



# Pupil premium report for QEII School

## Pupil premium spending for 2019 – 2020

SUMMARY INFORMATION			
Type of special educational needs and disability	SLD and PMLD	Date of most recent pupil premium review:	September 2019
		Date of next review:	July 2020
Total number of pupils:	111	Total pupil premium budget:	April 2019 £23,575
Number of pupils eligible for pupil premium:	Yrs R–6 - 8 Yrs 7–11 - 9 Adopted - 2 CLA - 5	Amount of pupil premium received per child:	Yrs R – 6 - £1,320.00 Yrs 7 – 11 - £935.00 Adopted - £2,300.00

## STRATEGY STATEMENT

QEII School is an all age (2-19 years) special school for pupils with complex learning difficulties. These include pupils with severe learning difficulties, profound and multiple learning difficulties, epilepsy, complex medical needs, autism.

QEII School welcomes and celebrates the diverse emotional, social and educational needs of all our pupils. Supporting individual need is at the centre of all that we do.

We make every effort to ensure that disadvantaged pupils receive all the support they need to make outstanding progress as a result of a truly individualised curriculum and learning journey.

At QEII School we have a number of checks and balances which ensure that the money spent produces excellent outcomes which impact positively on the learning of the pupils;

- ☐ Our two head of departments, Ellie Capas and Emma Risby-Ward, have overall responsibility for monitoring the Pupil Premium strategy impact and meets with the HLTA's to quality assure the schools' strategy.
- ☐ All teachers of PP pupils are consulted and involved in decision making processes involving how to best close the attainment gap and provide challenging and stimulating curriculum experiences which enhance the whole offer across the school.
- ☐ SMT discuss the PP allocation and PP pupil's progress & attendance and barriers to learning at a monthly SMT meeting
- ☐ The Pupil Premium strategy will be reviewed yearly at the end of summer term by SMT. It is reported to the Governors at the first full governor's meeting at the beginning of each academic year.

In deciding how to spend the PPG in any year the school has taken into account:

- ☐ the needs of individual pupils in respect of their EHCPs, their Individual Learning Plans and any barriers to learning they might be experiencing.
- ☐ the day-to-day needs of each learner within the context of the whole school, including interventions, such as Attention Autism, where there is clear evidence of impact;
- ☐ the deployment of a skilled workforce, so that the funding is not used to compensate for a deficit model;
- ☐ the expectations of the Governors in providing best value for the spending of public money.
- ☐ careful monitoring of impact of PPG on its recipients.
- ☐ the School Development Plan

Historically there has not been a significant gap in achievement for pupils on FSM or for CLA pupils at QEII School and this remains the case. Our pupil premium strategy focuses on value-added interventions within the curriculum, additional 1:1 specialist interventions for behaviour, communication, sensory and physical needs and a focus on supporting pupils' emotional wellbeing and mental health.

## Assessment information

CURRENT ATTAINMENT			
	% PP pupils	% non PP Pupils	Overall %
% of pupils achieving their ILP in communication	85	76	78
% of PP pupils achieving their ILP targets in Maths	88	75	78
<p>The school is currently developing a new assessment framework using Earwig which will support our new creative Cornerstones curriculum, EHCP's and ILP's. In the year 2018-2019 the school can only report on ILP data comparing our PP pupils to our non PP pupils. Going forward the school will be using Earwig to capture progress. This will be evidenced against his or her own targets and baselines and not in comparison to other pupils.</p>			

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	<p>Barriers to learning are varied and numerous. In any group of pupils, you will find a range of physical, cognitive, social and emotional skills and abilities. No two pupils have the same strengths and challenges. In order to meet this wide range of needs we provide an individualised curriculum and individual termly Learning Plans which support the EHCP outcomes.</p> <p>Other barriers could include; low attendance, due to health issues, (see below) attachment disorders and mental health issues.</p> <p>Children eligible for pupil premium funding might not always be able to receive a healthy balanced diet which may impact on concentration and focus levels.</p> <p>Parental engagement (parents' evening attendance, support with home learning, funding for trips).</p>

