

Barriers faced by Pupil Premium students

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

All students who attend Queensmill School have a diagnosis of Autism Spectrum Disorder. 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 Queensmill School 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, socialize and function on a daily basis.

Students identified as eligible for Pupil Premium funding

Across Kensington Queensmill School, there were 30 out of 77 students eligible for Pupil Premium funding in 2022-2023 (39%).

Kensington Queensmill School context 2022-2023

Kensington Queensmill is a new specialist provision for young people aged 5-19 with a diagnosis of autism and/or significant learning difficulty. The school opened its purpose-built building on Barlby Road, North Kensington, on 1st September 2021. At the beginning of the academic year there were 76 students on-roll. The school has since grown to capacity and by June 2023 had 80 young people on role, across EYFS to Post-16.

Whole School and Pupil Premium Progress 2022-2023

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

	Autumn Term 2022		Spring Term 2023		Summer Term 2023	
	<i>Pupil premium</i>	<i>Whole school</i>	<i>Pupil premium</i>	<i>Whole school</i>	<i>Pupil premium</i>	<i>Whole school</i>
'My Learning' <i>In curriculum subjects mapping on to key stage priorities, such as English, Maths and Science</i>	0.61	0.7	0.74	0.73	0.72	0.74
'My Autism' <i>In Autism-specific domains of Social Communication and Emotion Regulation mapping onto the SCERTS model</i>	0.67	0.68	0.68	0.68	0.72	0.71

The expected rate of progress was 0.75; that is, the intention that students would become 'secure' with knowledge and skills presented to them by the end of each term (with the strategic implementation of personalised supports to underpin that success). The findings present a positive picture for Pupil Premium achievement and progression at Kensington Queensmill this school year, when compared against this benchmark.

The average rate of progress for Pupil Premium students in 'My Learning' was very close to 'secure' in two out of three terms. In the autumn term, progress was slightly reduced relative to the whole school. However, given the transition back to school following the long summer break this is perhaps understandable for this vulnerable group and in the two terms that followed (spring and summer) progress of the Pupil Premium group was more in-line with the whole school.

The average rate of progress for Pupil Premium students in 'My Autism' was on par with whole school figures for each term. In comparing My Learning to My Autism figures, a similar trend emerged between Pupil Premium and whole school in that the rate of learning progress was greater than rate of autism progress. Given the complexities of the students attending the school and their very high autism needs, this finding is not surprising.

It is worth mentioning that the average rate of progress for Pupil Premium students is not significantly different compared to the whole school in any term, for either My Learning or My Autism. Indeed, where there were differences these differences, at best, represent a 0.09 difference. The rate of progress made by Pupil Premium students was then broadly in line with the rest of the school throughout the year. This is to be expected in a specialist school environment. It is hugely encouraging that this vulnerable group within the school population are making excellent progress with learning at a level in line with what was outlined, as expected.

Pupil Premium Funding Overview 2022-2023

Funding Stream	Amount
Pupil Premium funding allocation this academic year	£29,640
Recovery Premium funding allocation this academic year	£16,690
PE and Sports funding allocation	£16,290
Pupil Premium funding carried forward from previous years	£0
Total	£62,620

Pupil Premium Expenditure 2022-2023

Item	Cost
Amount Received	£46,330
Full-time Art teacher salary	£37,465
Creative Arts resources	£1,294.31
Musical instruments	£58.34
Virtual Reality headsets and software	£3,154.80
Dandelion Readers books and resources	£1,397
Multi-sensory maths resources	£786.97
Extra-curricular resources	£244.32
KQ Market at Portobello Road	£200
Fencing for gardening area	£427.10
Labour to install fence	£500
Gardening resources	£353.45
Parent training – Puberty and supporting private time	£437.90
Total	£46,319.19
Underspend	£10.81

