



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 educational outcomes of additionally disadvantaged learners.

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	Queen Elizabeth II Jubilee School
Number of pupils in school	73 (figures based on 72 as at Nov 2021)
Proportion (%) of pupil premium eligible pupils	56% (40)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Pamela Murphy, Headteacher
Pupil premium lead	Emma Watford, Assistant headteacher
Governor / Trustee lead	Pending

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,800. (No learners receiving PP+ or Service Pupil Premium)
Recovery premium funding allocation this academic year	Estimated at £11,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£65,400

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of intent

Context: All learners at QEII Jubilee School are disadvantaged by having severe or profound and multiple physical and/or learning disabilities and so our curriculum is designed with the intention of realising the potential of each child and young person, working to meet their individual needs and aspirations.

Being in receipt of Pupil Premium Grant (PPG) indicates learners' additional disadvantage, but in the context of a highly specialist, individualised curriculum and PPG strategy this disadvantage is not clearly borne out in progress or attendance data for the last year.

Learners attracting PPG are achieving well with 83% making expected progress or better than expected progress over the course of the year compared to a similar number, 86%, of the whole school (year end 2020-2021). The whole school attendance rate is 83%, whilst for learners in receipt of PPG it is 92% (as at November 2021). Higher rates of attendance (for quality first teaching) have narrowed any progress gap for PPG learners vs the school as a whole.

We have used this information as an indication that our PPG strategy, in combination with the roll out of a highly specialist and individualised curriculum, remains appropriate and so, over the next three years, we intend to continue to use PPG funding (and recovery funding in 2021-2022) to deliver an individual needs-lead, 3-tiered approach focussing on

1. **High-quality teaching** in the EQUALS preformal, informal and semi-formal curricula across the school by teaching teams and cascaded to parents/carers, with a particular focus on **resourcing for Play and Leisure and Creative Arts activities (page 7)**
2. **Targeted support in Careers, to realise individual's aspirations, as per their Person Centred Plans** shared at their annual EHCP reviews (page 8)
3. **Wider emotional wellbeing and regulation strategies** using the Studio 3 Low Arousal approach, Level Up (SCERTS), Intensive Interaction CPD for teachers and Rebound Therapy training and cascading to parents/carers. **Wider support (3rd sector information Advice and guidance) to address housing issues** families are having which impact on wellbeing and (significantly in individual cases) attendance.

Our strategy links to our School Development Plan and has been developed

- A. **by identifying specific challenges** faced by QEII J's disadvantaged and vulnerable learners, in line with Education Endowment Foundation guidance (2021) on 'Diagnosing [the] challenges' - see page 4
- B. **by using evidence to verify the merit and appropriateness of the new and ongoing activities considered** to address the specific challenges of individuals in our context - see pages 7-9
- C. **by considering the practicalities around the implementation of activities**, including
 - planning the QEIIJ **school timetables** to sustain existing ways of providing remote creative arts provision for isolating families to access online, as well as those with authorised absences such as post surgery
 - scheduling teaching teams' **professional development** within directed time, spread over the 3 years
 - planning for **provider access** requirements (see updated policy) and

- Planning to continue to **measure the impact** of each activity through observation and discussion with teaching teams and parents, with school leaders informed by data and qualitative evidence, on an annual basis; supplementing this with annual student council consultation and a Pupil Premium Review using a system leader within the 3 years planned for.

Our spending decisions have been informed by a range of evidence this year, and these will be revisited in July 2022 and reported on each December of the 3 year plan. Evaluation-lead judgements, linked to our SEF, will be made on whether to sustain or whether to stop any of the activities, and how to sustain successful activities.

We intend to request a Pupil Premium Review in the 2022-2023 academic year, in order to externally assure our Pupil Premium Strategy, and in line with the resumption of performance measure data in reports.

