

Diminishing the Difference Report – 2024–2025

Barriers faced by students designated Pupil Premium

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

The majority of students who attend Ormiston Kensington Queensmill Academy (OKQMA) have an EHCP and all students have a diagnosis of Autism. 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 OKQMA 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, socialise and function on a daily basis.

Students identified as eligible for Pupil Premium funding

Across OKQMA there were 48 out of 98 students eligible for Pupil Premium funding in 2024-2025 (49%). This is an increase relative to the previous year 2023-2024 (44%). The increase in numbers of Pupil Premium eligible students in 2024-2025 is likely explained by increased numbers of admissions as the school continues to grow. Current enrolment at the time of writing this report (July 2025) is 104. Enrolment at the time of writing this report last year was 91 (July 2024), previously 76 (July 2023).

Whole School and Pupil Premium Progress 2024-2025

The data is provided by the average rates of achievement in students meeting their personalised targets in 'My Learning' and 'My Autism'. Termly progression for Pupil Premium students compared to the whole school is shown below:

	Autumn Term 2024		Spring Term 2025		Summer Term 2025	
	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>	0.8	0.81	0.81	0.82	0.86	0.87
'My Autism' <i>In Autism-specific domains of Social Communication and Emotion Regulation mapping onto the SCERTS model</i>	0.72	0.7	0.74	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 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 at Kensington Queensmill across 2024-25, when compared against the 0.75 (secure) benchmark and when compared against the whole school.

The average rate of progress for Pupil Premium eligible students in 'My Learning' exceeded 'secure': indeed, progress was in the 'mastered' range each term. In the Autumn Term, Pupil Premium students mastered progress towards their personalised curriculum targets at a rate of 0.81. This increased slightly in the Spring Term (0.82) and increased more so in the Summer Term (0.87). This indicates that Pupil Premium students, on average, were able to make excellent

progress with their personalised Learning targets every term and that progress increased over time, with the largest spike being between Spring and Summer.

The average rate of progress for Pupil Premium students in 'My Autism' was 'secure', or close to 'secure', each term. In Autumn Term, Pupil Premium students were slightly behind the whole school (0.7). In the next two terms (Spring and Summer), Pupil Premium students continued to progress at rates that were slightly behind the whole school (Spring Term 0.73 and Summer Term 0.75); however, it is worth mentioning that this equated to no more than 0.03 behind the whole school which is not significant. These exact results, as reported in this paragraph, were found last year, 2023-24.

In comparing the data as shown above, patterns can be detected. Average rate of progress for Learning increased each term for both whole school and Pupil Premium (with Pupil Premium taking the lead each term, compared to whole school). Average rate of progress for Autism increased each term for both whole school and Pupil Premium (with Pupil Premium being slightly behind each term, compared to whole school).

The average rate of progress for Pupil Premium students is not unusually different compared to the whole school in any term, for either My Learning or My Autism. The average rate of progress made by Pupil Premium students was then broadly in line with the whole school and this is seen throughout and across the school 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 and exceeding with regard to curriculum especially.

Pupil Premium Funding Overview 2024-2025

Funding Stream	Amount
Pupil Premium funding allocation this academic year	£63,110
Recovery Premium funding allocation this academic year	£0
PE and Sports funding allocation	£16,500
Pupil Premium funding carried forward from previous years	£0
Total	£79,610

Pupil Premium Expenditure 2024-2025

	Item	Cost
	Amount Received	£63,110
	Full-time Family Support Practitioner salary	£38,646
	Part-time Computing teacher salary (part-funded by OKQMA Pupil Premium funding and part-funded by OQMA Pupil Premium funding)	£20,549.50
	Reading Eggs and Maths Seeds subscriptions	£1,620
	Occupational Therapy resources	£1,241.13
	Speech Therapy resources	£482.92
	Creative Arts resources	£360
	Work experience projects: KQ café	£214.64
	Total	£63,114.19

Overspend	£4.19
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Sports Premium Expenditure 2024-2025

