

# Queensmill School

## Diminishing the Difference Report – 2023–2024

### Barriers faced by Pupil Premium students

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other non-disadvantaged students. Recognised barriers faced nationally by Pupil Premium students include:

- Limited language and restricted vocabulary
- Poor attendance
- Mobility – students have moved between many different schools
- Family difficulties
- Medical conditions
- Lack of sleep
- Poor nutrition
- Poverty
- Lack of family engagement with learning
- Low aspirations
- Low expectations
- Narrow range of opportunities and experiences outside of school
- Lack of role models
- Lack of self-confidence and self-esteem
- Poor social skills

All students who attend Queensmill School have a diagnosis of Autism Spectrum Disorder. This is defined by DSM-IV (2013, p.50) as resulting in:

A. Persistent deficits in social communication and social interaction across multiple contexts (e.g., deficits in social-emotional reciprocity, deficits in non-verbal communicative behaviours used for social interaction, deficits in developing, maintaining or understanding relationships)

B. Restricted, repetitive patterns of behaviour, interests, or activities (e.g., as manifested by stereotyped or repetitive motor movements, use of objects or speech, insistence on sameness, restricted or fixated interests that are abnormal in intensity or focus, hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment)

In addition:

C. Symptoms must be present in the early developmental period

D. Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning

E. These disturbances are not better explained by intellectual disability or global developmental delay

From these diagnostic criteria it is clear that many of the barriers faced by Pupil Premium students attending Queensmill School may be due to the deprivation they encounter at home but equally due to the impact of their Autism on their ability to self-regulate, understand the world, socialize and function on a daily basis.

## Students identified as eligible for Pupil Premium funding

Across Queensmill School, there were 138 out of 243 students eligible for Pupil Premium funding in 2023-2024 (57%). This figure is slightly fewer compared to the previous school year 2022-2023 (61%).

## Whole School and Pupil Premium Progress 2023-2024

The data is provided by the average rates of achievement in personalised 'My Learning' and 'My Autism' I Can targets. Termly progression for Pupil Premium students compared to the whole school is shown below:

	Autumn Term 2023		Spring Term 2024		Summer Term 2024	
	Whole school	Pupil premium	Whole school	Pupil premium	Whole school	Pupil premium
'My Learning' <i>In curriculum subjects mapping on to key stage priorities, such as English, Maths and Science</i>	0.74	0.74	0.76	0.75	0.77	0.75
'My Autism' <i>In Autism-specific domains of Social Communication and Emotion Regulation mapping onto the SCERTS model</i>	0.72	0.72	0.71	0.69	0.73	0.71

The anticipated rate of progress is 0.75 (secure). This is the intention that students become 'secure' with the knowledge and skills they are working towards as set out in the 'My Learning' and 'My Autism' sections of their Personal Learning Plans (PLPs). Students are not expected to secure progress towards their personalised curriculum and autism targets without the strategic implementation of interpersonal and environmental supports to underpin their success. Therefore, PLPs are written each term with the student in mind: teachers set targets that are realistic, achievable and appropriately supported. The findings in the table above present a positive picture for Pupil Premium achievement and progression at Queensmill this year, when compared against the 0.75 (secure) benchmark.

The average rate of progress for Pupil Premium eligible students in 'My Learning' was 'secure' each term. In the Autumn Term, Pupil Premium eligible students were exactly on par with the rest of the school (0.74). In the Spring and Summer Terms, progress towards curriculum targets for Pupil Premium eligible students was 'secure' (0.75 both terms). This indicates that Pupil Premium eligible students, on average, were able to make progress with their personalised Learning targets as set out for them by their class teachers.

The average rate of progress for Pupil Premium eligible students in 'My Autism' was 'secure', or very nearly 'secure', each term. In Autumn Term, Pupil Premium eligible students were exactly on par with the rest of the school (0.72). In the next two terms (Spring and Summer), Pupil Premium

eligible students progressed at slightly reduced rates compared to the whole school (0.69 for Spring Term and 0.71 for Summer Term); however, it is worth mentioning that this slight reduction equated to 0.02 behind the whole school each term.

In comparing My Learning to My Autism figures, a similar trend emerged between Pupil Premium eligible and whole school in that the rate of Learning progress was greater than rate of Autism progress, every term. Given the complexities of autistic students attending the school, and their often very high needs, this finding is not surprising.

