



Pupil Premium Strategy Statement

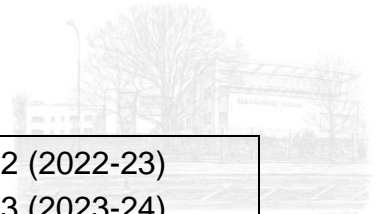
This statement details our school's use of Pupil Premium (and Recovery Premium) for the next three years, 2022/2023, 2023/2024 and 2024/2025, to help improve the attainment of our disadvantaged students. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium funding had within our school.

School overview

Detail	Data
School name	Queensmill School
Number of pupils in school	245 (2022-23) 243 (2023-24)
Proportion (%) of pupil premium eligible pupils	61% (150 out of 245) (2022-23) 57% (138 out of 243) (2023-24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023, July 2024 and July 2025
Statement authorised by	Aymeline Bel, Head of School
Pupil Premium lead	Aymeline Bel, Head of School
Governor / Trustee lead	Lisha Rooney, Chair of Governors

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£182,028 (2022-23) £172,133 (2023-24)
Recovery Premium funding allocation this academic year	£93,504 (2022-23) £0 (2023-24)
PE and Sports funding allocation	£17,080 (2022-23) £17,040 (2023-24)
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0



<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£292,612 (2022-23)</p> <p>£189,173 (2023-24)</p>
--	---



Part A: Pupil Premium strategy plan

Statement of intent

All students who attend Queensmill School have a diagnosis of Autism Spectrum Disorder (ASD) and/or a significant learning difference. This creates unique starting points for all of our students; many find the world a confusing and exclusionary place. As a school we are fully committed to addressing the marginalization of our students and want to create opportunities for meaningful learning and progression as well as access and valuation within community settings.

The school advocates for its students in regards to their Autism but also their right to be independent citizens, regardless of their socio-economic background. The school is well-established and a part of the community. It is located within a deprived part of London and a number of our families struggle with the impact of their economic situation and circumstances. Due to their complex needs and limited offer, pupils and their families are often unable to access respite and other free family support services.

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

As above, all students who attend Queensmill have a diagnosis of ASD. 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

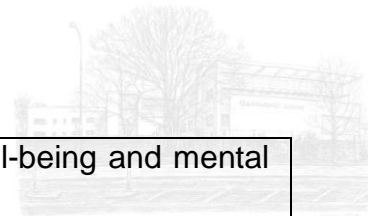
E. These disturbances are not better explained by intellectual disability or global developmental delay

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 ASD on their ability to self-regulate, understand the world, functionally communicate and experience a fulfilling and happy life. All objectives, outcomes and, ultimately, funding associated with Pupil Premium at Queensmill is used to address these challenges, attributable to both deprivation and Autism, and to develop cultural capital and provide a rich and diverse school experience.

Challenges

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

Challenge number	Detail of challenge
1	<p>Community access</p> <p>Autistic children and young people and those with significant learning differences are often excluded from community spaces, resources and opportunities. This can be accounted to discriminatory policies and practices, a lack of understanding and/or a range of other disabling and marginalizing physical and social structures.</p>
2	<p>Development of cultural capital</p> <p>Due to the marginalization and exclusion that many disabled young people experience they are prevented from a range of resources and opportunities to develop character and resilience, to learn about British</p>

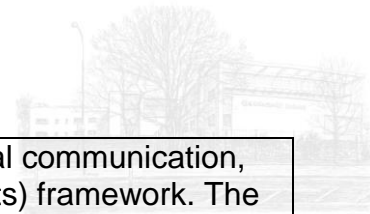


	Values and culture which supports their emotional well-being and mental health.
3	<p>Unique learning opportunities</p> <p>Often disabled young people are provided with conservative and unimaginative learning programmes and opportunities. When community and cultural partners devise exciting projects and installations they may not account for the diversity in the community they serve or the need to make specific adaptations or accommodations for the needs of all.</p>
4	<p>Respite and family support access</p> <p>Due to budget constraints which limit the offer and expertise, safe and appropriate respite for disabled young people is very limited. This was a challenge prior to the Covid-19 outbreak and the pandemic has worsened the situation. The need is greater and the offer is further limited and has been negatively impacted by the pandemic (e.g. due to staff shortages). Young people and their families face similar challenges in relation to access to mental health services (e.g. CAHMS) and also medical services. These difficulties have been confirmed by our annual parent/carer surveys.</p>
5	<p>Hidden and marginalized within community</p> <p>Due to the challenges highlighted above many disabled children and young people do not fully access the community they reside in. This is a crucial step in addressing the challenges and working on a pathway to positive community valuation.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure whether these have been achieved.

