

Executive Headteacher
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Pupil Premium Grant for 2020 -2021 Academic Year

QEII School

Introduction:

The pupil premium is a Government initiative that provides extra money for vulnerable pupils. Vulnerable pupils are identified as those who are in receipt of free school meals or have been in the last 6 years (Ever 6) i.e. as an indicator of economic deprivation.

Looked after children (or children who have a parent working for the armed services) also receive a LAC premium.

Schools are able to make individual decisions on how to spend Pupil Premium funding and there are a wide variety of examples of how schools use this funding.

The funding is aimed at 'narrowing the gap' between pupils who have been identified as vulnerable due to a degree of economic deprivation. Nationally, these pupils are seen to underperform in relation to their peers. In specials schools with a very wide range of need and small cohorts it is difficult to establish specific areas of gaps for this group of student as a cohort or by key stage. However, funding can still be targeted to address the needs of different groups of students.

Schools will be accountable for their performance and must report on all aspects of Pupil Premium Spending.

What will we receive?

The indicative amount of PPG for 2020 -2021 is:

£40,000 (*allocated to 2020 – 2021 financial year budget*)

Primary pupils £1,345, secondary £955

We have no LAC students on role currently.

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Identifying priorities:

Analysis of the formal progress data does not provide convincing evidence of gaps in progress for FSM/Pupil Premium pupils compared with others pupils. The groups of PPG pupils e.g. by key stage or cohort are small and so group interventions for those in receipt of PPG can be difficult to implement

The category and level of learning difficulty is a more significant factor impacting on all our pupils and individual barriers and personalised outcomes can be supported by well targeted interventions.

Preparation for adulthood is prioritising support College transition programmes and Work Experience opportunities.

For our PMLD pupils to provide for a wide range of therapy needs (including hydrotherapy) and to provide high quality cultural experiences (which sometimes need to be provided in school due to access difficulties of outside venues).

The personal, social and emotional skills of all pupils are a key area for development and there is research to support the assertion that this is particularly important for pupils/families in receipt of pupil premium funding.

We have also identified a number of families in receipt of PPG funding who do not access the family support services currently on offer in school and want to continue to try to increasing the uptake of current services or alter our provision to meet need/overcome barriers.

Previous years interventions are been evaluated to establish their effectiveness and help inform decisions on new plans.

The 2020-2021 academic year will have additional restrictions and challenges due to the COVID-19 pandemic. Pupil premium interventions will need to be sensitive to the risk assessments that may be in place at any time in relation to the pandemic. This may require flexibility in use of the premium e.g. to support periods of home/blended learning or impact on the delivery of some interventions e.g. whether off site activities can take place or interventions delivered by external providers (some of which will switch to remote delivery).

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How will we spend the money?

Pupil premium used for	Allocated Amount	Number of pupils eligible	Brief summary of intervention	Intended Outcomes	Monitoring	Impact
Drama workshops. Weekly half day drama workshops	£4,000	PP	Drama workshops focussed on specific PP student groups e.g. by age and category of need. Delivered remotely to support blended/home learning provision and skill development. Development of Personal, Social and Development (PSD) and Social and Emotional Aspects of Learning (SEAL)	Specific target and tracker sheets to be developed between class teacher and drama teacher to identify: a personalised transferable PSD/SEAL skill for each student, the workshops will focus on the development of that skill with a clearly identified measurable context for this to be generalised into the class (and /or home) setting	Targets set by class teacher in consultation with drama teacher and moderated by AHTs to ensure robustness and challenge (what will success look like?)	

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Pupil premium used for	Allocated Amount	Number of pupils eligible	Brief summary of intervention	Intended Outcomes	Monitoring	Impact
Music therapy	£8,000	8 pp pupils	Music therapist one day a week to work with individuals and groups in support of their emotional regulation. Initially via remote learning sessions	For pupils to develop communication and emotional regulation	AHTs in consultation with music therapist and music teacher Monitored by reports and feedback from music therapist	

Pupil premium used for	Allocated Amount	Number of pupils eligible	Brief summary of intervention	Intended Outcomes	Monitoring	Impact
Sensory equipment – PMLD students	£10,000	9 pp pupils	To provide additional PMLD sensory equipment for use by pupils within their classes (or a home if on a period of home learning)	Increased opportunities for engagement through regular, enhanced sensory experiences.	Assistant Head – PMLD lead	

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Pupil premium used for	Allocated Amount	Number of pupils eligible	Brief summary of intervention	Intended Outcomes	Monitoring	Impact
Dance workshops For primary and secondary pupils	£2,000	15 pupils	Weekly dance classes; one primary and one secondary	Two Dance Sessions to promote confidence and physical activity. Parents to attend a celebration event/dance performance. (linked to intervention below)	AHTs	

Pupil premium used for	Allocated Amount	Number of pupils eligible	Brief summary of intervention	Intended Outcomes	Monitoring	Impact
Increase parental engagement	£5,000 to support family learning workshops being delivered remotely	All PP pupils	Support parental engagement in school/pupils learning; focusing on blended learning curriculum and support for key curriculum areas at home.	Increase PP parental participation in family learning sessions.	AHTs and Head of School to monitor with EP and Family Support worker	
Support parental engagement – workshop for parents on EHCP and social care rights	tbc	All PP pupils	Workshop for parents/families (joint with CP)	Develop parents understanding of their rights under the current care and education legislation	HoS and family worker	

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Transition support	£2,000 transition cover costs	2 pupils	Additional support to enable transition to secondary department/ adulthood class	Successful transition to secondary/ preparation for adulthood provision	AHT secondary	
Work experience	£5,000 staffing cover costs	6 pupils	1:1 support for pupils to access work experiences (on or off site)	Regular work experience in preparation for adulthood	AHT secondary and EHCP tracking and outcome	

COVID catch up premium:

Funding the development and delivery of the blended curriculum:

- Resourcing activities to be delivered in school under new COVID-secure arrangements, especially creative arts delivery (providing equipment for each class group rather than in the art/music room and resourcing for drama sessions delivered remotely in home and at school)
- Support the bringing in of high quality cultural interventions and community activities into school – to compensate for reduction in community based activities
- Support for resources within school to move to more COVID-secure working arrangements, in smaller groups in response to COVID guidance and baselining evidence
- Specific interventions planned in response to autumn term baselining of students
- Support for periods of home isolation or in response to identified impacts of COVID-19 throughout the school year

Bursary 16 Funding

We are still awaiting confirmation/receipt on our allocation of Bursary 16 funding via BST. We have received confirmation of who is entitled to this funding and are waiting for the BST to confirm they have accessed the funding so we can put the individual interventions and support in place.

We have missed our pupils' entitlement to this funding in previous years.