As shown, the average rate of progress for Pupil Premium eligible students is not drastically different compared to the whole school in any term, for either My Learning or My Autism. Indeed, where there are differences with the Pupil Premium group achieving slightly less than the rest of the school this is observed infrequently with a difference of 0.02 which is not significant. The same pattern was observed in the previous academic year, 2022-23, with Pupil Premium students being only marginally behind the whole school in a few select terms where there was a difference of 0.02, at best. The rate of progress made by Pupil Premium eligible students is then broadly in line with the rest of the school and this is a trend that has been observed throughout the school year, consistently. This is to be expected in a specialist school environment. It is encouraging that this particularly vulnerable group within the school population are making progress at a level that is in line with the whole school.

#### **Pupil Premium Funding Overview 2023-2024**

<b>Funding Stream</b>	<b>Amount</b>
Pupil Premium funding allocation this academic year	£172,133
Recovery Premium funding allocation this academic year	£0
PE and Sports funding allocation	£17,040
Pupil Premium funding carried forward from previous years	£0
<b>Total</b>	<b>£189,173</b>

#### **Pupil Premium Expenditure 2023-2024**

	<b>Item</b>	<b>Cost</b>
	<b>Amount Received</b>	<b>£172,133</b>
	Full-time Drama/ Creative Arts lead salary	£53,418
	Full-time Art teacher salary	£41,245
	Full-time Music teacher salary	£39,899
	Full-time Family Support Practitioner (part-funded by Pupil Premium funding and part-funded by staffing budget)	£17,214.42
	Part-time Talk Time Psychological Wellbeing Counsellor salary	£9,541.88
	Connect Ed/ Catholic Children's Society services for mental health and wellbeing	£7,000
	Communication iPads and apps – 6 students	£1,590
	Staff training: Team Teach Intermediate trainer accreditation – 1 teacher	£792
	Staff training: SCERTS training – 4 teachers	£615
	Staff training: Safer recruitment course – 2 senior leaders	£370

	Duke of Edinburgh trip – 8 students (part-funded by parent contributions and part-funded by Pupil Premium)	£447.70
<b>Total</b>		<b>£172,133</b>

### Sports Premium Expenditure 2023-2024

	Item	Cost
<b>Amount Received</b>		<b>£17,040</b>
	Swimming	£9,443.60
	Rock climbing	£2,142
	Oxygen Trampoline	£944
	Tennis	£856
	Kayaking	£648
	PE equipment	£541.65
	Sports Day bouncy castle hire	£270
	Wimbledon visit	£25
<b>Total</b>		<b>£14,870.25</b>
Underspend		£2,169.75

### Additional strategies offered 2023-2024

- Provision of a part-time therapy dog
- Week long residential trip to Spain funded (in part) by parent/carer donations for 7 students attending the Fulham secondary resource base
- Celebration squad to plan activities that enable students to access national and cultural celebrations (e.g. World Book Day, International Children's Day, Eid)

### Effectiveness of expenditure and strategies 2023-2024

#### Teaching

Strategy	Challenge number(s) addressed	Impact of the outcome
Full-time Drama/ Creative Arts lead salary	1, 2, 3, 5	Multi-sensory drama teaching Students discovering and nurturing drama knowledge and creative/ expressive talents Improved communication through drama, including ability to work in groups, share a group plan and work towards a common goal/ end piece Increased engagement in drama curriculum with cross-curricular links to English, PSHE and physical education Improved wellbeing for students including growth in self-esteem and confidence Improved teacher knowledge of how to deliver drama and English using planning tools and resources gathered by the Drama/ Creative Arts lead Improved teacher collaboration and team work through

