

# Queensmill School

## Diminishing the Difference Report – 2018/19

### Students identified as eligible for Pupil Premium funding

Across the school there are 116 students eligible for Pupil Premium funding.

It is incredibly pleasing that given this is one of the most vulnerable groups in our student population that so many of them made progress with acquiring new skills and knowledge in line or at a rate greater than their peers last year. Those who have made limited rates of progress have red markers; these students will be a focus for SLT during 2017/18. With appropriate intervention and support offered to ensure rates or progress in line with their peers in these curriculum areas.

### Whole School Progress 2018-19

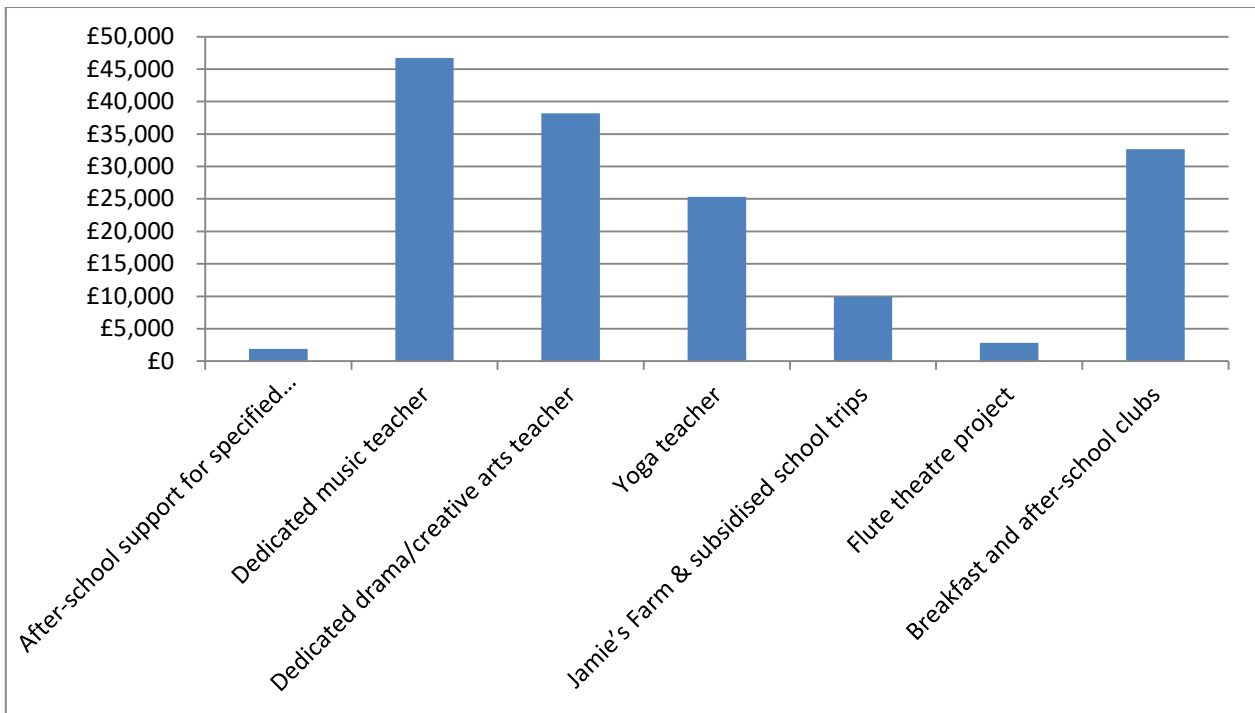
The data which is provided by through 'My learning' presents a very positive picture for achievement and progression at Queensmill School this school year. As previously identified the expected rate of progress was 75% (the expectation that students would become secure with knowledge and skills presented to them at the beginning of the half-term. The average rate of progress for the whole school this year was **82%** This demonstrates that progressing with new learning and skill acquisition at a rate above expected. This can be attributed to the personalised and individualised nature of the target setting and the Queensmill approach to teaching autistic students. Through the consistent use of the core principles we are able to provide a learning environment which supports and facilitates excellent progress given the starting point of each student.

### Pupil Premium Progress

The average rate of progress for pupil premium students was **81%** It is hugely encouraging that this vulnerable group within the school population are making excellent progress with learning at a level in line with what was outlined as expected.

