

Queensmill School

Diminishing the Difference Report – 2019/20

Students identified as eligible for Pupil Premium funding

Across the school there are 152 students eligible for Pupil Premium funding.

Whole School Progress 2019-20

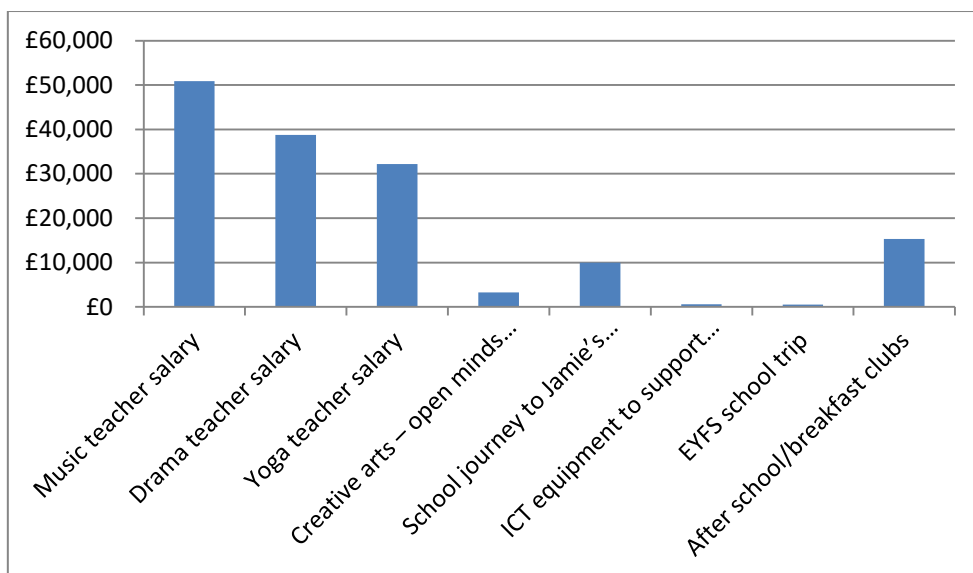
Due to the Covid-19 outbreak and closure of schools across the country from mid-March it is challenging to accurately assess learning data and progression. This is reflected in the data below which indicates averages more closely aligned to the 'secure' range rather than 'QM secure'. This would suggest that given the condensed time-frames students were able to progress with the acquisition of new knowledge and skills and were they to have access to a typical term many would have mastered these.

Pupil Premium Progress

The average rate of progress for pupil premium students was broadly in line with the rest of the school, as would be expected in a specialist school environment. 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

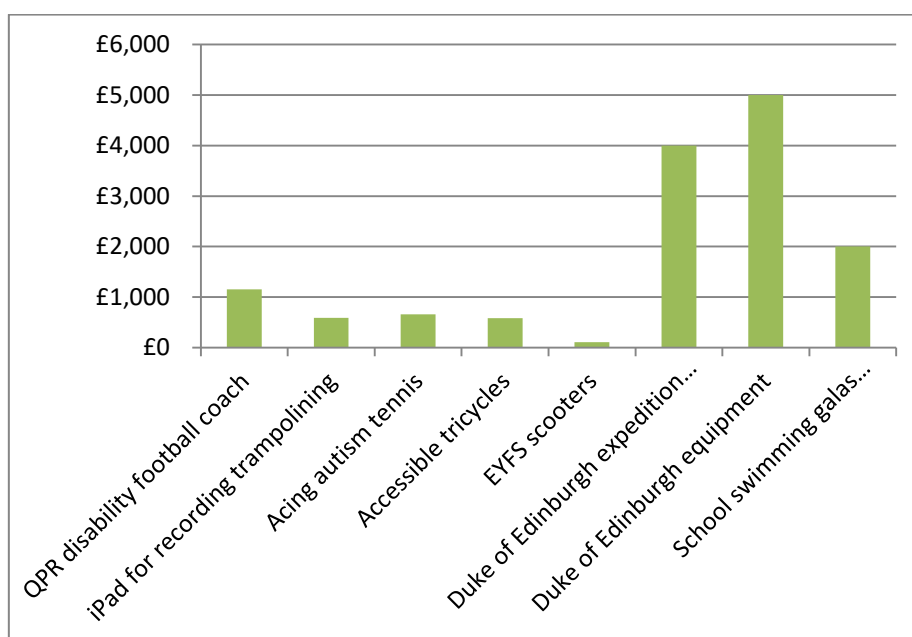
	Item	Cost
	Amount Received	£151,507
1	Music teacher salary	£50,880
2	Drama teacher salary	£38,742
3	Yoga teacher salary	£32,185
4	Creative arts – open minds project	£3,250
5	School journey to Jamie's Farm (x2)	£20,000
6	ICT equipment to support music	£600
7	EYFS school trip	£520
8	After school/breakfast clubs	£5,330
	Total	£151,507