		<p>range of Creative Arts projects and training (e.g. INSET clowning)</p> <p>Development of the creative arts/social wellbeing curriculum</p> <p>Increased creative arts opportunities and developments in school and in the community (e.g., Lyric Theatre, Amici Dance, Frantic Assembly Theatre company, Royal Albert Hall, Live Music Now, West End Theatre, Be The Band, West London Inclusive Arts Festival among others)</p> <p>Ability to share success and performances with parents and families through productions in school and in the community</p> <p>Increased parent/carer engagement with school</p> <p>Improved communication between home and school</p> <p>Work experience at The Royal Albert Hall established for secondary resource base students</p> <p>1:1 interventions for complex students struggling to access group sessions and individualised assessments to measure the impact of this work</p>
Full-time Art teacher salary	1, 2, 3, 5	<p>Multi-sensory art teaching</p> <p>Students discovering and nurturing creative and artistic talents through exposure to a wide range of artistic mediums, materials and experiences</p> <p>Access to creative and expressive sensory activities and equipment across the school day</p> <p>Increased emotion regulation through exploration of sensory feedback linked to art (e.g., colour, texture)</p> <p>Increased engagement in art curriculum with cross-curricular links to PSHE, history and ICT</p> <p>Opportunities for secondary resource base students to learn about different styles of art that link to special interests (e.g. manga workshop delivered by Cartoon Museum, Japanese art workshop delivered by V&amp;A, animation club delivered by WAC Arts)</p> <p>Opportunities to take part in specialist Arts celebrations within the school (Christmas show, art exhibitions) and in the community (e.g., West London Inclusive Arts Festival)</p> <p>Opportunities to learn about art history in school and through visits to art museums and galleries (The National Gallery, V&amp;A)</p>
Full-time Music teacher salary	1, 2, 3, 5	<p>Multi-sensory music teaching</p> <p>Students discovering and nurturing musical knowledge and talents through exposure to a wide range of genres, styles and instruments</p> <p>Music projects involving 1:1 and small group music sessions in school and in the community (e.g. song writing, Makaton choir, carol singing and participation in/ experience of live music concerts and musicians)</p> <p>Increased communication and engagement through music</p> <p>Increased emotion regulation and sense of calm through musical experiences</p> <p>Increased confidence, expression and collaborative work through exposure and response to music at school and in the community</p> <p>Development and refinement of Music curriculum using Sounds of Intent and Musical Development Matters Framework</p>
Staff training: Team Teach	2	<p>Team Teach intermediate trainer qualification allows Team Teach training to take place in house</p>

Intermediate trainer accreditation – 1 teacher		Staff safely trained in government approved holds and strategies to support children/ young people in times of crisis Training to manage student physical behaviour where risk of harm, to the student and/or others, is high Equipping staff with the necessary tools they need to understand dysregulation and manage challenging situations in a positive, safe and respectful ways Increased staff confidence at work Increased safety in classrooms for students and staff
Staff training: SCERTS training – 4 teachers	2	Teachers trained in evidence-based SCERTS approach to developing the socio-communication and regulatory skills of autistic people through the use of transactional supports Training to understand better the different priorities for students at different SCERTS partner stages (social, language and conversation partner) allows teachers to approach their work with students in a more-informed way Increased teacher confidence understanding and using SCERTS to inform planning and assessment Increased teacher confidence understanding autism
Staff training: Safer recruitment course – 2 senior leaders	2	Senior leaders trained in safer recruitment Safer recruitment practices adopted by senior leaders to supplement existing safeguarding practice Improved outcomes for all vulnerable students through ongoing work in safer recruitment and safeguarding more broadly

### Targeted support

Strategy	Challenge number(s) addressed	Impact of the outcome
Connect Ed/ Catholic Children's Society services for mental health and wellbeing	3	Opportunities for students to explore movement and mindfulness with a dance/ movement therapist delivering sessions in school Opportunity to practise calming techniques in class and in the community Better regulation for students Increased opportunities for physical and personal development 1:1 and small group play therapy sessions – main school 1:1 and small group mental wellbeing sessions – Secondary resource base Staff workshops to develop competence and confidence in how to approach/ manage students when they disclose issues that are affecting their mental health – Secondary resource base Additional social communication opportunities Additional emotion regulation support
Communication iPads and apps – 6 students	1, 3, 5	Purchase of communication iPads and associated apps has enabled select students to trial new high-tech AAC Development of functional communication skills in school and in the community through modelling of how to use the iPad by SALT and/ or SALTa Increased competencies in communicating with others for a range of purposes Increased engagement in the curriculum as the

		development of joint attention skills and use of AAC underpins ability to access, and make progress, in all subjects and extra-curricular activities
Duke of Edinburgh trip – 8 students (part-funded by parent contributions and part-funded by Pupil Premium)	1, 3, 4, 5	Attendance for low-income students on a weeklong residential trip – Avon Tyrell Outdoor Activity Centre Extended range of opportunities and experiences outside of the home or school environment (e.g., learning to build shelters, cook food on a campfire, navigate maps) Improved appreciation of nature Increased opportunities for personal development Respite for parents who often are unable to access this elsewhere Support and opportunities towards specific EHCP outcomes (e.g., related to developing life skills and independence) Work towards the Duke of Edinburgh qualification Additional social communication opportunities (e.g. communicating with new people [instructors, facilitators] in a new setting) Additional emotion regulation opportunities (e.g. chance to solve problems and manage conflict under new circumstances – shared lodging with familiar peers)