	Item	Cost
Amount Received		£16,500
	Full-time PE teacher salary (part-funded by OKQMA Pupil Premium funding and part-funded by staffing budget)	£7,151.65
	PE equipment for satellite provision	£5,177.66
	Rock climbing	£2,315
	Swimming	£1,559
	Sport's Day – contributions (t-shirts, paint, medals)	£179.69
	Sport's Day – Pitch hire	£117
Total		£16,500

Additional strategies offered 2024-2025

- Celebration squad to plan activities that enable students to access national and cultural celebrations (e.g. World Book Day, Chinese New Year, Eid, end of year Carnival)
- Provision of a part-time therapy dog (Potato)

Effectiveness of expenditure and strategies 2024-2025

Teaching

Strategy	Challenge number(s) addressed	Impact of the outcome
Part-time Computing teacher salary	2, 3, 5	<p>Provision of a Computing teacher allows students to explore and develop skills relating to IT and use of technology</p> <p>Support for students to access tech through a wide range of relevant resources including the interactive whiteboard, laptops and iPads</p> <p>Differentiated teaching focus dependent on student needs</p> <p>Specific lessons with cross-curricular links to Maths (e.g. Beebot, Scratch Jr, Scratch)</p> <p>Teaching through the use of virtual reality head sets and exploration of VR worlds linked to the local community and the wider world</p> <p>Increased enjoyment of, and appreciation for, digital learning</p> <p>Development of the Computing curriculum adapted for</p>

		<p>autistic learners: programming, data information, multi-media, word processing and e-safety. All lessons include an element of teaching e-safety to ensure students are developing the necessary skills to keep themselves safe whenever they access tech or the internet</p> <p>Support for staff to develop skills in being able to keep students safe when they access tech/ the internet in class and in the community</p> <p>Support for class teachers to use tech with increased confidence and to teach students with advanced technological skills</p> <p>Links to preparing for adult life and digital competence/ safety</p>
Creative Arts resources	3	<p>Multi-sensory art resources to facilitate art lessons with the Art teacher as well as in everyday classroom learning (e.g. paint, paintbrushes, paper, glue, glitter, craft materials)</p> <p>Students discovering and nurturing creative and artistic talents through exposure to a wide range of artistic resources, materials and experiences</p> <p>Increased emotion regulation through exploration of sensory feedback linked to art (e.g., colour, texture, shape, light)</p> <p>Increased engagement in art curriculum through the variety of motivating art materials that are on offer</p>

Targeted support

Strategy	Challenge number(s) addressed	Impact of the outcome
Reading Eggs and Maths Seeds subscriptions	3	<p>Students developing early reading and numeracy skills through motivating games/ activities presented digitally</p> <p>Improved skills in literacy/ communication and ability to understand/ use number in maths</p> <p>Improved confidence in reading and maths</p> <p>Linked to gains in self-esteem</p> <p>Improved access to a wider curriculum as reading skills especially are required to access all subjects</p> <p>Supports preparation for adulthood (e.g. reading ingredients, following recipes, managing time/ money)</p>
Occupational Therapy resources		<p>Purchase of OT resources has enabled students to have access to the resources required to support their physical, sensory and regulation needs</p> <p>Development of functional regulation skills in school and in the community through modelling of how to use these</p>

		<p>resources by OT</p> <p>Increased competencies self-regulating and accepting regulatory support from adults through the provision of specialist resources</p> <p>Increased engagement in the curriculum as the development of regulation skills underpins ability to access, and make progress, in all subjects and extra-curricular activities</p>
Speech and Language Therapy resources		<p>Purchase of SALT resources has enabled students to have access to the resources required to support their social communication needs</p> <p>Development of functional communication skills in school and in the community through modelling of how to use these resources by SALT and/ or SALTa</p> <p>Increased competencies communicating for a range of purposes</p> <p>Increased engagement in the curriculum as the development of communication skills underpins ability to access, and make progress, in all subjects and extra-curricular activities</p>

