

Pupil premium strategy statement

Queen Elizabeth II Silver Jubilee School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Name of school	QEII School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers	September 2024 – August 2027
Date this statement was published	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Helen Elphick
Pupil premium lead	Alison Mullineux Anastasia O'Donoghue
Governor / Trustee lead	Sally Miller Carolyn Howell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,580
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£48,580

Part A: Pupil premium strategy plan

Statement of intent

QEII School is an all age (2-19 years) special school for pupils with severe and complex learning difficulties. These include pupils with severe learning difficulties, profound and multiple learning difficulties, epilepsy, complex medical needs and 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 are committed to raising pupil achievement by ensuring that the best support is in place for maximising progress across the curriculum and by supporting wider learning opportunities including communication, social interaction and independence. Our commitment to ensuring that all learners are being challenged through personalised learning, which considers the holistic needs of each individual, ensures that learners who are eligible for pupil premium funding are not underachieving in comparison with their peers.

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.

Our pupils in receipt of pupil premium funding have additional needs which can result in barriers to learning. Some of our pupils have complex medical needs. The resulting absences, including the need to attend appointments, can have an impact on the progress they make.

Some pupils have complex behavioural needs that can result in inconsistent progress. Some pupils need therapeutic input to support their emotional needs and enable them to access learning.

Some pupils have physical disabilities and need therapeutic support in order for them to successfully access learning.

Some pupils have sensory processing difficulties and need specific input in order to learn to self-regulate and be able to access learning.

At QEII School we have a number of checks which ensure that pupil premium funding produces excellent outcomes which impact positively on the learning of our pupils. The Senior Leadership Team monitors the impact of interventions through observations, book scrutinies, Earwig records as well as by analysing pupil progress data. This data is discussed at termly pupil progress meetings.

In deciding how to spend the Pupil Premium Grant 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 where there is clear evidence of impact.
- Our objectives are to ensure that our disadvantaged pupils receive targeted support through high quality teaching in the areas they need it most. To this end there is a comprehensive provision map in place to meet the varied needs of our pupils, be that social, emotional, physical, communication or in reading, writing or Maths. This targeted support is put in place to enable pupils to make progress across our broad and balanced curriculum.
- The deployment of a skilled workforce, so that the funding is not used to compensate for a deficit.

- Modelling the expectations of the Governors in providing best value for the spending of public money. There is regular monitoring of the impact of the Pupil Premium Grant on its recipients.
- The focus of the School Development Plan.
- Many of the interventions, while focusing on the needs of our disadvantaged pupils, benefit all pupils in our school, who can all be said to be disadvantaged. It is the intention that outcomes for all pupils will be improved.
- We are also committed to preparing our pupils for adulthood through interaction with the world of work as well as focusing on independent living and community inclusion.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Emotional Well-being and Mental Health: All pupils at QEII School have severe and complex learning difficulties. A number of pupils also present with emotional wellbeing and mental health needs.
2	Learning: Barriers to learning are varied and numerous. In any group of pupils, you will find a range of physical, cognitive, communication, 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 comprehensive provision package to support the individual identified needs of learners to help them overcome the barriers to achievement.
3	Employability: Our pupils have many barriers to employability including their individual learning difficulties, communication, physical needs and mental health. Our pupils need support to prepare for their future in the wider community including aspiring to employment.
4	Social Opportunities: The opportunities available to our pupils outside of school are limited. Within school we strive to enrich the social and extra-curricular opportunities, building an increase in cultural capital across all key stages.

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
Improved emotional well-being and mental health for all pupils. Pupils experience a healthy range of emotions and build self-regulation skills and resilience.	Achievement of EHCP outcomes outlined in ILP termly targets. Through accessing Zones of Regulation confidently to identify

	<p>emotional state of being and constructive ways to meet their own emotional needs.</p> <p>OT reports identify improved sensory regulation.</p> <p>Through observed impact of targeted interventions, e.g. ELSA.</p>
Improved attainment for disadvantaged pupils in reading and writing resulting in progress in all subjects relative to their starting points as identified through our Earwig platform.	<p>Improved points progress data recorded on Earwig.</p> <p>Observed and measurable impact of targeted interventions, e.g. Reading levels.</p>
To increase access to learning through improved gross and fine motor skills, enhanced motor planning, thinking and processing skills.	<p>Physiotherapy, OT and Hydrotherapy reports evidence improved core stability, coordination and control.</p> <p>Write Dance and Jump Ahead observations and assessments demonstrate enhanced gross and fine motor skills. These skills are evident in other curriculum areas.</p> <p>This is evidenced through achievement of EHCP outcomes outlined in ILP termly targets and Improved points progress data recorded on Earwig.</p>
To improve speech and language skills enabling pupils to access communication and learning in the classroom more effectively.	<p>Speech Therapy reports evidence progress against speech and language targets including those identified through CATHS.</p> <p>This is evidenced through achievement of EHCP outcomes outlined in ILP termly targets and Improved points progress data recorded on Earwig.</p>
To improve attention and listening skills and the ability to attend for increasing periods of time.	<p>Speech Therapy and OT reports evidence progress with attention and listening skills.</p> <p>This is evidenced through achievement of EHCP outcomes outlined in ILP termly targets and Improved points progress data recorded on Earwig.</p>
Disadvantaged pupils are better prepared for progression from QEII with the ultimate aim, where appropriate, to be employment for pupils, through increased understanding and opportunity, work experience and community weeks.	<p>Through achievement of EHCP outcomes outlined in ILP termly targets.</p>

