



# Pupil premium report for QEII School

## Pupil premium spending for 2020 – 2021

SUMMARY INFORMATION			
Type of special educational needs and disability	SLD and PMLD	Date of most recent pupil premium review:	September 2020
		Date of next review:	July 2021
Total number of pupils:	115	Total pupil premium budget:	September 2019: £30,290.83
Number of pupils eligible for pupil premium:	Yrs R–6 - 13 Yrs 7–11 - 9 Adopted - 2 CLA - 4	Amount of pupil premium received per child April 2020:	Yrs R – 6 - £1,345.00 Yrs 7 – 11 - £955.00 Adopted - £2,345.00

## 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

		SCORE (or IMPROVEMENT) AVERAGE				TOTAL PUPILS
		Pupil Premium	Whole Group	WORKING ON	ACHIEVED	
English	14%	9%	Pupil Premium	100%		28
			Whole Group	78%		119
Mathematics	16%	9%	Pupil Premium	100%		28
			Whole Group	69%		119
Science	15%	9%	Pupil Premium	100%		28
			Whole Group	66%		119

## 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>
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### ADDITIONAL BARRIERS

#### External barriers

B	<p><b>Attendance:</b></p> <p>Overall Pupil Premium attendance for the academic year 2019 – 2020 was 80.05% with 0.9 % as unauthorised absence. This was lower than the previous year due to the covid-19 pandemic, despite all these pupils being invited to access school full time. While there was home learning in place for all pupils, of which one part was the emphasis on pupils ILP targets, the nature of the barriers to learning that our pupils face made learning at home, difficult for many of them. We emphasised the importance of communication and self-advocacy, independence and life skills and pupils' social and emotional well-being and mental health.</p> <p>.</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 ensure that the skills taught through our creative curriculum and enhance learning by keeping it resourced with good quality teaching materials and up to date knowledge of staff.
C	Training plan agreed for staff around interventions that will improve outcomes for pupils.
D	Students to take part in a community week, providing work experience providing 1:1 support to access and develop skills.
E	Ensure opportunities are embedded through the curriculum and school environment to promote wellbeing and positive mental health for pupils
F	Engage an off timetable Wellbeing week each term where staff and pupils can enjoy activities to support their mental health and well-being that can continue to be impactful.
G	A trained mental health team are ably equipped to support all pupils
I	To improve and maintain parental engagement through the use of e-schools, conference calls and zoom meetings to compliment open afternoons
J	To have a parents evening via zoom each term, offering a phone call as an alternative if appropriate. Home learning?
K	To develop lunch time activities to build self-esteem, confidence and independence skills
M	To develop forest schools so that all pupils are able to access a session during the school year to support learning and mental health
N	Playground facilities to be enhanced to support learning and behaviour outside.

## Planned expenditure

## ACADEMIC YEAR 2020-2021

### Quality of teaching for all

Action	Intended outcome	How will you make sure it's implemented well?	Staff lead	Review
To provide 1:1 and small group 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	Records to be kept of interventions and pupil progress. 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 £24,812
Curriculum resources and Curriculum CPD	To support the development 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. - Clicker	Heads of departments will work with their teams to indicate resources needed to further enhance the curriculum with a rationale	Ellie Capas Emma Risby-Ward	Termly
Intervention training and resourcing to enable more targeted interventions for identified pupils.	A variety of interventions are available to be carried out by trained staff to meet the varied needs of pupils. These include funky fingers, lego therapy and sensory circuits.	SMT will recommend and oversee the training for staff. Teachers will oversee the sessions in classrooms. Draw & Talk – £220 Numicon - £198 Narrative therapy - £600 Social Story - £150 Sensory Circuit Markings - £500	SMT	£1,668
Students to take part in a community week, providing work experience with 1:1 support as required to access and develop skills	Pupils experience a variety of types of work to support their future choices and increase their communication, independence and self-advocacy skills.	Tony Bright to set up a variety of supported work experience places, carefully supervised by our staff. ASDAN Workright module to be completed by all participants. Cost of transport -	Tony Bright	
Total budgeted cost:				£26,480

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
Engage in a termly 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. Books – £300 Animazing - £195	Vicky Harrington Hayley Wright	£495
A trained mental health team are ably equipped to support all pupils.	Staff are effective in supporting the mental health needs of pupils. Mental Health Awareness training - £360	Pupil's mental health needs are supported through effective and timely intervention	Vicky Harrington Fiona Wenham Charlotte Walder	Termly
Total budgeted cost:			£495	

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 use of e-schools, conference calls and zoom meetings to compliment open afternoons	Parents will feel more informed and supported in understanding a broad range of strategies for their children.	Records are kept on CPOMS of all communications with parents. During lockdown a weekly log is kept and shared with SMT. Feedback questionnaire sent to parents	SMT	Termly