Wider strategies

Strategy	Challenge number(s) addressed	Impact of the outcome
Full-time Family Support Practitioner salary	1, 4, 5	<p>Support networks for parents/carers and families</p> <p>Individual support for parents/carers with specific concerns/ needs (including social care, housing, managing child/ young person dysregulation at home)</p> <p>Support and training for parents on specific autism-related difficulties (ranging from networking coffee mornings to support with managing stress/ wellbeing, creating communication opportunities at home, sensory approaches at home, travelling abroad, dad/ male carer groups, Q sibs siblings groups, parent appreciation day)</p> <p>Improved home settings – becoming more autism friendly</p> <p>Increased attendance by parents/ carers at school meetings</p> <p>Improved parent/ carer knowledge and understanding of autism</p> <p>Better outcomes and discussions at baseline and EHCP review meetings</p> <p>Greater student attendance at important medical appointments through use of personalised supports created</p>

		<p>by Family Support Practitioner (e.g. visuals, social story)</p> <p>Greater school knowledge, awareness and understanding of issues occurring in the home</p> <p>Positive feedback from parents/ carers about levels of support from Kensington Queensmill</p> <p>Increased parent/ carer engagement with school</p> <p>Improved communication between home and school</p>
Work experience projects: KQ café	1, 3, 5	<p>Work experience simulation within the school environment enabled Secondary and Post 16 students to run a café</p> <p>Rotation of jobs amongst students included preparing labels, setting up, making toasties, making hot drinks, taking orders, serving customers, taking payment and tidying away</p> <p>Purchase of snacks/ drinks and key equipment enabled students the necessary resources to run the café and replenish stock</p> <p>Opportunities to develop social communication skills including getting to know the wider school community</p> <p>Increased sense of motivation, purpose and achievement being a part of a team to successfully operate a functioning café</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, gym)</p> <p>Students able to enjoy sports activities in the community to support health and leisure (swimming, rock climbing, kayaking)</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>Training for staff through instruction and modelling in school and in the community</p>

		<p>Organisation of sports-related school events (Sport's Day)</p> <p>Developing links with external sports agencies</p>
PE equipment for satellite provision	3	<p>Specialist equipment for students to access PE and sports curriculum at the Avondale satellite provision (e.g. cones, bean-bags, various shapes, games, basketball stand, football goal, scooters, hurdles, tennis rackets, balance boards, sports balls, markers, Gym Time apparatus pack, storage box)</p> <p>Development of specific sports related skills (e.g., agility, balance and coordination)</p> <p>Development of enjoyment of sport to support health, wellbeing and effective use of leisure time</p> <p>Improved emotion regulation and sense of calm following PE and exercise sessions leading to improved well-being and ability to access the rest of the school day</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 climbing leading to improved well-being and ability to access the rest of the school day</p>
Swimming	1, 2, 3, 5	<p>1:1 and small group swimming lessons</p> <p>Students able to enjoy sports/ leisure activities in the community</p> <p>Improved gross motor skills through learning how to swim and move in water</p> <p>Improved life skills (working towards independent dressing/undressing, road/ community safety, water safety)</p> <p>Improved emotion regulation and sense of calm following swimming leading to improved well-being and better ability to access the rest of the school day</p>
Sports Day – contributions (t-shirts, paint, medals)	3, 4	<p>Purchase of items required to facilitate Sports Day</p> <p>T-shirts for students/ class teams to decorate and paint in preparation for Sport's Day</p> <p>Link to creative arts</p> <p>Link to personal social skills and building team spirit</p> <p>Improved self-esteem and confidence through the awarding of medals</p>
Sports Day Pitch	1, 3, 4, 5	<p>Hire of local pitch to facilitate Sport's Day – Westway Sport's Centre</p> <p>Appropriate space for students to engage in a variety of Sport's Day games (e.g. relay races, jumping sack, tug-o-war)</p>

		Opportunity to invite parents/ carers and families to share Sports Day celebrations in a space that can accommodate all
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Emily Bennett – July 2025