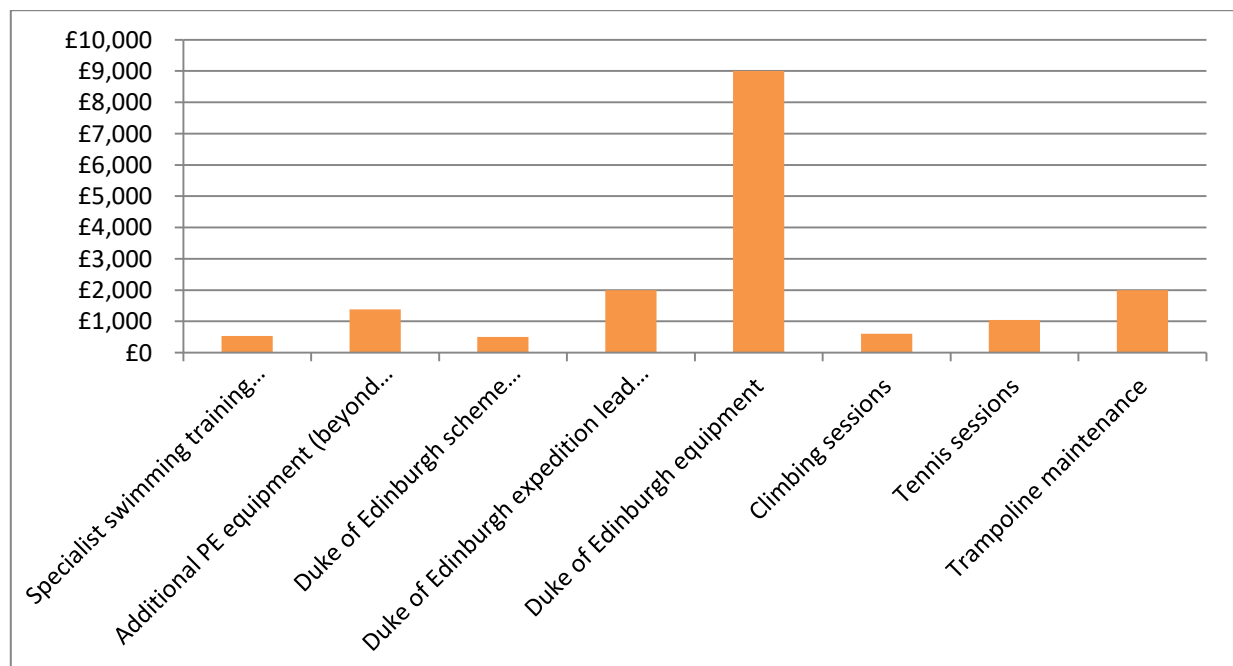
### Pupil Premium Expenditure 2018-19

	Item	Cost
	Amount Received	£157,485
1	After-school support for specified LAC young-person	£1,900
2	Dedicated music teacher	£46,704
3	Dedicated drama/creative arts teacher	£38,208
4	Yoga teacher	£25,301
5	Jamie's Farm & subsidised school trips	£9,925
6	Flute theatre project	£2,800
7	Breakfast and after-school clubs	£32,647
	Total	£157,485



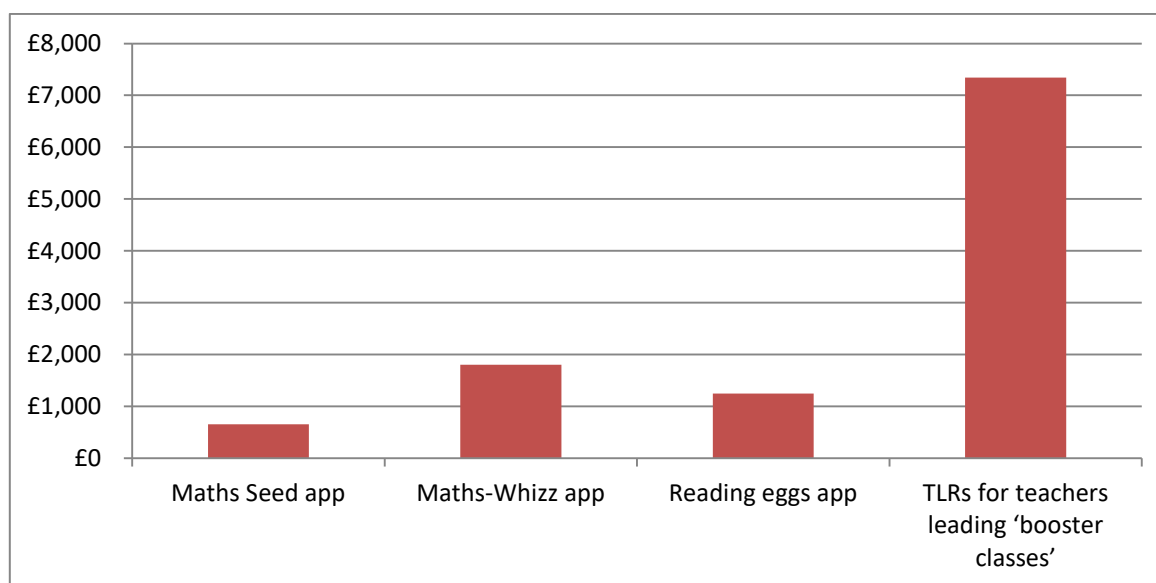
### Sport Premium Expenditure 2018-19

	Item	Cost
Amount Received		£17,071
1	Specialist swimming training (Pediatic Aquatic Therapy)	£530
2	Additional PE equipment (beyond core)	£1,387
3	Duke of Edinburgh scheme registration	£500
4	Duke of Edinburgh expedition lead (external)	£2,000
5	Duke of Edinburgh equipment	£9,000
6	Climbing sessions	£600
7	Tennis sessions	£1,045
8	Trampoline maintenance	£1,999
Total		£17,061