### Wider strategies

Strategy	Challenge number(s) addressed	Impact of the outcome
Full-time Family Support Practitioner (part-funded by Pupil Premium funding and part-funded by staffing budget)	1, 4, 5	Support networks for parents/carers Individual support for parents/carers with specific concerns/ needs (including social care, housing, managing child/ young person dysregulation at home etc) Support and training for parents on specific autism-related difficulties (ranging from networking coffee mornings to support with managing stress/ wellbeing, creating communication opportunities at home, sensory approaches at home, travelling abroad, dad/ male carer groups, Q sibs siblings groups) Improved home settings – becoming more autism friendly Increased attendance by parents/ carers at school meetings Improved parent/ carer knowledge and understanding of autism Better outcomes and discussions on education and content of draft EHCPs Greater student attendance at important medical appointments through use of personalised supports created by family support practitioner (e.g. visuals, social story) Greater school knowledge, awareness and understanding of issues occurring in the home Positive feedback from parents/ carers about levels of support from Queensmill Increased parent/ carer engagement with school Improved communication between home and school
Part-time Talk Time Psychological Wellbeing	1, 3, 5	Weekly 1:1 talking therapy sessions for identified students at secondary resource base to support their emotional well-being and mental health Opportunities for students to develop resilience (e.g. through

Counsellor salary		<p>strategies to manage own emotions and talking through problems and their solutions)</p> <p>Development of communication and emotion regulation skills</p> <p>Increased engagement in the curriculum as well-balanced emotion regulation underpins ability to access to all subjects and activities at school</p> <p>More settled home life resulting from Talk Time sessions at school</p>
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## PE and Sports Premium

Strategy	Challenge number(s) addressed	Impact of the outcome
Swimming	1, 2, 3, 5	<p>1:1 and small group swimming lessons</p> <p>Students able to enjoy sports/ leisure activities in the community</p> <p>Improved gross motor skills through learning how to swim and move in water</p> <p>Improved life skills (working towards independent dressing/undressing, road/ community safety, water safety)</p> <p>Improved emotion regulation and sense of calm following swimming leading to improved well-being and better ability to access the rest of the school day</p>
Rock climbing	1, 2, 3, 5	<p>1:1 and small group rock climbing lessons</p> <p>Students able to enjoy sports/ leisure activities in the community</p> <p>Improved gross motor skills through learning how to climb</p> <p>Improved emotion regulation and sense of calm following rock climbing leading to improved well-being and ability to access the rest of the school day</p>
Oxygen Trampoline	1, 2, 3, 5	<p>1:1 and small group trampoline sessions at a local indoor trampoline park</p> <p>Students able to enjoy sports/ leisure activities in the community</p> <p>Improved gross motor skills through learning how to jump/ move body in different ways while trampolining</p> <p>Improved emotion regulation and sense of calm following Oxygen sessions leading to improved well-being and ability to access the rest of the school day</p>
Tennis	1, 2, 3, 5	<p>1:1 and small group tennis lessons</p> <p>Students able to enjoy sports/ leisure activities in the community</p> <p>Improved gross motor skills through learning how to play tennis and developing bat and ball skills</p> <p>Improved emotion regulation and sense of calm following tennis leading to improved well-being and ability to access the rest of the school day</p>
Kayaking	1, 2, 3, 5	<p>1:1 and small group kayaking lessons</p> <p>Students able to enjoy sports/ leisure activities in the community</p> <p>Improved gross motor skills through learning how to kayak</p> <p>Improved life skills (working towards independent dressing/undressing, road/ community safety, water safety)</p> <p>Improved emotion regulation and sense of calm following</p>



		swimming leading to improved well-being and ability to access the rest of the school day
PE equipment	3	Specialist equipment for accessing PE and sports curriculum Development of specific sports related skills (e.g., agility, balance and coordination ) Development of enjoyment of sport to support health, wellbeing and use of leisure time Improved emotion regulation and sense of calm following PE and exercise sessions leading to improved well-being and ability to access the rest of the school day
Sport's Day bouncy castle hire	3	Hire of equipment for fun and inclusive Sport's Day Bouncy Castle experience offered to Early Years children to increased engagement and enjoyment in event Positive feedback from parents/ carers about the event and activities organised by Queensmill
Wimbledon visit	1, 3, 5	Students accessing world famous tennis court for tour facilitated by court managers Students accessing the community

Emily Bennett – July 2024