

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium) for the next three years, 2022/2023 to 2024/2025, to help improve the attainment of our disadvantaged students. 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 funding had within our school.

School overview

Detail	Data
School name	Kensington Queensmill
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	39% (30 out of 77)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anita Bancercz, Head of School
Pupil Premium lead	Anita Bancercz, Head of School
Governor / Trustee lead	Veronica Hilliard, Chair of Governors

Funding overview 2022/2023

Detail	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 (enter £0 if not applicable)	£0
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	£62,620

Part A: Pupil Premium strategy plan

Statement of intent

All students who attend Kensington Queensmill School have a diagnosis of Autism Spectrum Disorder (ASD) and/or a significant learning difference. This creates unique starting points for all of our students; many find the world a confusing and exclusionary place. As a school we are fully committed to addressing the marginalization of our students and want to create opportunities for meaningful learning and progression as well as access and valuation within community settings.

The school advocates for its students in regards to their Autism but also their right to be independent citizens, regardless of their socio-economic background. The school is well-established and a part of the community. It is located within a deprived part of London and a number of our families struggle with the impact of their economic situation and circumstances. Due to their complex needs and limited offer, pupils and their families are often unable to access respite and other free family support services.

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

As above, all students who attend Kensington Queensmill have a diagnosis of ASD. 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 Kensington Queensmill School may be due to the deprivation they encounter at home but equally due to the impact of their ASD on their ability to self-regulate, understand the world, functionally communicate and experience a fulfilling and happy life. All objectives, outcomes and, ultimately, funding associated with Pupil Premium at Queensmill is used to address these challenges, attributable to both deprivation and Autism, and to develop cultural capital and provide a rich and diverse school experience.

Challenges

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

Challenge number	Detail of challenge
1	<p>Community access</p> <p>Autistic children and young people and those with significant learning differences are often excluded from community spaces, resources and opportunities. This can be accounted to discriminatory policies and practices, a lack of understanding and/or a range of other disabling and marginalizing physical and social structures.</p>
2	<p>Development of cultural capital</p> <p>Due to the marginalization and exclusion that many disabled young people experience they are prevented from a range of resources and</p>

	opportunities to develop character and resilience, to learn about British Values and culture which supports their emotional well-being and mental health.
3	<p>Unique learning opportunities</p> <p>Often disabled young people are provided with conservative and unimaginative learning programmes and opportunities. When community and cultural partners devise exciting projects and installations they may not account for the diversity in the community they serve or the need to make specific adaptations or accommodations for the needs of all.</p>
4	<p>Richness and diversity of curriculum and school life</p> <p>We are fortunate that Kensington Queensmill is in the heart of a diverse metropolitan area with a number of exciting and inspiring opportunities. Often it is difficult for families to access these spaces without the support of specialist professionals.</p>
5	<p>Family support access</p> <p>Due to budget constraints which limit the offer and expertise, safe and appropriate respite for disabled young people is very limited. This was a challenge prior to the Covid-19 outbreak and the pandemic has worsened the situation. The need is greater and the offer is further limited and has been negatively impacted by the pandemic (e.g. due to staff shortages). Young people and their families face similar challenges in relation to access to mental health services (e.g. CAHMS) and also medical services.</p>
6	<p>Hidden and marginalized within community</p> <p>Due to the challenges highlighted above many disabled children and young people do not fully access the community they reside in. This is a crucial step in addressing the challenges and working on a pathway to positive community valuation.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure whether these have been achieved.

Intended outcome	Success criteria
Increased community access	Specific and recorded examples of young people accessing their direct/local community (e.g., local cafes, shops and leisure centres) and wider opportunities for increased community access (e.g., national museums, exhibitions, art galleries and film festivals).
Recover from Covid-19 disruptions	<p>An average rate of progress against all 'My Learning' personal learning plan (PLP) outcomes of 75% (secure knowledge and skill acquisition) – academic year 2022/23. These outcomes are set against an adapted national curriculum and preparation for adulthood curriculum, dependent on the student's key stage.</p> <p>An average rate of progress against all 'My Autism' personal learning plan (PLP) outcomes of 75% (secure knowledge and skill acquisition) – academic year 2022/23. These outcomes are set directly against the SCERTS (social communication, emotional regulation, transactional supports) framework. The framework is designed to support and measure the development of social communication and emotional regulation skills which can be directed linked to the development of character, resilience, emotional wellbeing and a sense of fulfilment and happiness.</p>
Opportunities to access spaces (cultural spaces included) typically denied to disabled people	Secure and regular partnerships with local cultural venues and external professionals/artists whilst working towards increasing knowledge and practice so that the complete spectrum of society can enjoy and access these spaces. For example, students will benefit from boccia coaching at school and rock climbing in the community allowing them to access specialist sports activities/professionals often inaccessible to disabled people.
A rich and diverse curriculum and school life	The provision of an exciting and vibrant school curriculum which promotes British Values and recognises significant cultural events and practices (e.g., International Day, Christmas celebrations, Ramadan) is offered to students. Wherever possible national and local specifics will be accounted for alongside events which are pertinent to the student population, for example Autism Acceptance week. Links within the local community will be established, maintained and furthered through the offer of work experience opportunities for students through our Creative Arts projects. Students will access sport and leisure at school and in the community as a part of their entitlement to a rich and diverse curriculum which supports emotion regulation/wellbeing.



