

# Queensmill School

## Diminishing the Difference Report – 2021–2022

### 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 148 out of 256 students eligible for Pupil Premium funding in 2021-2022 (58%). Of these, the majority (104) attended school at the main-site in Askham Road. Others received their education at one of the specialist Queensmill Resource Bases attached to Primary and Secondary mainstream schools in Fulham.

## Queensmill School context 2021-2022

The school continued to recover from the impact of the Covid-19 outbreak. The government removed the legal requirement to self-isolate (close contact or following a positive Covid test) on 24<sup>th</sup> February 2022 resulting in a desirable impact for the school. This enabled staffing to stabilise and supported a welcomed return for students who had not yet joined back full-time. The school implemented a number of additional measures to ensure safeguarding of students and this was embraced positively by all staff members who had received further training in this area. Disruption to therapist provision continued due to lack of funding and national shortages of Speech & Language and Occupational Therapists.

## Whole School and Pupil Premium Progress 2021-2022

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 2021		Spring Term 2022		Summer Term 2022	
	<i>Pupil premium</i>	<i>Whole school</i>	<i>Pupil premium</i>	<i>Whole school</i>	<i>Pupil premium</i>	<i>Whole school</i>
'My Learning'  <i>In curriculum subjects mapping on to key stage priorities, such as English, Maths and Science</i>	0.74	0.74	0.75	0.74	0.75	0.75
'My Autism'  <i>In Autism-specific domains of Social Communication and Emotion Regulation mapping onto the SCERTS model</i>	0.74	0.74	0.68	0.68	0.75	0.74

The findings present a positive picture for Pupil Premium achievement and progression at Queensmill School this school year. The expected rate of progress was 0.75; the expectation that students would become 'secure' with knowledge and skills presented to them by the end of each term. The average rate of progress for Pupil Premium students in 'My Learning' was 'secure' each term. The average rate of progress for Pupil Premium students in 'My Autism' was 'secure' in two out of three terms. Conversations with classroom teachers and the Head of School pinpoint lack of therapist provision and the delayed impact of Covid-19 as possible reasons for the slight dip in Autism attainment in Spring Term. However, it is worth noting that this affected the whole school

and not just Pupil Premium students specifically. The average rate of progress for Pupil Premium students was then broadly in line with the rest of the school throughout the year, 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 Funding Overview 2021-2022

Funding Stream	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	£0
Total	<b>£217,800</b>

### Pupil Premium Expenditure 2021-2022

	Item	Cost
<b>Amount Received</b>		
1	Full-time Drama/Creative Arts lead salary	£42,009
2	Full-time Music teacher salary	£34,427
3	Full-time Art teacher salary	£30,959
4	Full-time Yoga teacher salary	£37,589
5	Part-time Talk Time Counsellor salary	£10,500
6	Specialist Art/Drama resources to support creative arts teaching and learning	£1,000
7	ICT equipment to support Music teaching	£524.29
8	Student specific (PP – LBHF)	£2,500
9	Student specific (PP – Richmond)	£600
10	Staff flight to support student residential trip abroad	£96.82
11	Full-time Teaching Assistants salaries to support recovery from Covid-19 disruptions	£58,000
12	Staff training – SCERTS	£481.88
13	Staff training – PDA	£537.60
Total		<b>£218,225.59</b>
Overspend		£425.59

### Additional strategies offered 2020-2021

- Provision of a full-time family support practitioner
- Parent workshops and training on a range of topics (ranging from networking coffee mornings to support with managing stress/wellbeing, creating communication opportunities at home, sensory approaches at home, travelling abroad and dad/male carer groups)
- Due to the specialist nature of the school many young people have been able to attend throughout the pandemic and periodic school/classroom closures. Many of those who

have attended full and part-time have been those identified as the most vulnerable and fall under the designation of 'Pupil Premium'