Sports Premium Expenditure 2022-2023

	Item	Cost
Amount Received		£16,290
	PE equipment	£6,927.82
	Physical/sensory regulation equipment	£1,486.42
	Rock climbing	£420
	Kayaking	£225
	Adventure Playground	£300
	Staff training – Rebound therapy award	£309.60
	Staff training – In-house Rebound therapy	£3,375.60
	Staff training – Swimming Level 1	£375
	Staff training – Swimming Level 2	£699
	Staff training – Halliwick Swimming Therapy Course (Wales)	£1,485
	Staff transportation (to Wales)	£187
	Staff overnight accommodation (in Wales)	£585
Total		16,375.44
Overspend		£85.44

Additional strategies offered 2022-2023

- Provision of a part-time Music teacher (shared across the Trust)
- Provision of a part-time Drama teacher (shared across the Trust)
- Provision of a full-time PE teacher
- Provision of a full-time Family Support Practitioner
- Parent workshops and training on a range of topics (ranging from networking coffee mornings to support with managing stress/wellbeing, creating communication opportunities at home, sensory approaches at home, travelling abroad and dad/male carer groups)
- Home visits to support parents/carers

Effectiveness of strategies 2022-2023

Strategy	Challenge number(s) addressed	Impact of the outcome
Full-time Art teacher salary	1, 2, 3, 4, 6	<p>Multi-sensory art teaching</p> <p>Students discovering and nurturing creative and artistic talents through structured art activities and free expression</p> <p>Access to sensory and creative resources across the school day</p> <p>Increased emotion regulation and exploration of sensory feedback (e.g., colour, texture) through art</p> <p>Opportunities to learn about art history (e.g., abstract expressionism)</p> <p>Opportunities to participate in creative arts workshops at school with studio artists from The Wallace Collection</p> <p>Opportunities to take part in specialist Arts Festivals and projects within the community (e.g., The Wallace Collection, West London Inclusive Arts Festival at The Royal Albert Hall)</p> <p>Opportunities to take part in external annual arts competitions (e.g., Young Artists Summer Exhibition at the Royal Academy of</p>

		<p>Arts, Unmasked photography art project curated by Westfield)</p> <p>Opportunities to collaborate with partner school (Barlby Primary School) to raise awareness of neurodiversity through the showcasing of student art work</p> <p>Special day workshops linked to creative arts (e.g., Halloween, Christmas, Chinese New Year, World Book Day)</p> <p>Student art work displayed at Q-Art Gallery and opportunity for parents/carers to attend and develop sense of pride in their child's artwork leading to increased belonging to the school community</p> <p>Creative workshops for parents – supportive conversations while exploring various artistic mediums (e.g., pottery, photography, printmaking, collage, music, creative writing) in collaboration with the school's Family Support Practitioner</p>
Creative Arts resources	1, 2, 3, 4	<p>Multi-sensory art teaching</p> <p>Resources to support the delivery of multi-sensory creative arts teaching and learning (e.g., masks, props, paints etc.)</p> <p>Increased opportunities for physical and personal development through use of varied creative resources</p> <p>Exploration of tactile and sensory input to support emotion regulation</p> <p>Building relationships through shared equipment</p>
Musical instruments	1, 2, 3, 4	<p>Multi-sensory music teaching</p> <p>Musical instruments to support the delivery of music teaching and learning</p> <p>Exploration of sound</p> <p>Appreciation of culture</p> <p>Improved emotional regulation following music sessions utilising new musical instruments</p>
Virtual Reality headsets and software	1, 2, 3, 4	<p>Multi-sensory ICT teaching</p> <p>Students discovering access to the outside world through virtual reality</p> <p>Students enjoying immersive experiences in worlds outside of their own (e.g., Ancient Greece, Ancient Egypt, rainforests etc)</p> <p>Opportunities to access the local community (e.g., local supermarket) for one student who cannot physically access any environments outside of home and school (due to extreme anxiety)</p> <p>Annual subscription to software, headsets, classVR cube and other educational resources</p> <p>Linked to history, geography and maths curriculums</p> <p>Appreciation of digital learning</p> <p>Social communication opportunities</p> <p>Sensory/emotion regulation opportunities</p>
Dandelion Readers books and resources	1, 2, 3, 4	<p>Students developing early reading skills (appreciation of books, GPC, segmenting, blending)</p> <p>Primary focus on initial sounds and reading CVC words</p> <p>Secondary focus linked to spelling and reading/writing sentences</p> <p>Improved literacy and communication</p> <p>Improved sense of reading for pleasure as stronger ability to read words underpins enjoyment in reading</p> <p>Improved confidence in decoding unfamiliar words</p> <p>Linked to gains in self-esteem and wellbeing</p> <p>Improved access to wider curriculum as literacy is required to access all curriculum subjects and navigate the community</p>