<p>Increased cultural capital for children and young people</p>	<p>Specific and recorded examples of young people engaging in cultural activities either in school or within their community.</p> <p>Yearly cultural school exhibition and performances to showcase the work and cultural capital built over the year by the young people across Kensington Queensmill. Each young person to have accessed at least one cultural experience (e.g. performance, workshop and/or cultural space visit) either in school or in the community during the academic year 2022/2023.</p>
---	---

Activity in this academic year (2022/2023)

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) this academic year to address the challenges as listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000 (approx.) – to be revised/confirmed March 2023

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of auxiliary Art teacher and Music teacher (two separate roles) to deliver a creative curriculum across the school and develop external opportunities and partnerships for access to culture spaces</p>	<p>Often disabled young people received narrow and low-aspirational curriculums solely focused on the development of 'life-skills'.</p> <p>Providing a creative curriculum allows opportunities to access specialist teaching and learning, develop cultural capital and access cultural spaces.</p> <p>This is also an inclusion opportunity as it can bring culture into school when young people are unable to access it in the community, but it also brings the expertise in to work towards facilitating access to culture in the community for all students.</p> <p>The importance of ensuring SEND young people access culture is highlighted in the cultural Inclusion manifesto which Queensmill has signed up to and is advocating for:</p> <p>Manifesto (culturalinclusion.uk)</p>	<p>1, 2, 3, 4</p>
<p>Employment of auxiliary PE teacher to deliver a physical/movement curriculum across the school and in the community</p>	<p>Young people diagnosed with autism struggle greatly with their emotion regulation and sensory sensitivities which impacts on all areas of their functioning. For the majority of our students, movement is a key strategy for promoting well-balanced emotion regulation. The absence of dysregulation underpins ability to socialise, to communicate effectively and to access curriculum learning and so, for our students, the importance of sport/movement has much wider implications not restricted to promoting</p>	<p>1, 3, 4</p>

	<p>good physical health. This is also an inclusion opportunity as specialist sports activities which take place out of school grounds or with external specialists allow students to develop their sports and emotion regulation skills in new settings and with new people (e.g. rock climbing, football coaching, Duke of Edinburgh Award)</p>	
<p>Use of local experts, artists and specialists (including Carnival-community groups)</p>	<p>The school is located in a diverse area of London that annually hosts a huge celebration of Caribbean culture and life. The core deficits associated with autism mean that many of students would struggle to access this event (in addition it takes place outside of term time). By hosting professionals in school, we will be able to create opportunities for access in a controlled and tolerable fashion and also demonstrate to community partners the benefits and value of working with and understanding our students.</p> <p>Once students are familiar with those activities in school, we can aim for them to access those in the community outside of school (long term and through a strong partnership):</p> <p>What Is Ofsted's 'Cultural Capital'? True Education Partnerships</p>	3, 4, 5
<p>SCERTS training for all teaching staff</p>	<p>Effective training in a framework associated with the measurement and development of social communication and emotional regulation skills in people with Autism. This directly supports the development of character, resilience, emotional wellbeing and a sense of fulfilment and happiness and underpins success for longer-term outcomes.</p>	2
<p>Early Reading and Phonics training for all staff</p>	<p>Due to the impact of the pandemic, our students have lost a substantial amount of learning time and specialist input. Extra provision for early reading and phonics training and resources would enable us to support our learners to catch-up and help them make progress in this important area of the curriculum.</p>	2

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

Budgeted cost: £15,000 (approx.) – to be revised/confirmed March 2023

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to culturally significant events spaces (such as the Natural History Museum, Science Museum, Windrush installations etc)</p>	<p>Research from Autism professional Peter Vermeulen (based in Belgium) indicates that happy autistic children and young people are those who experience the most 'success' throughout life: https://petervermeulen.be/ Access to a community and all its richness and diversity play a key role in developing this sense of happiness and self-fulfilment.</p>	<p>1, 2, 5</p>
<p>Access to the local community</p>	<p>In working with the Preparation for Adulthood (PFA) framework, access to the local community is a key development/success marker: https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm</p>	<p>1, 4, 5</p>
<p>Parent/carer and home support (e.g., medical appointments, implantation/transfer of strategies, safer home, autism-friendly home, coffee mornings, parent training on a variety of autism-related subjects such as sleep, communication etc.)</p>	<p>Working in partnership with parents is a fundamental part of SCERTS core practice as autistic children and young people benefit from consistency across settings with opportunities to embed skills with a variety of communicative partners, across contexts: The SCERTS® Model Workshops for parents planned frequently throughout the year facilitating a range of topics and in house specialists discussing sleep difficulties, toileting, communication and puberty. Some sessions will be focusing on parental well-being and</p>	<p>1, 4, 5</p>



	include workshops such as clay modelling.	
Wellbeing support (e.g. counsellor, art therapy, events, PE and sports curriculum)	There is a range of strategies to support emotion regulation and mental health in autistic children and young people which are part of Kensington Queensmill's core practice and curriculum offer, but research also shows the benefits of adapted CBT and the creative arts: Anxiety (autism.org.uk)	1, 3, 5

Total budgeted cost: £62,620 approx. – to be revised/confirmed March 2023



Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

See: Diminishing the Difference Report 2021–2022.