

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 Kensington Queensmill School, there were 39 out of 88 students eligible for Pupil Premium funding in 2023-2024 (44%). This is an increase relative to the previous year 2022-2023 (39%). The increase in numbers of Pupil Premium eligible students in 2023-2024 is likely explained by increased numbers of admissions as the school continues to grow. Current enrolment at the time of writing this report (July 2024) is 91. Enrolment at the time of writing this report last year (July 2023) was 76.

Whole School and Pupil Premium Progress 2023-2024

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 2023		Spring Term 2024		Summer Term 2024	
	Whole school	Pupil premium	Whole school	Pupil premium	Whole school	Pupil premium
'My Learning' <i>In curriculum subjects mapping on to key stage priorities, such as English, Maths and Science</i>	0.79	0.78	0.79	0.79	0.83	0.81
'My Autism' <i>In Autism-specific domains of Social Communication and Emotion Regulation mapping onto the SCERTS model</i>	0.72	0.7	0.76	0.73	0.78	0.75

The anticipated rate of progress is 0.75 (secure). This is the intention that students become 'secure' with the knowledge and skills they are working towards as set out in the 'My Learning' and 'My Autism' sections of their Personal Learning Plans (PLPs). Students are not expected to secure progress towards their personalised curriculum and autism targets without the strategic implementation of interpersonal and environmental supports to underpin success. Therefore, PLPs are written each term with the student in mind: teachers set targets that are realistic, achievable and appropriately supported. The findings in the table above present a positive picture for Pupil Premium achievement and progression at Kensington Queensmill this year, when compared against the 0.75 (secure) benchmark.

The average rate of progress for Pupil Premium eligible students in 'My Learning' slightly exceeded 'secure' each term. In the Autumn Term, Pupil Premium eligible students secured progress towards their personalised curriculum targets at a rate of 0.78. This increased slightly in the Spring Term (0.79) and increased again in Summer Term (0.81). This indicates that Pupil Premium eligible students, on average, were able to make progress with their personalised Learning targets as set out for them by their class teachers and that their progress increased each term.

The average rate of progress for Pupil Premium eligible students in 'My Autism' was 'secure', or very nearly 'secure', each term. In Autumn Term, Pupil Premium eligible students were slightly

behind the rest of the school (0.7). In the next two terms (Spring and Summer), Pupil Premium eligible students continued to progress at rates that were slightly behind the rest of the school (Spring Term 0.73 and Summer Term 0.75); however, it is worth mentioning that this slight reduction equated to no more than 0.03 behind the whole school which is not concerning.

In comparing My Learning to My Autism figures, a similar trend emerged between Pupil Premium eligible and whole school in that the rate of Learning progress was greater than rate of Autism progress, every term. Given the complexities of autistic students attending the school, and their often very high needs, this finding is not surprising.

As shown, the average rate of progress for Pupil Premium students is not significantly different compared to the whole school in any term, for either My Learning or My Autism. Indeed, where there were differences, these represented a 0.03 difference, at best. The rate of progress made by Pupil Premium eligible students was then broadly in line with the rest of the school throughout the year. This is to be expected in a specialist school environment. It is encouraging that this particularly vulnerable group within the school population are making progress at a level that is in line with the whole school.

Pupil Premium Funding Overview 2023-2024

Funding Stream	Amount
Pupil Premium funding allocation this academic year	£57,235
Recovery Premium funding allocation this academic year	£0
PE and Sports funding allocation	£16,380
Pupil Premium funding carried forward from previous years	£0
Total	£73,615

Pupil Premium Expenditure 2023-2024

	Item	Cost
	Amount Received	£57,235
	Full-time Music teacher salary (part-funded by Pupil Premium funding and part-funded by staffing budget)	£28,458.32
	Full-time Art teacher salary (two terms) (part-funded by Pupil Premium funding and part-funded by staffing budget)	£25,333
	Curriculum resources including Dandelion Readers books and resources	£1,721.68
	Staff training: Team Teach Intermediate trainer accreditation – 1 teacher	£792
	Communication iPads and apps – 2 students	£530
	Designated Safeguarding Lead training – 2 teachers	£400
	Total	£57,235