Multi-sensory maths resources	1, 2, 3, 4	Resources to support the delivery of multi-sensory maths teaching and learning Increased opportunities to make progress in developing mathematical knowledge through the use of varied and practical maths equipment Improved number fluency Improved ability to understand patterns Improved understanding of functional maths (time, money) Building relationships through shared equipment
Extra-curricular resources	1, 2, 3, 4	Resources to support the delivery of multi-sensory science and geography teaching and learning Increased opportunities to make progress in understanding themselves and the wider world through the use of varied and practical science and geography equipment Improved general understanding of science through resources to support classification/sorting and observation Improved general understanding of geography through resources such as globes and maps Building relationships through shared equipment
KQ Market at Portobello Road	1, 2, 3, 4, 6	Secondary students participating in work experience in the local community Making and packaging items to sell on the KQ stall at Portobello Market Developing skills in reading for meaning, following visual instructions, categorising, packaging, labelling, fine motor threading, working with clay, customer service, handling money, working in a team to achieve a shared goal Additional opportunities for social communication Additional opportunities for emotional regulation
Fencing for gardening area and labour to install	2, 3, 4	Improved ability to safely access a key outdoor learning space at school Improved ability to access gardening activities at school Students provided with opportunities to discover and enjoy the natural world Linked to deeper appreciation of nature at school and in the community Increased emotion regulation as many students are better regulated following access to outdoor learning and leisure
Gardening resources	2, 3, 4	Improved ability to access outdoor learning at school Improved ability to access gardening activities at school Students provided with opportunities to discover and enjoy the natural world Linked to deeper appreciation of nature at school and in the community Increased emotion regulation as many students are better regulated following access to outdoor learning and leisure Additional opportunities for social communication and working together to achieve a shared goal (taking care of seeds, plants and herbs) Additional opportunities for sensory exploration of natural materials (soil, water, flowers, leaves)
Parent training – Puberty and supporting private time	5	Specific support for parents/carers of adolescent/pre-adolescent students Safe space for parents to voice concerns about a sensitive topic Improved parent knowledge of autism and puberty

