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) 2026. *As a hospital school these numbers fluctuate*	152
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029 Currently Year 2 of 3
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Joanna Beswick (Head Teacher)
Pupil premium lead	Tom Kelly (Assistant Head Teacher)
Governor lead	Elizabeth Hole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,400
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	£37,400

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 and to provide a personalised, aspirational curriculum and pastoral 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 national average 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 who are not pupil premium.
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. These findings are backed up by several national studies. This is a similar challenge for those pupils who are not pupil premium.
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 who are not pupil premium.
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 who are not pupil premium.
7	Our assessments, observations and monitoring with staff, pupils and their families find that our pupils have cognitive challenges which have been a result of their poor mental or physical health and the treatment they receive.

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 positive progress which is demonstrated by our end of year assessments and data analysis. For those that are entered for GCSEs, results show a reduction in the attainment gap from their starting point on admission.
The Mental Health of disadvantaged pupils enables them to move onto their next destination.	Successful transition back to mainstream or a named provision. Each academic year pupils are progressing to employment, higher or further education at the end of KS4. Pupils' individual EPOCH scores improve.
Disadvantaged pupils feel prepared for adulthood and pupils have confidence and independence to help them engage with the wider community.	Pupils have access to and value activities which prepare them for adult life. Progress is made in life skills which is evident in data analysis. Each academic year, disadvantaged pupils are progressing to employment, higher or further education at the end of KS4. Positive observations and discussions with pupils and their families.
Improved attendance enables pupils to access an appropriate curriculum offer.	Improved attendance of all disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Teaching and Learning including an internal CPD review **SDP Cu1.2, E1.1** Developing metacognitive skills which consider the specific cognitive effects of poor mental and physical health for our pupils. **SDP Cu1.2, E1.1**	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Poor Mental and Physical Health can contribute to cognitive changes. Each condition can affect neurology in different ways. A varied and personalised approach to teaching and learning can support metacognition and the learning experience. Neurocognitive deficits in children with chronic health conditions.	1,2,4,7
Develop a K7 tiered curriculum. **SDP Cu1.1**	A personalised approach which is bespoke to the needs of the individual will increase engagement with learning. Personalised education to increase interest	1, 2, 3, 4, 5, 6, 7
Robust monitoring cycle to support teachers and their practices **SDP E1.1**	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. SEN in Mainstream Schools (EEF) The EEF Guide to the Pupil Premium	1, 2, 3, 4, 5, 6, 7
Mentoring programme to develop leaders, teachers and teaching assistants and their practices **SDP E1.1**	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. SEN in Mainstream Schools (EEF) The EEF Guide to the Pupil Premium	1, 2, 3, 4, 5, 6, 7

Embed Trauma Informed Practice within the school **SDP Nu1.1, Ca1.3**	Research shows that pupils who have suffered trauma respond positively to a 'trusted adult.' Build on Relationship with Trusted Adult (UK Trauma Council) 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. If pupils are in school, they learn. Mentoring (EEF)	2, 4, 6, 7
Technology and Use of AI **SDP Cu1.1, Cu1.2**	Technology can be used to support disadvantaged pupils including those with SEND. Using digital technology to improve learning	1, 3, 5, 7

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

Budgeted cost: £11,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions specific to individual and group needs. E.g. Art Therapy, Lego Therapy, Numeracy and Literacy. **SDP Cu1.1, F1.2**	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: One to one tuition | EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4, 5, 6, 7
To refine reintegration processes for pupils across school. **SDP Nu1.1, Ca1.2**	Pupils feel a sense of belonging and begin to repair the feelings of rejection when they are able to integrate positively back into school. Successful Reintegration of Autistic Pupils Following School Exclusion (National Autistic Society)	2, 3, 6
To enhance parental engagement and wellbeing. **SDP Ca1.3**	It is crucial to engage parents to avoid widening attainment gaps. Parental Engagement (EEF)	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £5,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Travel training for all pupils so that they know how to use public transport. Involves CPD and release time for staff members. **SDP Nu1.2, Cu1.1**	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel to school for children of compulsory school age (DfE)	2,3,5,6,7
Ensure that pupils have experiences to improve their Cultural Capital **SDP Cu1.1, Nu1.1**	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. Learning About Culture (EEF)	1,2,3,6
To expand the careers and work experience offer **SDP Nu1.2**	Careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment. What is the impact of careers education on improving young people's outcomes? (EEF)	1, 2, 3, 4, 5, 6
Contingency fund for acute issues. **SDP F1.1**	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.	All

Total Funding: £37,400