

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	Kensington Queensmill
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2014
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andy Nowak, Head of School
Pupil premium lead	Andy Nowak, Head of School
Governor / Trustee lead	Veronica Hilliard, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,745
Recovery premium funding allocation this academic year	£0
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	£20,745

Part A: Pupil premium strategy plan

Statement of intent

All students who attend Kensington Queensmill have a diagnosis of autism 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 their marginalization and want to create opportunities for meaningful learning and progression and access and valuation within their community settings.

Kensington Queensmill is a new school built upon outstanding foundations and practice at our partner school, Queensmill, and we are ambitious about what we may achieve. The school is located within a deprived part of London and a number of our families struggle with the impact of their economic situation and circumstances.

Typically, barriers associated with those identified as 'Pupil Premium' are listed as:

- 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
- Narrow range of opportunities and experiences outside of school
- Lack of role models
- Lack of self-confidence and self-esteem
- Poor social skills

Autism is current defined as:

Persistent deficits in social communication and social integration across contexts.

Restricted and repetitive patterns of behavior, interests or activities, including hyper or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment.

Symptoms must be present in the early developmental period. Symptoms must cause clinically significant impairment in social occupation, or other important areas of current functioning (DSM-5, 2013, pg. 50)

From these criteria it is clear that many of the barriers faced by ‘pupil premium’ students may be 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, functionally communicate and experience a fulfilling and happy life. All objectives, outcomes and, ultimately, funding associated with pupil premium at Kensington 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 opportunities to develop character and resilience, to learn about British values and culture and support their emotional well-being and mental health.</p>
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>Hidden & 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 they have been achieved.

Intended outcome	Success criteria
Increased community access.	Specific and recorded examples of young people access their direct/local community (eg. local cafes, shops and leisure resources) and wider opportunities such as national museums and art galleries.
Access to significant cultural features and spaces.	Secure and regular partnerships with local museums and providers to allow access for Kensington Queensmill students whilst working towards increasing knowledge and practice so that the complete spectrum of society can access these spaces.
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. Wherever possible national and local specifics will be accounted for alongside events which are pertinent to the student population.
Opportunities to access spaces typically denied to disabled people.	Secure and regular partnerships with local museums and providers to allow access for Kensington Queensmill students whilst working towards increasing knowledge and practice so that the complete spectrum of society can access these spaces.
Increased cultural capital for children and young people.	<p>An average rate of progress against all 'My Learning' personal learning plan (PLP) outcomes of 75% (secure knowledge and skill acquisition) – academic year 2021/22</p> <p>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>

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: £15,000 (approx.) – to be revised/confirmed March 2022

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 provides opportunities to access specialist teaching and learning, develop cultural capital and access cultural spaces.</p>	<p>1, 2, 3, 4</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 annual host 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>3, 4, 5</p>
<p>SCERTS training for all teaching staff</p>	<p>Effective training in a framework associated with the measurement of 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>	<p>2</p>

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

Budgeted cost: £5,000 (approx.) – to be revised/confirmed March 2022

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to culturally significant events spaces (such as the Natural History Museum, Windrush installations and Science Museum)	<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</p> <p>https://petervermeulen.be/</p> <p>Access to a community and all its richness and diversity play a key role in developing this sense of self and fulfilment</p>	1, 2, 5
Access to the local community	<p>In working with the Preparing for Adulthood (PFA) framework access to the local community is a key development/success marker</p> <p>https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm</p>	1, 4, 5

Total budgeted cost: £20,000 approx. – to be revised/confirmed March 2022



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Kensington Queensmill opened in September 2021. Academic year 2021/22 will be the first in which it is in receipt of Pupil premium funding