## ADDITIONAL BARRIERS

### External barriers

B	<p><b>Attendance:</b></p> <p>Overall Pupil Premium attendance for the academic year 2018 – 2019 was 94.3% with 0 % as unauthorised absence. Of these pupils, 1 pupil has profound and complex needs, resulting in high levels of absence due to significant health issues and hospital and medical appointment. This has contributed to a lower percentage score but is in line with our expectation for this cohort of pupils.</p>
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## INTENDED OUTCOMES

### Specific outcomes

A	Pupils will show good to outstanding progress with their ILP targets and individual children will achieve related targets on their EHCP
B	To support the implementation of our new creative cornerstones curriculum and enhance learning by keeping it resourced with good quality teaching materials and up to date knowledge of staff.
C	Ensure opportunities are embedded through the curriculum and school environment to promote wellbeing and positive mental health for pupils
D	Training plan agreed for staff and therapy champions (HLTA's) established in line with the plan to include St Johns Mental First Aid course, Calm children, Advanced Attachment Training, VR Trauma training and Keeping Strong, Staying Well.
E	Regular meetings with the Mental Health Nurse to discuss and find ways forwards for individual pupils.
F	Engage an off timetable Wellbeing week where staff and pupils can enjoy activities to support their mental health and well-being that can continue to be impactful.
G	To offer a range of enrichment activities after school

H	To ensure all pupils access off site activities, such as community trips to improve the mental health of pupils, and appropriate physical activities such as horse riding, where there is a therapeutic need, to improve their physical well- being.
I	To improve and maintain parental engagement through the introduction of 15 minute forums to compliment coffee mornings and open afternoons
J	To introduce the E schools booking service to parents in order to make the booking of appointments more efficient
K	To support pupils who have social, emotional and mental health needs associated with Attachment Disorder and trauma.
L	To train appropriate staff in attachment disorders through My space and West Sussex Virtual school
M	For an HLTA to plan and run Forest school sessions which support learning and mental health
N	Playground facilities to be enhanced to support learning and behaviour outside.

## Planned expenditure

ACADEMIC YEAR 2019-2020				
Quality of teaching for all				
Action	Intended outcome	How will you make sure it's implemented well?	Staff lead	Review
To provide 1:1 support by HLTAS's in order to increase progress	Pupils will show good to outstanding progress with their ILP targets and individual children will achieve related targets on their EHCP	HLTA's to write case studies to evidence and inform progress made. Ellie Capas and Emma Risby-Ward will quality assure this intervention through quality assuring case studies, meetings with HLTA's, observations and discussion with teachers.	Ellie Capas Emma Risby-Ward	Termly £19,608.75
Curriculum resources and Curriculum CPD	To support the implementation of our new creative cornerstones curriculum and enhance learning by keeping it resourced with good quality teaching materials and up to date knowledge of staff.	Heads of departments will work with their teams to indicate resources needed to implement the new curriculum with a rationale	Ellie Capas Emma Risby-Ward	Termly £526.82
Total budgeted cost:				£20,135.57

Well Being and Mental Health				
Action	Intended outcome	How will you make sure it's implemented well?	Staff lead	Review
Ensure opportunities are embedded through the curriculum and school environment to promote wellbeing and positive mental health for pupils	Pupils and staff will benefit from a range of initiatives and activities supporting mental health and well-being	HLTA's to write case studies to evidence and inform progress made. Termly review of progress through HLTA meeting.	Vicky Harrington Fiona Wenham Charlotte Walder	Termly

Training plan agreed for staff and therapy champions (HLTA's) established in line with the plan to include zippy and Friends, St Johns Mental first aid course, Calm children, Advanced Attachment Training, VR Trauma training and Keeping Strong, Staying Well.	Staff will be confident in supporting pupils with their mental health needs	Pupil's mental health needs are supported through timely intervention.	Vicky Harrington Fiona Wenham Karen Marklew	Termly
Regular meetings with the Mental Health Nurse to discuss and find ways forwards for individual pupils	Staff are effective in supporting the mental health needs of pupils	Pupil's mental health needs are supported through effective and timely intervention	Vicky Harrington Fiona Wenham Charlotte Walder	Termly
Engage in a Wellbeing week where staff and pupils can enjoy activities to support their mental health and well-being that can continue to be impactful	Staff feel able to support the mental health needs of pupils and gain strategies that will continue to be effective.	Vicky to organise to ensure best use of time to ensure long term impact.	Vicky Harrington Hayley Wright	Summer term
Total budgeted cost:			£2,801.25	