Challenges

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

Challenge number	Detail of challenge
1	We consulted with teaching teams through individual's Learner Progress Reviews during Spring-Summer 2021 to identify elements of education that learners were finding more challenging to progress in. We identified post isolation and/or lockdown skill loss as a key area to address and future-proof against, namely emotional and sensory dysregulation; staff skill in progressing Intensive Interaction (readiness for learning/engagement mediated by regulation; using the Intensive Interaction approach) and sustaining engagement in remote learning linked to this.
2	We surveyed parents about what supported continuity of education for individuals and they identified sensory play and leisure resources , linked to the EQUALS curriculum, and access to music therapy & creative arts sessions online , which we aim to sustain and further develop by cascading training to parents in the EQUALS approach and in sensory regulation strategies
3	We identified areas of the curriculum that were limited by COVID-19 restrictions, that are in most pressing need of time to recover learning loss: close contact learning opportunities in the sensory room and on the trampoline and community based work accessing leisure facilities and work experience .
4	The designated safeguarding lead and deputies identified pastoral, 'non-academic' challenges being faced by learners that can impact their learning, informed using emerging CPOMS data. These align with the specific challenges already identified of emotional and sensory regulation , and, additionally our CPOMS information and attendance monitoring has identified housing issues (long term maintenance issues) as a barrier to better attendance.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcomes by Year 3, unless indicated	Success criteria/evidence
<p>Teaching teams highly skilled in delivery of the EQUALS Play & Leisure & Creative Arts curriculum, online and in person (at school and in the community).</p> <p>Parents/carers feeling confident in & informed about Play & Leisure & Creative Arts curriculum</p> <p>Learners enjoying and achieving in Play & Leisure and Creative Arts, online and in person</p>	<p>Year 1 (Baseline) Year 2 (follow on support) and Year 3 (impact vs baseline) from a cross-section of stakeholders:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ECT observation records/Lesson visit by SLT/ linked governor learning walk and/or external verifier report quality first teaching across pathway <input type="checkbox"/> Staff self-reported skills/confidence audit improvements <p>Positive student-voice capture regarding improvements to</p> <ul style="list-style-type: none"> <input type="checkbox"/> outdoor play spaces <input type="checkbox"/> number of community based leisure opportunities <input type="checkbox"/> Positive parent training evaluation/feedback <input type="checkbox"/> Positive student council consultation with learners on their enjoyment and achievement of Play & Leisure and <input type="checkbox"/> Linked governor scrutiny of Evidence for learning
<p>Individual learners in Key stages 4 & 5 accessing</p> <ol style="list-style-type: none"> 1. Inhouse work related learning/employability projects then 2. Community based work experience activities linked to their aspirations for <ul style="list-style-type: none"> ● Year 1 Semi-formal learners in key stage 5 ● Year 2 Semi-formal learners in key stages 4 & 5 and Informal & PMLD learners from key stage 4, if relevant to their needs <p>Year 3 work-related learning placements sustained longer term, linked to learner aspirations and local market needs and inhouse</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work-related learning and and work experience undertaken (mapped) as per their Person Centred Plans <input type="checkbox"/> and evidence in Evidence for Learning of enjoyment and achievement in activities <p>Sustainable WRL/WEX opportunities & pathway</p> <ul style="list-style-type: none"> <input type="checkbox"/> in school and <input type="checkbox"/> linked with adult services (Westminster Employment) <input type="checkbox"/> Annual careers volunteer observation of learner enjoyment and achievement

<p>Year 1-2 (2021-2023) All staff trained in at least two emotional wellbeing and regulation approaches and/or 'progressing Intensive Interaction' from Studio 3 Low Arousal approach, Level Up (SCERTS) CPD for teachers and Rebound Therapy training</p> <p>Year 1 All parents to have been invited to information, advice and guidance sessions on housing issues by a credible/3rd sector organisation</p> <p>Year 2-3 All parents/carers to have been offered access to information and training on emotional wellbeing and regulation approaches relevant to their child or young person's pathway</p>	<p>Year 1 (Baseline) Year 2 (follow on support) and Year 3 (impact vs baseline) from a cross-section of stakeholders:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ECT observation records/Lesson visit by SLT/ linked governor learning walk and/or external verifier report <input type="checkbox"/> Staff self-reported skills/confidence audit <input type="checkbox"/> Learner wellbeing survey (Right Respecting School format) <input type="checkbox"/> Student-council lead survey (peer advocacy) on learner perceptions of the effectiveness of school approaches to their wellbeing <input type="checkbox"/> Parent training needs; evaluation/feedback on training
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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.