<p>To continue to develop resources to support parents at home and engage them with supporting their child's learning.</p> <p>To have a parents evening via zoom each term, offering a phone call as an alternative if appropriate.</p>	<p>Parents will engage with the school curriculum and support pupils learning at home.</p> <p>Printed resources -</p>	<p>Regular communication between teachers and parents, supporting them with resources as requested.</p> <p>All communication logged on CPOMS</p>	Stephen Candy	Termly
Total Budget cost:				

Playground and Outdoor Learning				
Action	Intended Outcome	How will you make sure it is implemented well?	Staff lead	Review
For all classes to access Forest School sessions in the year to support learning and mental health.	<p>Pupils make good progress by accessing learning outside.</p> <p>Resources -</p>	Forest school learning to be overseen by Tony Bright, 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 including learning areas for each classroom.	<p>Pupils make good progress in self-regulation and their physical and mental well-being is improved.</p> <p>Writing boards - £2000</p>	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:				£4,962

## Review of expenditure



## MEASURING IMPACT

The impact of pupil premium spending is measured through pupils' individual targets, progress through Q levels and EHCP objectives as well as any other provision that is identified for each pupil and is embedded in their individual learning plans. Records are kept of any interventions that pupils access and the progress that they are making through its implementation. Case studies are also written for individual pupils to show progress across communication, independence, life skills and social and emotional well-being.

ILP's are evaluated termly;

- Evaluated on an individual basis to ensure that what is provided is impacting on progress and attainment is challenging, reflecting aspirational targets and particularly a pupil's super goal.
- Evaluated whole school and specifically as a pupil premium cohort.

Progress data is likewise evaluated throughout the year to identify if a child is at risk of not making expected progress.

- Evaluated on an individual basis to ensure that what is provided is impacting on progress and attainment.
- Evaluated whole school and specifically as a pupil premium cohort.
- Evaluated to identify how the child can be further challenged to exceed expectations.

During the covid-19 pandemic not all pupils have been in school full time and it has been necessary to assess progress in other ways to complement information from our Q levels and pupils ILP's. This includes assessments teachers have made following the weekly phone calls to parents and the limited feedback we have received on home learning provision.

## PREVIOUS ACADEMIC YEAR 2019-2020

Intervention	Predicted amount - £27605.57 Actual amount - £30,293.80	Intended outcome	Impact	Lessons learned
To provide 1:1 support by HLTAS's in order to increase progress	£24,149	Pupils will show good to outstanding progress with their ILP targets and individual children will achieve related targets on their EHCP	Up to March 2020, identified pupils received 1:1 support through interventions, however due to Covid-19 these had to stop. In September 5 pupils were identified as having fallen behind due to covid.	

Curriculum resources and Curriculum CPD	£794	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.	Our new curriculum has enhanced our pupils learning by giving them a more joined up approach, evident through their learning journals.	Ensure curriculum skills are matched to Q levels in all subjects.
Ensure opportunities are embedded through the curriculum and school environment to promote wellbeing and positive mental health for pupils	£520	Pupils and staff will benefit from a range of initiatives and activities supporting mental health and well-being	A number of initiatives took place during the year and helped to support pupils through the pandemic.	Continue to use the Day in the life tool with all pupils.
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	All teachers did VR trauma training, 3 teachers did the advanced trauma training and 50% did calm training. 2 staff were trained in Zippy Friends. Zippys Friends has had a positive impact on pupils recognizing and managing their emotions. Staff feel more confident in identifying and supporting the wellbeing of pupils.	St Johns mental first aid course didn't run. We are accessing a different course.  To train 2 more staff in Zippys friends with Covid catch up fund.
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	These began positively and gave HLTA's direction in how to support individual pupils, but then stopped due to Covid-19	Investigate for these to continue remotely.
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.	A wellbeing week took place in July and September with all pupils completing the day in the life tool. This enabled staff to give targeted support where needed.	To have a wellbeing week once a term with a different focus.
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	After school activities were running and benefitting pupils up until March. Since then it has not been possible to run any.	

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.	Offsite activities were running and benefitting pupils up until March. The impact of not having these trips has been detrimental to pupils learning in communication and self-advocacy, independence, life skills, wellbeing and mental health.	
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	These were supported by a core group of parents.	To have curriculum lessons that parents can attend.
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	The majority of parents found the booking system efficient and easy to use. Our zoom parents evening was the best attended evening we have held.	To continue to offer zoom as an option for parents evening.
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.	This training didn't happen for all staff but some staff accessed attachment training while working from home and found this beneficial in supporting our pupils' mental health.	Beacon house trauma training taking place in the summer term 2021
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.	This was helpful for those who were able to attend. It was not available virtually.	To train more staff when we are able to
For an HLTA to plan and run Forest school sessions which support learning and mental health.	£4,830	Pupils make good progress by accessing learning outside	Forest schools are now happening and enhancing pupils' independence and well-being.	To ensure that all pupils are able to access forest schools.
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.	This did not happen due to building works still awaiting completion	To be further enhanced with individual areas for each class.