Sport Premium Expenditure 2018-19

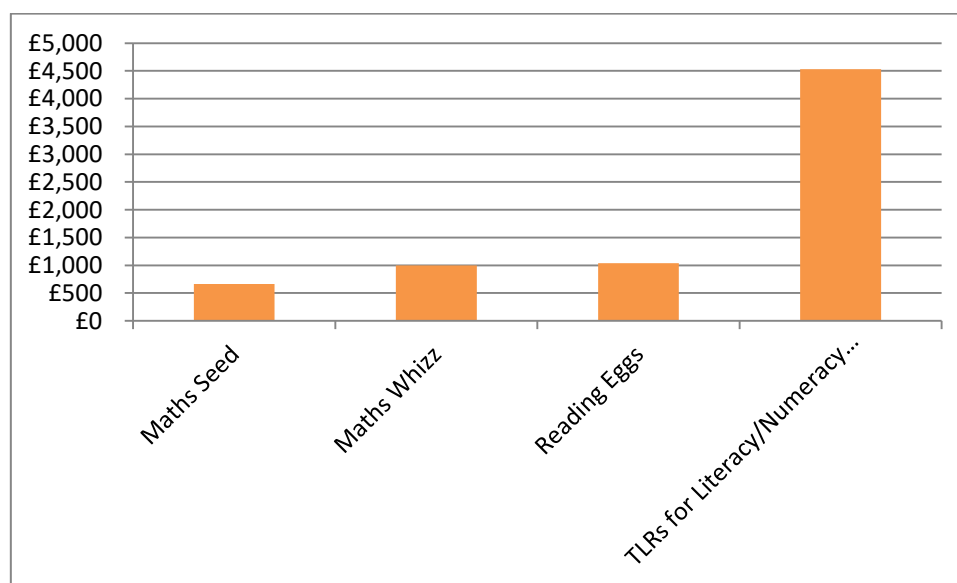
	Item	Cost
Amount Received		£17,034
1	QPR disability football coach	£1,155
2	iPad for recording trampolining	£594
3	Acing autism tennis	£660
4	Accessible tricycles	£586
5	EYFS scooters	£110
<i>Planned expenditure pre-Covid 19 pandemic</i>		
6	Duke of Edinburgh expedition lead (external) x2	£4,000
7	Duke of Edinburgh equipment	£5,000
8	School swimming galas (disability focused)	£2,000
Total		£14,375

Point to note – many activities which would have previously been purchased through the sports premium expenditure (eg. skiing, rock climbing) have been curtailed due to the Covid-19 pandemic and so are not included in this reporting



Year 7 Catch-Up Fund Expenditure 2018-19

	Item	Cost
Amount Received		£7,225
1	Maths Seed	£665
2	Maths Whizz	£1,000
3	Reading Eggs	£1,037
4	TLRs for Literacy/Numeracy booster classes	£4,533 (part-funded)
Total		£7,225



Additional strategies offered 2019-20

- 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 2019-20

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 &	Continued	Opportunities to learn about an important parts of English culture

Open-minds project		<p>Increased cross-curricular opportunities and developments</p> <p>Multimedia and technology teaching and learning</p> <p>Students discovering and nurturing drama knowledge and talents</p> <p>Ability to share success and performances with parents through productions (increased parental engagement)</p> <p>Improved teacher knowledge of how to deliver drama and English</p> <p>Multisensory drama teaching</p> <p>Students able to enjoy activities associated with typically developing peers</p>
Week-long residential trip to Jamie's Farm for 10 students – a working farm in Wiltshire	Continued	<p><u>Pupil Premium challenges to address</u></p> <ul style="list-style-type: none"> ○ Limited language and restricted vocabulary ○ Poor attendance ○ Family difficulties ○ Poverty ○ 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 <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>
Subsidising school journeys	Continued	<p>Attendance for low-income students on school residential trips</p> <p>Respite for parents who often are unable to access this elsewhere</p> <p>Students able to enjoy activities associated with typically developing peers</p> <p>Improved understanding and development of social skills</p>
Parent workshops and training	Continued	<p>Support networks for parents</p> <p>Increased parent engagement with school</p> <p>Improved parent knowledge of autism</p> <p>Training and support for parents on specific autism related difficulties such as sleep and eating</p> <p>Improved home settings – becoming more autism friendly</p> <p>Increased attendance at meetings</p> <p>Better outcomes and discussions on education and content of draft EHCs</p> <p>Positive feedback from parents about levels of support from Queensmill</p> <p>Improved communication between home and school</p>
Family support worker	Continued	<p>Support networks for parents</p> <p>Increased parent engagement with school</p> <p>Improved parent knowledge of autism</p> <p>Training and support for parents on specific autism related difficulties such as sleep and eating</p> <p>Improved home settings – becoming more autism friendly</p> <p>Increased attendance at meetings</p> <p>Better outcomes and discussions on education and content of draft EHCs</p> <p>Positive feedback from parents about levels of support from Queensmill</p>

		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 issues occurring in the home
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Andy Nowak – June 2020