### Effectiveness of strategies 2021 -2022

Strategy	Challenge number(s) addressed	Impact of the outcome
Full-time Drama/Creative Arts teacher salary	1, 2, 3, 5	<p>Multi-sensory drama teaching</p> <p>Increased cross-curricular opportunities and developments, both in school and in the community (e.g., Flute Theatre, Lyric Theatre, Royal Albert Hall)</p> <p>Students discovering and nurturing drama knowledge and talents</p> <p>Improved teacher knowledge of how to deliver drama and English</p> <p>Improved self-esteem and confidence</p> <p>Improved communication through drama, including ability to work in groups and share a group plan</p> <p>Increased engagement in the drama curriculum</p> <p>Ability to share success and performances with parents through productions (increased parental engagement)</p> <p>Celebration of topical local events at school (Queen's Jubilee)</p> <p>Development of the creative arts/social wellbeing curriculum</p>
Full-time Music teacher salary	1, 2, 3	<p>Multi-sensory music teaching</p> <p>Multi-media and technology teaching and learning involving music</p> <p>Increased cross-curricular opportunities and developments</p> <p>Students discovering and nurturing musical knowledge and talents</p> <p>Improved teacher knowledge of how to deliver music</p> <p>Increased communication through music</p> <p>Increased emotion regulation and sense of calm through music</p> <p>Increased engagement in the music curriculum</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</p> <p>Increased emotion regulation and exploration of sensory feedback (e.g., colour, texture) through art</p> <p>Opportunities to learn about art history</p> <p>Opportunities to take part in specialist Arts Festivals within the community (West London Inclusive Arts Festival, I Am Festival)</p> <p>Access to sensory activities and equipment across the day</p>
Full-time Yoga teacher salary	3	<p>Opportunities to explore movement and mindfulness</p> <p>Opportunity to practise calming techniques in the community</p> <p>Better regulation for students</p> <p>Increased examples of students in a calm-alert state</p> <p>Increased opportunities for physical and personal development</p>
Part-time Talk Time Counsellor salary	2	<p>Weekly 1:1 counselling sessions for identified students at resource bases to develop emotional well-being and mental health</p> <p>Opportunities to develop resilience and strategies to manage own emotions and solve problems</p> <p>Increased emotion regulation</p> <p>Increased engagement in the curriculum as emotion regulation underpins access to all subjects and lessons</p>

		More settled home life resulting from counselling sessions at school
Specialist Art/Drama resources to support creative arts teaching and learning	1, 2, 3	Resources to support the delivery of multi-sensory creative arts teaching and learning (e.g., masks, props, paints etc.) Increased opportunities for physical and personal development through use of varied creative resources Exploration of tactile and sensory input to support emotion regulation Building relationships through shared equipment
ICT equipment to support Music teaching	1, 2	Multi-sensory music teaching Multi-media and technology teaching and learning involving music Equipment for accessing online music and drama sessions provided by Flute Theatre Equipment for recording, editing and evidencing student participation in creative arts projects
Student specific (PP – LBHF)	1, 3	1:1 swimming lessons Student able to enjoy leisure activities in the community Improved life skills (independent dressing/undressing) Improved emotion regulation Support and opportunities towards specific EHC outcomes
Student specific (PP – Richmond)	1, 2, 3	1:1 music therapy sessions Student able to enjoy and access special interests activities Improved understanding and development of social skills, including taking direction and working with a new adult Increased emotion regulation and sense of calm through music Support and opportunities towards specific EHC outcomes
Staff flight to support student residential trip abroad	4	Attendance for low-income students on an international school residential trip Extended range of opportunities and experiences outside of school environment Improved appreciation of culture Increased opportunities for personal development Respite for parents who often are unable to access this elsewhere Continuation of QM practice across the day and in a new setting Opportunities for work experience – farm
Full-time Teaching Assistants salaries to support recovery from Covid-19 disruptions	3	Support to collect students from home and physically bring them into school to assist them with re-integrating back into school after long periods of absence at home Delivery of home learning packs where necessary Support to engage with and catch up on reduced learning due to the impact of Covid-19 Greater ability to work on EHCP outcomes Additional social communication opportunities Additional emotion regulation support Increased ability to access the local community
Staff training – SCERTS	2	Improved teacher knowledge of the SCERTS model Stronger understanding of how to apply SCERTS in practise Professional development aligned to School Improvement Plan
Staff training – PDA	2	Improved whole school knowledge of PDA Stronger understanding of how to apply strategies to support students with PDA or PDA-type presentation Professional development aligned to School Improvement Plan

Parent workshops and training	1, 4	<p>Support networks for parents</p> <p>Improved parent knowledge of autism</p> <p>Training and support for parents on specific autism related difficulties such as communication</p> <p>Improved home settings – becoming more autism friendly</p> <p>Positive feedback from parents about levels of support from Queensmill</p> <p>Increased parent engagement with school</p> <p>Improved communication between home and school</p>
Family support practitioner	1, 4	<p>Support networks for parents</p> <p>Support for parents with specific issues (including social care, housing etc.)</p> <p>Improved parent knowledge of autism</p> <p>Training and support for parents on specific autism related difficulties such as communication</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 EHCPs</p> <p>Greater student attendance at important medical appointments</p> <p>Greater school knowledge, awareness and understanding of issues occurring in the home</p> <p>Positive feedback from parents about levels of support from Queensmill</p> <p>Increased parent engagement with school</p> <p>Improved communication between home and school</p>

Emily Bennett – July 2022