1. **High-quality teaching** in the EQUALS preformal, informal and semi-formal curricula across the school by teaching teams and cascaded to parents/carers, with a particular focus on **resourcing for Play and Leisure and Creative Arts activities**

Budgeted cost: **£ 38,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New/trainee teachers and HLTAs/arts champions to attend EQUALS training sessions on individual curriculum pathways</p> <p>AL, CM and RW to attend Semiformal & Informal; AL to attend PMLD; RW to attend RSE; AD, CV to attend EQUALS conf. 6 sessions for HLTAs. 3 sessions for arts champions</p> <p>Cover (for ToiL) 15 days = £1800</p>	<p>Internal: good progress data for all, regardless of disadvantage within the new curriculum.</p> <p>External: similar SEND schools (with OFSTED 'Outstanding' grades) use the EQUALS preformal, informal or semi-formal curricula nationally (Priory Woods, St Anns).</p> <p>External evidence, EEF: Teaching and Learning Toolkit EEF</p>	2, 3
<p>Biannual (2) sessions by pathway (3) for parents in Play & Leisure and Creative Arts (2)</p> <p>Cover for CL & RJ (to deliver 12 sessions to parents) = £1440 plus £60 materials</p>	<ul style="list-style-type: none"> ● Arts participation has moderate impact for low cost ● Home work has high impact for low cost ● Parental engagement has moderate impact for very low cost ● Social & emotional learning has moderate impact for very low cost 	2
<p>Upgraded outdoor creative play facilities, student-council lead, Arts therapies facilitated. CM, MF, RJ, music therapists.</p> <p>£25,000</p>	<p>Sunningdale Case Study on transforming outdoor play</p> <p>EQUALS visit report</p>	2, 3

2. Targeted support in Careers, to realise individual's aspirations, as per their Person Centred Plans shared at their annual EHCP reviews

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual learners in Key stages 4 & 5 accessing inhouse work related learning/employability projects building on 2020-2021 Creative Careers work and towards Arts Award - discover, creating applied art to sell online and in the local community and/or partnering up with PiP (post education SEND placement) re their juicing project.</p> <p>£5000 start up costs (materials, pitch rent, staff time to set up) - CV, PA-M, RW, AD, RES</p>	<p>Link to Harrow Road Place Plan (to sell products as well as online)</p> <p>Local labour market information published in November 2021 by Westminster City Council gives 10 sectors, 4 of which provide potential routes into work for learners and should be the basis of work related learning now: sales, hospitality, food & tourism, health care, and clerical and administrative sectors</p>	3
<p>?Individual learners in Key stages 5 accessing Community based work experience activities linked to their aspirations in their PCPS. Spot purchase job-carving through WE* so that this becomes a sustainable pathway post-school</p> <p>?£10,000 spot purchase via Westminster City Council's specialist employment service, WE* - by CV, AT</p>	<p>WE* is inspected by the CQC and graded ... WE* has been developing virtual work experience capabilities.</p>	3

3. **Wider emotional wellbeing and regulation strategies** using the Studio 3 Low Arousal approach, Level Up (SCERTS), Intensive Interaction CPD for teachers and Rebound Therapy training and cascading to parents/carers. **Wider support (3rd sector information Advice and guidance) to address housing issues** families are having which impact on wellbeing and (significantly in individual cases) attendance.

Budgeted cost: **£12,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff accessing at least two emotional wellbeing and regulation approaches and/or</p> <ul style="list-style-type: none"> ● 'progressing Intensive Interaction' (CL) ● Studio 3 Low Arousal approach (CV) ● Level Up (SCERTS) CPD for (RJ, LR) ● Rebound Therapy training (TBC) <p>£6000 for courses £4600 for cover to attend and to cascade</p>	<p>External evidence, EEF: Teaching and Learning Toolkit EEF</p> <ul style="list-style-type: none"> ● Self regulation has very high impact for very low cost ● Social & emotional learning has moderate impact for very low cost 	<p>1, 2, 3</p>
<p>Parents information, advice and guidance sessions on housing issues by a credible/3rd sector organisation - EW, CS, CV</p> <p>£1500</p>	<p>External evidence, EEF: Teaching and Learning Toolkit EEF</p> <ul style="list-style-type: none"> ● Parental engagement has moderate impact for very low cost 	<p>4</p>

Total budgeted cost: £65,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The impact of last year's Pupil Premium Strategy was mixed, due to the changeable format schooling took through that period of the pandemic, which meant that whilst some of the intended activities were positively adapted or repurposed other ambitions could not be realised due to COVID-19 restrictions, redeployment of staff and changes to the priority needs this additionally disadvantaged cohort presented.

