 50% attendance in their previous two terms at mainstream school and have missed a considerable amount of schooling due to ill health
3	A high proportion of pupils have social, emotional and mental health difficulties

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
The attainment of disadvantaged pupils will be in line with non-disadvantaged pupils	The attainment gap at GCSE will reduce each year of this strategy, as reported in our annual Data Pioneers report
Disadvantaged pupils will have equitable access to all activities and resources	No disadvantaged pupil will miss out on activities or resources where a monetary contribution is suggested to parents.
Disadvantaged pupils will have the access to technology required to enable them to extend learning at home or access learning when their medical condition requires them to study from home	Disadvantaged pupils that require access to technology at home will be identified and technology provided within 4 weeks of starting with us

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a Lead for Teacher Development	Helping teachers improve through evidence-based professional development that is explicitly focused on improving classroom teaching can be a cost-effective way to improve pupils' academic outcomes when compared with other interventions, and can narrow the disadvantage attainment gap. National Professional Qualification (NPQ): Leading Teacher Development Framework	2

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carry out individual reading assessments with all pupils within four weeks of starting ensuring early identification of reading difficulties.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific Reading comprehension strategies EEF	2
Employ Play Therapist time to work with pupils with SEMH difficulties	The importance of early intervention for Social Emotional Mental Health: Why it improves pupil outcomes	3

that aren't already engaged with CAMHS		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000 towards a larger cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a Chromebook for home use for any pupil that does not have access to suitable technology at home.	Children without internet access during lockdown Children's Commissioner for England Remote Learning: the Digital Divide - Sutton Trust	1
Purchase a reading book for each pupil three times a year as part of our 'Blook Flood' initiative	<p>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> Reading comprehension strategies EEF	1

Total budgeted cost: £6000

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 2021-22 academic year.

In the 2021-22 school year Hospital and Outreach Education did not receive any Pupil Premium Grant. Our school development plan was aimed at raising achievement for all pupils.

Externally provided programmes

We did not use Pupil Premium Grant to purchase any programmes from external providers in 2021-22.

Programme	Provider