Disadvantaged pupils have greater confidence and independence through increased opportunities to be engaged in the wider community to develop cultural capital.	Through achievement of EHCP outcomes outlined in ILP termly targets. Through engagement in enrichment activities captured on Earwig.
Pupils demonstrates improved social interaction with staff, peers and the wider community.	Through achievement of EHCP outcomes outlined in ILP termly targets and Improved points progress data recorded on Earwig. Through engagement in social interactions captured on Earwig. Through observed impact of targeted interventions, e.g. Zippy Friends.

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: £7,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff and governors have ongoing access to CPD through the National College. (Part Funded)	School leaders, teachers, SSAs, PSAs, office staff, premises staff and governors have access to the world's largest CPD library for educators through expert-led courses, webinars, podcasts & guides. https://nationalcollege.com/awards https://nationalcollege.com/reviews	2
A further member of staff is trained as an ELSA. All four ELSA practitioners within the school receive ongoing training and supervision with an	ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs. https://www.elsanetwork.org/elsa-network/evaluation-reports/ https://www.elsanetwork.org/elsa-network/other-research/	1, 2, 3, 4

Educational Psychologist. (Part Funded)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Two Assistant Headteachers recredited as Team Teach instructors. Two Behaviour Support Assistants trained as Team Teach instructors. (Part funded)	Team Teach is a pro-active approach to behaviour which gives staff strategies to de-escalate challenging situations and enables all children to learn in a safe environment with proven success. https://www.teamteach.com/	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Reading and writing intervention with qualified teacher and former Reading Recovery trained teacher. (Part funded)	Developing reading comprehension skills, including making predictions and inferring meaning, alongside developing phonological awareness, have a positive impact on pupils' reading and writing skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3
Small group Narrative Therapy intervention. (Part funded)	The Narrative Therapy intervention focuses on pupils' expressive and receptive oral language skills. https://www.blacksheepress.co.uk/outstanding-results-for-narrative-therapy-project/	1, 2, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
1:1 & small group hydrotherapy intervention to enhance gross motor skills. (Part funded)	<p>Hydrotherapy sessions offer pupils freedom of movement, which can help boost their confidence. Hydrotherapy helps increase muscle strength, improves balance and mobility and develops social skills.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3917923/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1, 2, 4
Small group Jump Ahead and Write Dance interventions (Part funded)	<p>Jump Ahead is a motor skills programme that supports children's gross and fine motor skills to improve coordination and control of movement.</p> <p>Write Dance teaches the physical skills needed for writing such as balance and coordination. It improve pupils' handwriting and has a positive impact on motivation, confidence, self-esteem and social skills.</p> <p>https://www.researchgate.net/publication/318852905_DON'T_STOP_THE_SONG_AND_DANCE_AN_EVALUATION_OF_WRITE_DANCE_PRATICES_IN_SCHOOLS_AND_EARLY_YEARS_SETTINGS</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2, 3, 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 & small group Zippy Friends and Apple Friends intervention. (Part funded)	Zippy Friends and Apple Friends promotes the mental health and emotional wellbeing of children by increasing their repertoire of coping skills and by stimulating varied and flexible ways of coping with problems in day-to-day life, thus enabling them to be more ready to learn.	1, 2, 4