The outcomes point towards considerations to make in the next strategy plan, which will incorporate the Catch Up Premium-; to capitalise on a now well-engaged parent group and inbuild more time for *skill-sharing* with parents who, perhaps more than ever, are co-teachers of the school's learners; and to future-proof activities by considering how we might make them happen online if not onsite, in school or virtually if not in the community.

Entering the next PPG strategy plan enables us to discard what no longer aligns with whole-school development and focus this additional resource on building our updated understanding of the challenges and likely most effective interventions, to narrow the gap between PPG learners and their peers.

Activity 1. To increase parental engagement in curricular work (£5000)

Intended Outcome(s): increased participation by parents in school life

COVID-19 adjustment: This activity was achieved and successful, albeit differently than envisaged. The shift to blended learning demanded that we equip families and carers with the skills and technology to access online sessions. HLTA (RES & MF) and Admin (SR) were redeployed to provide this. As schooling 'normalised' in the summer term, some of the resource was used for a series of consultation work with parents to shape the new Relationships and Sex education curriculum by JD, MF and EW, alongside the ongoing work of the Educational Psychologist, CS.

Impact: High impact - see parental surveys and improvement in RAG coding re attendance at online learning opportunities and annual reviews

*Carry forward all or in part/ No longer linked to identified challenges

Carry forward into next PPG Strategy Plan.

Activity 2. To increase parental engagement in the EHCP process (social care rights)

Intended Outcome(s):

COVID-19 adjustment: This specific activity shifted in focus from social care rights to engagement in the EHCP annual review process at a time when LAs had to reformat the annual review approach and learner outcomes were impeded, by necessity, by COVID-19 safety measures that contracted the full range of learning opportunities. Online annual reviews, which proved preferable for parents and have enabled more professionals to attend, remain a COVID-resilient measure, and well as one that has made annual reviews more accessible to families (reducing pressure on their schedules as carers, enabling people to join from the security & safety of home).

Impact: original activity deferred, repurposed activity highly successful

Carry forward all or in part/ No longer linked to identified challenges

Carry forward more accessible annual reviews into school approach and practice. Relook at rights/advice workshops in next strategy planning process.

Activity 3. Additional support at key phase transitions (to secondary and to PfA classes respectively) £2000

Intended Outcome(s): to enable successful transitions for specific learners

COVID-19 adjustment: fewer transitional opportunities available but supported to access blended learning Creative Careers weeks as part of wider Preparation for Adulthood work

Impact:

Carry forward all or **in part**/ No longer linked to identified challenges

Look at virtual work related-learning partnerships in next strategy plan, in order to provide some covid-proofing for in future.

Activity 4. Elevated staff support to access regular work experience (£5000)

Intended Outcome(s): generalise skills learnt in school and apply in functional context in readiness or adulthood/adult services pathway

COVID-19 adjustment: original activity prohibited by COVID-19 restrictions and precautions; resources redirected to arts provision bridging between Creative Careers theme and good level of engagement in arts sessions online

Impact: -

Carry forward all or in part/ No longer linked to identified challenges

Likely to be identified as a challenge to plan provision for in the next strategy plan

Activity 5. Music therapy (£8000)

Intended Outcome(s): regular contact to improve emotional regulation

COVID-19 adjustment: moved online for those isolating/CEV

Impact: strongly positive feedback from families including improved learner affect around sessions

Carry forward all or **in part**/ No longer linked to identified challenges

Activity 6. Sensory equipment for learners with PMLD (£10000)

Intended Outcome(s): enhanced engagement at remote sessions or in home learning

COVID-19 adjustment: COVID-19 specific activity

Impact: strongly positive feedback from teaching teams - see learner progress reviews

Carry forward all or in part/ No longer linked to identified challenges

Activity 7. Dance workshops (£2000)

Intended Outcome(s): to promote confidence and physical wellbeing/activity

COVID-19 adjustment: engaged with Dance Westminster- learners attended cultural venues and had professional coaching

Impact: Improved cultural capital - we had some winners

Carry forward all or **in part**/ No longer linked to identified challenges

Likely to be identified as a means of meeting a challenge in the next strategy plan

Activity 8. Drama workshops (£4000)

Intended Outcome(s):

COVID-19 adjustment:

Impact: These have been very well received and used as a bridge to the return to onsite provision

Carry forward all or **in part**/ No longer linked to identified challenges

Likely to be identified as a means of meeting a challenge in the next strategy plan

*Carry forward of approach/activities (not funding) in each case