Sports Premium Expenditure 2023-2024

	Item	Cost
Amount Received		£16,380
	Full-time PE teacher salary (part-funded by Pupil Premium funding and part-funded by staffing budget)	£13,059.62
	Rock climbing	£1,743
	Kayaking	£990
	Sport's Day equipment	£261.88
	Yoga mats for class use	£129.50
	Sport's Day pitch	£114
	Sports Day contributions (t-shirts)	£82
Total		£16,380

Additional strategies offered 2023-2024

- Provision of a part-time Drama teacher and Creative Arts lead (shared across the Trust)
- Provision of a full-time PE teacher
- 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)
- Home visits to support parents/carers
- Celebration squad to plan activities that enable students to access national and cultural celebrations (e.g. World Book Day, Chinese New Year, Eid)
- Provision of a part-time therapy dog

Effectiveness of expenditure and strategies 2023-2024

Teaching

Strategy	Challenge number(s) addressed	Impact of the outcome
Full-time Music teacher salary (part-funded by Pupil Premium funding and part-funded by staffing budget)	1, 2, 3, 5	<p>Multi-sensory music teaching</p> <p>Students discovering and nurturing musical knowledge and talents through exposure to a wide range of genres, styles and instruments</p> <p>Music projects involving 1:1 and small group music sessions in school and in the community (e.g. song writing, Makaton choir, and participation in/ experience of live music concerts and performing musicians)</p> <p>Increased communication and engagement through music</p> <p>Increased emotion regulation and sense of calm through musical experiences</p> <p>Increased confidence, expression and collaborative work through exposure and response to music at school and in the community</p> <p>Development and refinement of Music curriculum using</p>

		Sounds of Intent and Musical Development Matters Framework
Full-time Art teacher salary (two terms) (part-funded by Pupil Premium funding and part-funded by staffing budget)	1, 2, 3, 5	<p>Multi-sensory art teaching</p> <p>Students discovering and nurturing creative and artistic talents through exposure to a wide range of artistic mediums, materials and experiences</p> <p>Access to creative and expressive sensory activities and equipment across the school day</p> <p>Increased emotion regulation through exploration of sensory feedback linked to art (e.g., colour, texture)</p> <p>Increased engagement in art curriculum with cross-curricular links to PSHE, history and ICT</p> <p>Opportunities for students to learn about different styles of art that link to special interests (e.g. manga workshop delivered by Cartoon Museum, Japanese art workshop delivered by V&A)</p> <p>Opportunities to take part in specialist Arts Festivals and projects within the school and the wider community (Christmas show, workshop at school with studio artists from The Wallace Collection, West London Inclusive Arts Festival at The Royal Albert Hall)</p> <p>Opportunities to learn about art history in school and through visits to art museums (trip to the V&A museum)</p> <p>Opportunities to take part in internal and external art competitions (Christmas card competition, Royal Academy of Art Young Artist competition)</p> <p>collaborate with partner school (Barlby Primary School) to raise awareness of neurodiversity through the showcasing of student art work</p> <p>Special day workshops linked to creative arts (e.g., Halloween, Chinese New Year, World Book Day)</p> <p>Creative workshops for parents – supportive conversations while exploring various artistic mediums (e.g., pottery, photography, printmaking, collage, music, creative writing) in collaboration with the school's Family Support Practitioner</p>
Curriculum resources including Dandelion Readers books and resources	1, 3, 5	<p>Students developing early reading skills (appreciation of books/ printed material, learning the GPC, segmenting sounds, blending to read whole words)</p> <p>EY/ Primary – initial sounds and reading CVC words</p> <p>Secondary – spelling and reading/writing sentences</p> <p>All students – reading for meaning</p> <p>Improved literacy and communication</p> <p>Improved sense of reading for pleasure as stronger ability to read words underpins enjoyment in reading</p> <p>Improved confidence in decoding unfamiliar words</p> <p>Linked to gains in self-esteem and wellbeing</p> <p>Improved access to wider curriculum as reading is required to access all subjects and is a critical skill in preparation for adulthood (e.g. reading ingredients, following recipes)</p>
Staff training: Team Teach Intermediate trainer accreditation – 1 teacher	2	<p>Team Teach intermediate trainer qualification allows Team Teach training to take place in house</p> <p>Staff safely trained in government approved holds and strategies to support children/ young people in times of crisis</p> <p>Training to manage student physical behaviour where risk of harm, to the student and/or others, is high</p> <p>Equipping staff with the necessary tools they need to</p>