	https://www.partnershipforchildren.org.uk/our-impact/research-and-evaluations/the-evidence-base-for-zippys-friends-and-apples-friends/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
1:1 ELSA intervention. (Part funded)	<p>ELSAs support pupils to understand and regulate their own emotions whilst also respecting the feelings of those around them.</p> <p>https://www.elsanetwork.org/elsa-network/other-research/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4
Pupils' access to a trained Forest School practitioner. (Part funded)	<p>Through Forest School experiences, pupils explore, problem solve and learn how to assess and take appropriate risks depending on their environment. Forest School has a positive impact on pupils' confidence, motor skills, communication skills and self-esteem.</p> <p>https://muddyfaces.co.uk/outdoor-hub/forest-school/reports-research</p>	1, 2, 3, 4
Pupils access college placements at Brinsbury College and The Butterfly Project to support their move on from school. (Part funded)	<p>Pupils are better prepared for transition to life after college and are able to continue to make progress in their learning.</p> <p>https://resources.careersandenterprise.co.uk/sites/default/files/2021-09/Transition%20programmes%20for%20young%20adults%20with%20SEND.%20What%20works.pdf</p>	3, 4
After School Club enables pupils to access the community and develop cultural capital. (Part funded)	<p>Disadvantaged pupils have greater confidence and independence through increased opportunities to be engaged in the wider community to develop cultural capital.</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>	2, 4

Total budgeted cost: £48,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal data during 2024-2025 indicates that due to our commitment to ensuring that all pupils are being challenged through personalised learning, those pupils eligible for pupil premium funding did not underachieve in comparison with their peers.

Evidence on our Earwig platform shows pupils made good progress as a result of the 1:1 and small group interventions delivered by our teachers, HLTAs and SSAs. Our curriculum has been resourced with good quality teaching materials which has enhanced pupils' learning outcomes as evidenced on Earwig and in learning journals. Identified staff were trained in targeted interventions and these are now successfully meeting the needs of our pupils.

Our Reading Recovery intervention teacher continues to have a positive impact on the reading accuracy, fluency and comprehension of the pupils they have worked with. All pupils who have participated in the programme show significant progress in the reading level obtained.

Pupils have accessed a number of interventions to develop their gross and fine motor skills, including hydrotherapy and Write Dance. The hydrotherapy sessions have been overseen by the school's physiotherapist. A total of 19 pupils across Key Stage 1, 2 and 3 have participated in Write Dance sessions. Through the 10-week programme, pupils have used dance, song, story and a range of tactile resources to help them improve their letter and number formation through fun, accessible activities. Observations and assessments show that pupils have made progress against their starting point. This is evidenced on our Earwig platform.

Our communication HLTA has continued to use her training in advanced Attention Autism and Curiosity to train other staff across the school. The Attention Autism approach aims to enhance the natural and spontaneous communication skills for autistic children through the use of visually based and highly motivating activities.

Across the year, a number of pupils have completed the Narrative Therapy programme. Following participation in the programme, four Key Stage 2 pupils and three Key Stage 1 pupils were able to answer simple Who, Where, When and What happened next questions. Six pupils were able to retell a simple fairytale in a group and also produce their own simple story, choosing their own character and setting and describing what happened in their story.

Mental health and wellbeing have continued to be addressed through a range of activities including wellbeing weeks, our kindness ambassadors and through ensuring that pupils access the most suitable provision to meet their needs.

The school now has three trained ELSAs who regularly access training and supervision provided by the Educational Psychology Service. A fourth ELSA will be trained in autumn 2025. The ELSAs have worked with individual pupils to support emotional resilience, social skills, and positive mental health. The pupils who have accessed the support of our ELSAs have demonstrated progress in several areas including, improved attendance, enhanced emotional literacy and strengthened relationships with peers.

In addition to ELSA sessions, a number of pupils have accessed either the Zippy Friends or Apple Friends interventions. The pupils participating in the Zippy Friends intervention have all participated fully in the programme of activities and engaged well with the Zippy character. Following the programme, pupils have demonstrated a growing awareness of their emotions and a recognition of what strategies support their regulation. Many of the pupils have also shown greater confidence with finding solutions to problems, particularly on the playground.

This year, ten pupils have accessed Apple Friends. The pupils have used the relatable stories, characters and scenarios to help them speak openly about their own experiences and feelings. They have been able to discuss challenging topics in a mature and sensitive manner. The Apple Friends sessions have particularly helped pupils to grow in confidence and build social connections.

Pupils have continued to participate in Forest School activities and foster positive relationships with peers and teaching staff. Through pupil led discovery and exploration, pupils have developed resilience and shown kindness and empathy towards others. Many pupils have engaged in imaginative play as well as had the opportunity for turn taking and collaborative play. It has been particularly pleasing to watch the pupils who usually choose solo activities. There have been many examples of pupils starting to problem solve for themselves and to not immediately seek adult support. Pupils have embraced challenges which supports the development of resilience, empathy and self-belief.

Throughout the year, a high number of pupils have accessed the school's Music Club or After School Club. Each of these clubs have provided pupils with enrichment activities. Through the After School Club, pupils have enjoyed regular trips and have been out and about in the local community.