		<p>Improved parent knowledge about visuals and other strategies they could trial in the home setting</p> <p>Improved home settings – becoming more autism friendly</p> <p>Positive feedback from parents about levels of support from Kensington Queensmill</p> <p>Increased parental engagement with school</p> <p>Improved communication between home and school</p>
PE equipment	1, 2, 3, 4	<p>Students discovering physical exercise through implementation of PE curriculum requiring a range of specialised sports and fitness equipment (e.g., blaze pods, stilts, cones, hoops, target-practise, geo shapes, balls, bike, cross-trainer, obstacle course set etc.)</p> <p>Students developing gross motor skills including ability to throw, balance, coordinate and organise the body through diverse physical movement activities</p> <p>Exploration and use of new PE equipment supports gains in unique learning opportunities and richness/diversity of school curriculum</p> <p>Opportunities for physical and sensory regulation promoting health and supporting well-being</p> <p>Linked to physical development priorities in EY curriculum as well as health and leisure in PFA curriculum</p>
Physical/sensory regulation equipment	1, 2, 3, 4	<p>Students able to access a greater range of physical/sensory regulation equipment to help meet their autism needs (e.g., massage rollers, body sock, sensory tunnel, carousel, wobble cushions, ear defenders)</p> <p>Equipment used in small group and 1:1 Occupational Therapy sessions in addition to use in class to support a calm-alert state ready for learning</p> <p>Improved emotion regulation and sense of calm following use of sensory regulation equipment leading to improved well-being and ability to access curriculum and school day</p> <p>Promotion of self-awareness, stress reduction, muscle integration and strengthening of the proprioceptive sense</p>
Rock climbing	1, 2, 3, 4, 6	<p>1:1 and small group rock climbing lessons</p> <p>Students able to access and enjoy a new sports/leisure activity in the community</p> <p>Improved life skills and personal development (i.e., learning how to climb, overcoming fears)</p> <p>Developing socio-communication skills with new adults (e.g., following instructions, making relationships)</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>
Kayaking	1, 2, 3, 4, 6	<p>1:1 and small group kayaking lessons</p> <p>Students able to access and enjoy a new sports/leisure activity in the community</p> <p>Improved life skills and personal development (i.e., learning how to kayak, overcoming fears, exploring the local community from a new vantage point)</p> <p>Developing socio-communication skills with new adults (e.g., following instructions, making relationships)</p> <p>Improved emotion regulation and sense of calm following kayaking sessions leading to improved well-being and ability to access the rest of the school day</p>
Adventure	1, 2, 3, 4, 6	<p>Small group access to local adventure playground</p>

Playground		<p>Students able to access and enjoy physical movement/leisure activities in the community</p> <p>Improved physical/gross motor skills (climbing, swinging from ropes, developing balancing ability and posture)</p> <p>Improved emotion regulation and sense of calm following adventure playground sessions leading to improved well-being and ability to access the rest of the school day</p>
Staff training – Rebound therapy award	1, 2, 3, 4, 6	<p>Two-day staff training in safe movement and therapeutic trampoline exercises for children and young people with SEN</p> <p>Stronger understanding and implementation of mandatory safety practises when using the trampoline at school</p> <p>Professional development for one PE teacher</p> <p>Rebound therapy certification</p>
Staff training – In-house Rebound therapy	1, 2, 3, 4, 6	<p>Two-day staff training in safe movement and therapeutic trampoline exercises for children and young people with SEN</p> <p>Stronger understanding and implementation of mandatory safety practises when using the trampoline at school</p> <p>Professional development for 16 staff members (teachers and teaching assistants)</p> <p>Rebound therapy certification</p>
Staff training – Swimming Level 1	1, 2, 3, 4, 6	<p>Two-day staff training in water familiarisation, adapting to being in the water, preparing equipment and health and safety</p> <p>Stronger understanding and implementation of mandatory safety practises when swimming in the community</p> <p>Professional development for one PE teacher</p> <p>Level 1 Teaching Swimming certification</p>
Staff training – Swimming Level 2	1, 2, 3, 4, 6	<p>Two-week staff training in a variety of teaching techniques and equipment to suit different needs, including development of core aquatic skills (floating, breathing, submersion), strokes and health and safety</p> <p>Stronger understanding and implementation of mandatory safety practises when swimming in the community</p> <p>Professional development for one PE teacher</p> <p>Level 2 Teaching Swimming certification</p>
Staff training – Halliwick Swimming Therapy Course (Wales)		<p>Four-day Halliwick Concept Foundation Course – Swimming for Disabled People</p> <p>Understanding and application of the Halliwick approach to teaching swimming - bringing together knowledge about the water and the body, teaching and learning, motivation, challenge, activities, games and music, group dynamics, disability equality issues and swimming strokes</p> <p>Professional development for three PE teachers</p> <p>Halliwick Concept Foundation course certification</p>
Transportation (to Wales)		Facilitated the above
Accommodation (in Wales)		Facilitated the above