		<p>understand dysregulation and manage challenging situations in a positive, safe and respectful ways</p> <p>Increased staff confidence at work</p> <p>Increased safety in classrooms for students and staff</p>
Designated Safeguarding Lead training – 2 teachers	2	<p>Senior teachers trained to become Designated Safeguarding Leads (DSLs)</p> <p>Safer recruitment practices adopted by senior leaders to supplement existing safeguarding practice</p> <p>Improved outcomes for all vulnerable students through ongoing work in safer recruitment and safeguarding more broadly</p>

Targeted support

Strategy	Challenge number(s) addressed	Impact of the outcome
Communication iPads and apps – 2 students	1, 3, 5	<p>Purchase of communication iPads and associated apps has enabled select students to trial new high-tech AAC</p> <p>Development of functional communication skills in school and in the community through modelling of how to use the iPad by SALT and/ or SALTa</p> <p>Increased competencies in communicating with others for a range of purposes</p> <p>Increased engagement in the curriculum as the development of joint attention skills and use of AAC underpins ability to access, and make progress, in all subjects and extra-curricular activities</p>

PE and Sports Premium

Strategy	Challenge number(s) addressed	Impact of the outcome
Full-time PE teacher salary (part-funded by Pupil Premium funding and part-funded by staffing budget)	1, 3, 5	<p>Multi-sensory PE and sports teaching</p> <p>Students discovering an enjoyment of sport through exposure to a wide range of physical exercise games/ activities</p> <p>Students able to enjoy sports activities in school to support health and leisure (circuit training, football, tennis, basketball, trampoline, KQ gym)</p> <p>Students able to enjoy sports activities in the community to support health and leisure (swimming, rock climbing, kayaking)</p> <p>Training for staff through instruction and modelling in school and in the community</p> <p>Development of specific physical development skills (e.g., agility, balance, coordination, gross motor)</p> <p>Improved emotion regulation and sense of calm following physical exercise/ sports activities leading to improved well-being and better ability to access the rest of the school day</p> <p>Organisation of sports-related school events (Sport's Day)</p> <p>Developing links with external agencies (e.g. Amici Dance)</p>
Rock climbing	1, 3, 5	<p>1:1 and small group rock climbing lessons</p> <p>Students able to enjoy sports/ leisure activities in the community</p> <p>Improved gross motor skills through learning how to climb</p> <p>Improved emotion regulation and sense of calm following rock</p>

		climbing leading to improved well-being and ability to access the rest of the school day
Kayaking	1, 3, 5	1:1 and small group kayaking lessons Students able to enjoy sports/ leisure activities in the community Improved gross motor skills through learning how to kayak Improved life skills (working towards independent dressing/undressing, road/ community safety, water safety) Improved emotion regulation and sense of calm following swimming leading to improved well-being and ability to access the rest of the school day
Sport's Day equipment	1, 3, 4	Purchase of equipment for facilitation and delivery of Sport's Day (e.g. buckets, trays, bean bags, cones, ropes, therapy balls) Students able to enjoy Sport's Day through a variety of sporting games/ activities made more accessible by the equipment Improved self-esteem and confidence through the awarding of medals
Yoga mats for class use	3	Yoga mats for use in class to aid relaxation and regulation Development of specific physical development skills through use of yoga poses (e.g., agility, balance, coordination, breath work) Improved emotion regulation and sense of calm following yoga leading to improved well-being and better ability to access the rest of the school day Linked to personal social and physical development priorities in EY curriculum as well as health and leisure in PFA curriculum
Sport's Day Pitch	1, 3, 4, 5	Hire of local pitch to facilitate Sport's Day (Westway Sport's Centre) Appropriate space for students to engage in a variety of Sport's Day games (e.g. relay races, jumping sack, tug-o-war) Opportunity to invite parents/ carers and families to share Sport's Day celebrations in a space that can accommodate all
Sports Day contributions (t-shirts)	3	T-shirts for students/ class teams to decorate in preparation for Sport's Day Link to creative arts Link t personal social skills and building team spirit