Intended outcome	Success criteria
Increased community access	Specific and recorded examples of young people accessing their direct/local community (e.g., local cafes, shops and leisure centres) and wider opportunities for increased community access (e.g., national museums, exhibitions, art galleries and film festivals).
Recover from Covid-19 disruptions	<p>An average rate of progress against all 'My Learning' personal learning plan (PLP) outcomes of 75% (secure knowledge and skill acquisition) – academic year 2022/23. These outcomes are set against an adapted national curriculum and preparation for adulthood curriculum, dependent on the student's key stage.</p> <p>An average rate of progress against all 'My Autism' personal learning plan (PLP) outcomes of 75% (secure knowledge and skill acquisition) – academic year 2022/23. These outcomes</p>



	<p>are set directly against the SCERTS (social communication, emotional regulation, transactional supports) framework. The framework is designed to support and measure the development of social communication and emotional regulation skills which can be directed linked to the development of character, resilience, emotional wellbeing and a sense of fulfilment and happiness.</p> <p>Recovery Premium funding allocation not received 2023/2024</p>
<p>A rich and diverse curriculum and school life</p>	<p>The provision of an exciting and vibrant school curriculum which promotes British Values and recognises significant cultural events and practices (e.g., International Day, Christmas celebrations, Ramadan) is offered to students. Wherever possible national and local specifics will be accounted for alongside events which are pertinent to the student population, for example Autism Awareness week. Links within the local community will be established, maintained and furthered through the offer of work experiences opportunities for students through our Q-Inclusive Award and Creative Arts projects. Students will access sport and leisure at school and in the community as a part of their entitlement to a rich and diverse curriculum which supports emotion regulation/wellbeing.</p>
<p>Opportunities to access spaces (cultural spaces included) typically denied to disabled people</p>	<p>Secure and regular partnerships with local cultural venues and external professionals/artists whilst working towards increasing knowledge and practice so that the complete spectrum of society can enjoy and access these spaces. For example, students will benefit from football coaching at school and rock climbing in the community allowing them to access specialist sports activities/professionals often inaccessible to disabled people.</p>
<p>Increased cultural capital for children and young people</p>	<p>Specific and recorded examples of young people engaging in cultural activities either in school or within their community.</p> <p>Yearly cultural school exhibition and performances to showcase the work and cultural capital built over the year by the young people across Queensmill's different settings.</p> <p>Each young person to have accessed at least one cultural experience (e.g. performance, workshop and/or cultural space visit) either in school or in the community during the academic year 2022/ 2023. Extended to 2023/ 2024.</p>



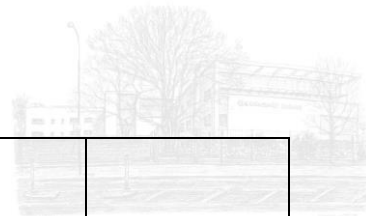
Activity in this academic year (2023/2024)

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) this academic year to address the challenges as listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £136,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of auxiliary Drama teacher, Art teacher and Music teacher (three separate roles) to deliver a creative arts curriculum across the school and develop external opportunities and partnerships for access to cultural spaces</p>	<p>Often disabled young people receive narrow and low-aspirational curriculums solely focused on the development of 'life-skills'.</p> <p>Providing a creative curriculum allows opportunities to access specialist teaching and learning, develop cultural capital and access cultural spaces.</p> <p>This is also an inclusion opportunity as it can bring culture into school when young people are unable to access it in the community, but it also brings the expertise in to work towards facilitating access to culture in the community for all students, in the future.</p> <p>The importance of ensuring SEND young people access culture is highlighted in the Cultural Inclusion manifesto which Queensmill has signed up to and is advocating for: Manifesto (culturalinclusion.uk)</p> <p>Queensmill has always been committed to offering opportunities to all young people to access culture. This is particularly important as they often do not access it outside of school due to their economic-background but also to their autism.</p> <p>By hosting professionals in school, or by supporting our students to work with professionals in the community, we will be able to create opportunities for access in a controlled and tolerable manner. We will also demonstrate to community partners the benefits and value of working with, and understanding, our students. We aim for long-term, stable partnerships with creative arts agencies and this is largely through the dedicated work of our Drama teacher: What Is Ofsted's 'Cultural Capital'? True Education Partnerships</p> <p>In working with the Preparation for Adulthood (PFA) framework, access to the local community is a key development/ success marker:</p>	<p>1, 2, 3, 5</p>

