

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	QEII School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	29 = 24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	29 th November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Helen Elphick
Pupil premium lead	E Capas E Risby-Ward
Governor / Trustee lead	Helen Crooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,770
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,560
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,710

Part A: Pupil premium strategy plan

Statement of intent

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 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 ensure 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 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.

Some of our PP pupils have complex medical and educational 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 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 to 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 pupil progress meetings.
- 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

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 and numbers. This targeted support is put in place to enable them to make progress across our broad and balanced curriculum.

Many of these programmes, 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: The wellbeing of many of our pupils has been impacted by the pandemic and this in turn is effecting their ability to concentrate and achieve their best possible outcomes.
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 that they face.
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 covid pandemic limited the opportunities that our pupils had outside of school even further. Within school we were unable to offer the same wide range of cultural capital that was always part of our offer and to which levels we wish to return.

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
1.Improved social, emotional well-being and mental health for all pupils. Pupils to experience a healthy range of emotions, through social interactions, building resilience	Through achievement of EHCP targets outlined in ILP termly outcomes.
1.To promote health and fitness and readiness to work through awakening activities	Through achievement of EHCP targets outlined in ILP termly outcomes.
1.To improve co-ordination and core stability and control so that access to sitting and learning is more successful.	Assessment through physio reports identifies improved core stability and control resulting in improved outcomes in Earwig.
2.Improved attainment for disadvantaged pupils in reading, writing and maths resulting in progress in all subjects relative to their starting points as identified through our Earwig platform.	Through achievement of improved points progress through our Earwig data as measured termly.
2.To improve the ability to access learning through enhancing fine and gross motor skills, enhancing motor planning and improving thinking and processing skills.	Through achievement of EHCP targets outlined in ILP termly outcomes and in improved points progress through our Earwig data.
2.To improve speech and language skills enabling pupils to access communication and learning in the classroom more effectively. To improve attention and listening skills and the ability to attend for increasing periods of time.	Through achievement of EHCP targets outlined in ILP termly outcomes.
3.Disadvantaged pupils are better prepared for progression from QEII with the ultimate aim to be employment for appropriate students, through increased understanding and opportunity, work experience and community weeks.	Through achievement of EHCP targets outlined in ILP termly outcomes.
4.Disadvantaged pupils have greater confidence and independence through increased opportunities to be engaged in the wider community to develop cultural capita.	Through achievement of EHCP targets outlined in ILP termly outcomes.

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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD of our Reading Recovery Teacher	Reading Recovery children are shown to reduce the attainment gap to less than 5% in reading and writing between those from economically disadvantaged homes compared with their peers.	1,2,3,4
Training of two ELSA's including release time.	ELSA's support children and young people to understand and regulate their own emotions, learn to respect others and develop their personal resiliency.	1,2,3,4
Training of an attention autism instructor	Develops natural and spontaneous communication through engaging and developing attention, developing shared enjoyment, encouraging spontaneous interaction, increasing non-verbal and verbal communication and builds vocabulary.	1,2,3,4
Training of a Moving and Handling Instructor to support staff to manage this alongside PSHE.	Our own trainer will teach staff how to safely complete tasks where manual handling is required while supporting pupils in their communication and learning of PSHE.	1,2

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

Budgeted cost: £18,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of HLTA to support communication needs in 1:1 sessions and carry out attention autism sessions. Use of trained support assistant to carry out narrative therapy.	Children's communication difficulties are a major barrier to learning. For identified children, 1:1 sessions are effective in tackling complex communication challenges, enabling them to then flourish in our culture of communication rich classrooms. Attention autism promotes attention and listening skills and the use of who, what, how and why questions, developing social language skills.	1,2,3,4
Use of HLTA to support sensory and independence needs through sensory drama and small writing groups as	Programmes are discussed and planned with the OT to improve self-regulation and awareness in readiness to learn.	1,2,3,4

well as Jump ahead and Funky Fingers.	Interventions are proven to enhance fine and gross motor skill, processing and thinking skills and motor planned skills.	
Use of HLTA to carry out Water exercise therapy and pool exercise	Water therapy improves coordination and core stability and control so that pupils can learn more successfully and energises and prepares them for learning.	1,2
Use of HLTA to carry out rebound therapy.	Rebound therapy targets core strength, mobility and speech and communication skills.	1,2
Students to study the ASDAN workright programme, taking part in work experience opportunities and a community week as well as having increased opportunities in the wider community to develop cultural capita.	Workright provides a framework for our pupils to develop basic transferable employment skills. For our pupils this learning needs to be reinforced through experiencing work environments enabling them to develop an understanding of community inclusion.	3, 4

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

Budgeted cost: £15,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of behaviour HLTA's to support pupils' behaviour enabling them to access learning successfully.	Positive behaviour support is highly effective in preventing and addressing behaviour that prevents affective learning. It results in improved learning outcomes for all pupils.	1, 2
Use of HLTA's to support students 1:1 in anxiety, understanding emotions	Zippy's Friends and Apple's Friends have been evaluated and found to improve children's coping skills, social skills, emotional literacy. The use of anxiety gremlin 1:1 helps pupils to identify the sources of their anxiety and learn effective ways of coping.	1, 2
Use of ELSA's to support identified pupils, 6 hours per week	ELSA's support children and young people to understand and regulate their own emotions, learn to respect others and develop their personal resiliency.	1, 2
Breakfast club each morning to support PP students access school.	Pupils who have breakfast and attend club are ready to learn.	1
Use of HLTA to deliver Forest schools	Forest schools builds confidence, self-esteem and supports pupils to more successfully manage social situations in order to be able to learn more successfully.	1,2,3,4
Students access college placements at Brinsbury and the Butterfly Project to support their move on from school.	Pupils are better prepared for transition to life after college and are able to continue to make progress in their learning.	3,4

After School club to access the community and develop cultural capita	Disadvantaged pupils have greater confidence and independence through increased opportunities to be engaged in the wider community to develop cultural capita.	4
Visits in the community to support topic based learning.	To be able to take learning from the classroom into the wider community essential for our pupils to learn to generalise and enabling all pupils to have equal access.	4

Total budgeted cost: £ 36,710

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal data during 2020-2021 indicate that due to our commitment to ensure that all learners are being challenged through personalised learning which considers the holistic needs of each individual those learners eligible for pupil premium did not underachieve in comparison with their peers. Pupils continued to access education in school throughout the year and this mitigated any foreseen negative impact of covid.

Evidence on our Earwig platform shows pupils making good progress as a result of the 1:1 and small group support carried out by our HLTA's. 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 community week was cancelled due to Covid but instead there was ongoing support around developing work related skills and increased advocacy within the classroom environment.

There has been an emphasis on mental health and well-being with a range of initiatives including well-being weeks at the beginning of each term, the use of A day in the Life tool with every pupil and follow up work carried out. Mindfulness activities happen regularly and our kindness ambassadors now meet weekly. Our mental health team are now trained and are effective in supporting staff and pupils ensuring that pupils access the most suitable provision to meet their needs.