



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queensmill
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2014
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£174,880
Recovery premium funding allocation this academic year	£42,920
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	£217,800



Part A: Pupil premium strategy plan

Statement of intent

All students who attend Queensmill have a diagnosis of autism 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 their marginalization and want to create opportunities for meaningful learning and progression and access and valuation within their community settings. Due to their complex needs and limited offer, young people and their family are often unable to access respite and other free family support services.

Queensmill is a well-established school which is part of its community and aims to advocate for its children and young people in regards to their autism but also their right to be independent citizens regardless of their socio-economic background. The school is located within a deprived part of London and a number of our families struggle with the impact of their economic situation and circumstances.

Typically, barriers associated with those identified as 'Pupil Premium' are listed as:

- 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
- Narrow range of opportunities and experiences outside of school
- Lack of role models
- Lack of self-confidence and self-esteem
- Poor social skills

Autism is current defined as:

Persistent deficits in social communication and social integration across contexts.

Restricted and repetitive patterns of behavior, 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 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, functionally communicate and experience a fulling 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 values and culture and support their emotional well-being and mental health.</p>
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 priori covid 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. staff shortages...). Young people and their family face similar challenges in relation to access to mental health services (e.g. CAHMS) and also medical services. These difficulties have</p>



	been confirmed by our yearly parent survey.
5	<p>Hidden & 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 they have been achieved.

Intended outcome	Success criteria
Increased community access.	Specific and recorded examples of young people access their direct/local community (eg. local cafes, shops and leisure resources) and wider opportunities such as national museums and art galleries.
Recover from covid disruptions	<p>An average rate of progress against all 'My Learning' and 'My autism' personal learning plan (PLP) outcomes of 75% (secure knowledge and skill acquisition) – academic year 2021/22</p> <p>These outcomes 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>Increased attendance average. Whole school average attendance was 91.5% in the Summer 2021 and the aim is to increase it to 95% in Summer 2022.</p>
A rich and diverse curriculum and school life.	The provision of an exciting and vibrant school curriculum which promotes British values and recognises significant cultural events and practices. Wherever possible national and local specifics will be accounted for alongside events which are pertinent to the student population.
Opportunities to access spaces (cultural spaces included) typically denied to disabled people.	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 access these spaces.
Increased cultural capital for children and young people.	Specific and recorded examples of young people engaging in cultural activities either in school or within their community.



	<p>Yearly cultural school exhibition and performances to show case the work and cultural capital built over the year by the young people across Queensmill's settings.</p> <p>Each young person to have accessed at least one cultural experience (e.g. performance, workshop, and cultural space visit) either in school or in the community during the academic year 2021/22.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 155 000 (approx.) – to be revised/confirmed March 2022

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of auxiliary Art teacher, Drama and Music teacher (three separate roles) to deliver a creative curriculum across the school and develop external opportunities and partnerships for access to culture spaces.</p>	<p>Often disabled young people received narrow and low-aspirational curriculums solely focused on the development of 'life-skills'.</p> <p>Providing a creative curriculum provides 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 cultural experiences into school when young people are unable to access this in their community. It also brings the expertise in to work towards facilitating access to culture in the community for all pupils.</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.</p> <p>Manifesto (culturalinclusion.uk)</p>	<p>1, 2, 3, 4</p>
<p>Use of local experts, artists and specialists.</p>	<p>The school 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, we will be able to create opportunities for access in a controlled and tolerable fashion and also demonstrate to community partners the benefits and value of working with and understanding our students. Once pupils are familiar with</p>	<p>3, 4, 5</p>



	those activities in school, we can aim for them to access those in the community outside of school (long term and through a strong partnership) What Is Ofsted's 'Cultural Capital'? True Education Partnerships	
SCERTS training for all teaching staff	Effective training in a framework associated with the measurement of the development of social communication and emotional regulation skills which can be directly linked to the development of character, resilience, emotional wellbeing and a sense of fulfilment and happiness.	2

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

Budgeted cost: £50 000(approx.) – to be revised/confirmed March 2022

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to culturally significant events spaces (such as the Natural History Museum, Windrush installations and Science Museum)	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/ Access to a community and all its richness and diversity play a key role in developing this sense of self and fulfilment	1, 2, 5
Access to the local community	In working with the Preparing for Adulthood (PFA) framework access to the local community is a key development/success marker https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm	1, 4, 5



Home support (e.g. medical appointment, strategies transfer, safer home, training, coffee mornings, siblings group)	Working in partnership with parents is part of the SCERTS core practice as autistic children and young people benefit from consistency across settings. The SCERTS® Model	1,4,5
Wellbeing support (e.g. school counsellor, art therapy)	There are a range of strategies to support mental health in autistic children and young people which are part of Queensmill's core practice but research also shows the benefits of adapted CBT and creative arts. Anxiety (autism.org.uk)	1,3,5

Total budgeted cost: £210,000 approx. – to be revised/confirmed March 2022



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See Pupil premium 2020-21 report.