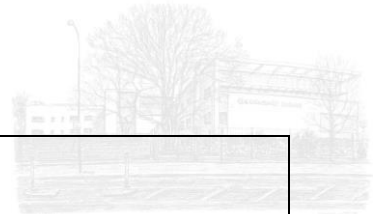


	https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources	
Staff training in areas of need relating to the SCERTS framework, Team Teach and safer recruitment	<p>Effective training in a framework associated with the measurement and development of social communication and emotional regulation skills in autistic people supports the development of character, resilience, emotional wellbeing and a sense of fulfilment and happiness. Such underpins success for longer-term outcomes: https://scerts.com/</p> <p>Effective training in the safe handling and manoeuvring of dysregulated students facilitates safe and trusting relationships between students and staff allowing for more positive outcomes for all. Team Teach behaviour support training is used alongside the school's own training in de-escalation: https://www.teamteach.com/</p> <p>Training in safer recruitment ensures school leaders are up-to-date in this aspect of their leadership practice and that they are meeting the guidelines set out by DfE to ensure children and young people are well-safeguarded in their setting: https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education</p> <p>The above training provides staff with the necessary skills and knowledge to best provide for autistic students with complex regulatory and safeguarding needs.</p>	2

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

Budgeted cost: £9,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to mental health services for children and staff of children with complex needs to provide targeted support in raising wellbeing and levels of happiness for all	<p>Research from Autism professional Peter Vermeulen (based in Belgium) indicates that happy autistic children and young people are those who experience the most 'success' throughout life: https://petervermeulen.be/</p> <p>Young people diagnosed with autism struggle greatly with their emotion regulation and sensory sensitivities which impacts on all areas of their functioning. For most of our students, movement is a key strategy for</p>	3



	<p>promoting well-balanced emotion regulation and so the movement therapy sessions provided by Connect Ed will support students to achieve greater levels of regulation allowing for better access to curriculum. This is also an inclusion opportunity as use of local experts and specialists enables our students to connect with others in the wider community.</p> <p>Access to mental health services for autistic children contribute to developing increased sense of happiness through emotional wellbeing support.</p> <p>Access to similar services for staff support with the retention of key adults in addition to having a positive effect on students (happier staff = happier students).</p>	
<p>Purchase of communication iPads and accompanying apps to give students a voice and raise their ability to communicate functionally in school activities and in the community</p>	<p>Autistic individuals struggle with social communication and this is even more the case with those who are minimally verbal and do not have robust functional communication skills to get their needs met. While little research has focused on the implementation of communication iPads in real-life contexts, a recent study exploring stakeholder perspectives highlighted that the implementation of iPads across the curriculum can increase student motivation and involvement in learning for autistic learners. For some students who are not motivated by low tech AAC, a communication iPad may represent the best way to teach functional communication skills through higher tech leading to higher motivation (See: Achtypi, Guldberg & Papoudi, 2023). Other studies have found that autistic individuals improved their ability to communicate by using an iPad.</p>	<p>1, 3, 5</p>
<p>Opportunity for resource base students to participate in a weeklong Duke of</p>	<p>Research from Autism professional Peter Vermeulen (based in Belgium) indicates that happy autistic children and young people are those who</p>	<p>1, 3, 4, 5</p>

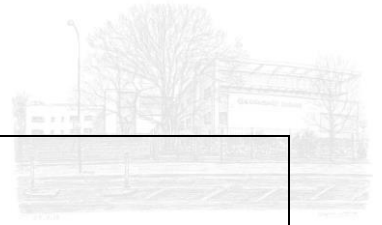


<p>Edinburgh excursion allowing for the development of a variety of skills (part-funded by parent contributions and part-funded by Pupil Premium)</p>	<p>experience the most 'success' throughout life: https://petervermeulen.be/ The Duke of Edinburgh excursion provides an opportunity for students to take part in new and novel experiences in nature (e.g. canoeing, climbing, orienteering) with a chance to take a break from their everyday, inner city lives. Research in personality psychology indicates strong correlations between openness to experience and happiness and so it is anticipated that the unique learning opportunity provided by the Duke of Edinburgh programme will contribute towards a sense of happiness and self-fulfilment. Parents/ carers will be allowed a chance for respite for the duration of the week that students are away.</p>	
---	---	--

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

Budgeted cost: £26,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Family Support Practitioner to deliver parent/carer and home support (e.g., medical appointments, implantation/transfer of strategies, safer home, autism-friendly home, coffee mornings, siblings' group, parent training on a variety of autism-related subjects such as sleep)</p>	<p>Working in partnership with parents is a fundamental part of SCERTS core practice as autistic children and young people benefit from consistency across settings with opportunities to embed skills with a variety of communicative partners, across contexts: https://scerts.com/</p>	<p>1, 4, 5</p>
<p>Access to Talk Time psychological therapies for children to develop their communication,</p>	<p>There are a range of strategies to support emotion regulation and mental health in autistic children and young people which are part of Queensmill's core practice and</p>	<p>1, 3, 5</p>



emotional wellbeing and social problem-solving skills and encourage better integration with peers	curriculum offer, but research also shows the benefits of adapted CBT and the creative arts: Anxiety (autism.org.uk)	
---	--	--

Total budgeted cost: £172,131 approx.



Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

See: Diminishing the Difference Report 2022–2023.

See: Diminishing the Difference Report 2023–2024.