Extended Services and Extra Curricular Provision				
Action	Intended outcome	How will you make sure it's implemented well?	Staff lead	Review
To offer a range of enrichment activities after school	Pupils will have the opportunities to access enrichment activities alongside their peers, developing social interaction and leisure experiences	Lead staff will liaise with deputy head teacher on a termly basis	Vicky Harrington	Termly
To ensure all pupils access off site activities, such as community trips to improve the mental health of pupils, and appropriate physical activities such as horse riding, where there is a therapeutic need, to improve their physical well-being.	Pupils will experience and enjoy a range of educational trips to enhance their understanding of the work and improve their physical and mental health.	Department heads to liaise with teachers to ensure activities and outcomes are evident in short term planning.	Ellie Capas Emma Risby-Ward	Termly
Total budgeted cost:			£2,801.25	

Parental Engagement				
Action	Intended outcome	How will you make sure it is implemented well?	Staff lead	Review
To improve and maintain parental engagement through the introduction of 15 minute forums to compliment coffee mornings and open afternoons	Parents will feel more informed and supported in understanding a broad range of strategies for their children.	Tony will organize a schedule of a wide programme of 15 minute forums.	Tony Bright	Termly
To introduce the E schools booking service to parents in order to make the booking of appointments more efficient.	Parents will engage with parents evening	Stephen to support parents on how to use the system	Stephen Candy	Termly
Total Budget cost:				£933.75

Attachment				
Action	Intended outcome	How will you make sure it is implemented well?	Staff lead	Review
To support pupils who have social, emotional and mental health needs associated with Attachment Disorder and trauma.	Training will ensure staff are up-to-date with current initiatives and aware of practical strategies and support available to help pupils in the classroom.	Through a well-managed CPD programme staff will attend relevant training courses and workshops.	Vicky Harrington	Termly
To train appropriate staff in attachment disorders through My space and West Sussex Virtual school	Providing empathetic responses and positive strategies will enable these pupils to feel safer and more secure to access learning and move forward more confidently.	These will be cascaded down to other school staff in Teachers meetings and Team meetings.	Vicky Harrington	Termly
Total Budget cost:				£871.50



Playground and Outdoor Learning				
Action	Intended Outcome	How will you make sure it is implemented well?	Staff lead	Review
For an HLTA to plan and run Forest school sessions which support learning and mental health.	Pupils make good progress by accessing learning outside.	HLTA to be trained in outdoor first aid, session planning to be monitored by department heads, feedback from teachers, improved outcomes in learning.	Tony Bright	Termly
Playground facilities to be enhanced to support learning and behaviour outside.	Pupils make good progress in self-regulation and their physical and mental well-being is improved.	All staff to encourage and implement a variety of play activities and support playground buddies. Pupils self-esteem and confidence are improved.	Ellie Capas Emma Risby-Ward	Termly
			Total Budget cost:	£3,735

## Review of expenditure

PREVIOUS ACADEMIC YEAR 2018-2019				
Intervention	Predicted amount - £22,640 Actual amount - £35,595 Received April 18- March 19	Intended outcome	Impact	Lessons learned
To provide adequate resources to support English, maths, science and computing, including an allocation towards HLTA staffing costs.	HLTA costs - £32,468.18 Jigsaw course - £550	Pupils make good or outstanding progress in the core subjects	Resources enhanced pupils learning in these subjects ensuring most pupils made at least expected progress.	Targeted input needed for pupils who are making expected progress.
To revise our curriculum framework to ensure that it promotes a themed approach that can support pupil achievement in core subjects.	June 19 - £486.82 (books) Jul 18 Your Space Therapy course - £1,080	The curriculum supports pupils to transfer their learning across a range of subjects and to continually build on their previous achievements	The curriculum framework was revised to follow our new cornerstones curriculum. Pupils now follow a creative theme based curriculum which enables pupils to develop their skills through a range linked activities, thus enabling sustained progress.	This will take time to embed and see the impact.
All PP pupils to regularly attend school.	Taxi fares (PC) - £970 June 19 Taxi fare (PC) - £40	To ensure continuity of provision for all PP students	PP students to be able to continue to attend school after change of circumstances.	