## Year 7 Catch-Up Fund Expenditure 2018-19

	Item	Cost
	Amount Received	£11,475
1	Maths Seed app	£655
2	Maths-Whizz app	£1,800
3	Reading eggs app	£1,244
4	TLRs for teachers leading 'booster classes'	£7,342
	Total	£11,041



### Additional strategies offered 2018-19

- Extensive range of parent workshops and training (ranging from networking coffee mornings, to support with sleeping and eating and the Cygnet programme)
- Provision of a family support worker

### Barriers faced by pupil premium students

- 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

It should be noted that whilst these are recognised barriers faced nationally by pupil premium students that all students who attend Queensmill have a diagnosis of autism. This is defined below as resulting in:

*Persistent deficits in social communication and social integration across contexts*

*Restricted, repetitive patterns of behaviour, interests or activities, including hyper or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment*

*Symptoms must be present in the early developmental period*

*Symptoms must cause clinically significant impairment in social occupation, or other important areas of current functioning*

(DSM-5, 2013, pg. 50)

From these criteria it is clear that many of the barriers faced by pupil premium students 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 and function on a daily basis.

### **Effectiveness of strategies 2018-19**

Strategy	New or continued?	Impact of the outcome
Full-time school music teacher salary	Continued	Structure and increased engagement Better regulation for students Access to cultural opportunities such as youth orchestra Increased engagement in the music curriculum Increased cross-curricular opportunities and developments Multimedia and technology teaching and learning involving music Students discovering and nurturing musical knowledge and talents Increased communication through music Students able to enjoy activities associated with typically developing peers
Part-time school yoga teacher salary	Continued	Structure and increased engagement Better regulation for students and increased examples of pupils in a calm-alert state Support and opportunities towards specific EHC outcomes Increased opportunities for physical and personal development
After-school support for specified LAC young-person	Continued	Continuation of QM practice across the day Access to sensory activities and equipment across the day Respite for carers
Breakfast and after-school clubs	Continued	Continuation of QM practice across the day Access to sensory activities and equipment across the day Respite for carers Students prepared for the day with a nutritious breakfast
Creative arts teacher & Flute Theatre Project	Continued	Opportunities to learn about an important parts of English culture Increased cross-curricular opportunities and developments Multimedia and technology teaching and learning Students discovering and nurturing drama knowledge and talents Ability to share success and performances with parents through

		<p>productions (increased parental engagement)  Improved teacher knowledge of how to deliver drama and English  Multisensory drama teaching  Students able to enjoy activities associated with typically developing peers</p>
<p>Week-long residential trip to Jamie's Farm for 8 students – a working farm in Wiltshire</p>	Continued	<p><u>Pupil Premium challenges to address</u></p> <ul style="list-style-type: none"> <li>○ Limited language and restricted vocabulary</li> <li>○ Poor attendance</li> <li>○ Family difficulties</li> <li>○ Poverty</li> <li>○ Low expectations</li> <li>○ Narrow range of opportunities and experiences outside of school</li> <li>○ Lack of role models</li> <li>○ Lack of self-confidence and self-esteem</li> <li>○ Poor social skills</li> </ul> <p>It is hoped that this opportunity will link to SCERTS personal learning targets, with a key focus on the development of young people's communication skills and joint attention when learning.</p>
<p>Subsidising school journeys</p>	Continued	<p>Attendance for low-income students on school residential trips  Respite for parents who often are unable to access this elsewhere  Students able to enjoy activities associated with typically developing peers  Improved understanding and development of social skills</p>
<p>Parent workshops and training</p>	Continued	<p>Support networks for parents  Increased parent engagement with school  Improved parent knowledge of autism  Training and support for parents on specific autism related difficulties such as sleep and eating  Improved home settings – becoming more autism friendly  Increased attendance at meetings  Better outcomes and discussions on education and content of draft EHCs  Positive feedback from parents about levels of support from Queensmill  Improved communication between home and school</p>
<p>Family support worker</p>	Continued	<p>Support networks for parents  Increased parent engagement with school  Improved parent knowledge of autism  Training and support for parents on specific autism related difficulties such as sleep and eating  Improved home settings – becoming more autism friendly  Increased attendance at meetings  Better outcomes and discussions on education and content of draft EHCs  Positive feedback from parents about levels of support from Queensmill  Improved communication between home and school  Support for parents with specific issues (including social care)  Greater student attendance at important medical appointments  Greater school knowledge, awareness and understanding of</p>

		issues occurring in the home
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Andy Nowak – July 2018