

Pupil premium strategy statement

Queen Elizabeth II Silver Jubilee School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Name of school	QEII School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers	September 2024 – August 2027
Date this statement was published	December 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Helen Elphick
Pupil premium lead	Alison Mullineux Anastasia O'Donoghue
Governor / Trustee lead	Sally Miller Carolyn Howell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,550
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£1,000
Total budget for this academic year	£46,550

Part A: Pupil premium strategy plan

Statement of intent

QEII School is an all age (2-19 years) special school for pupils with severe and complex learning difficulties. These include pupils with severe learning difficulties, profound and multiple learning difficulties, epilepsy, complex medical needs and autism.

QEII School welcomes and celebrates the diverse emotional, social and educational needs of all our pupils. Supporting individual need is at the centre of all that we do. We are committed to raising pupil achievement by ensuring that the best support is in place for maximising progress across the curriculum and by supporting wider learning opportunities including communication, social interaction and independence. Our commitment to ensuring that all learners are being challenged through personalised learning, which considers the holistic needs of each individual, ensures that learners who are eligible for pupil premium funding are not underachieving in comparison with their peers.

We make every effort to ensure that disadvantaged pupils receive all the support they need to make outstanding progress as a result of a truly individualised curriculum and learning journey.

Our pupils in receipt of pupil premium funding have additional needs which can result in barriers to learning. Some of our pupils have complex medical needs. The resulting absences, including the need to attend appointments, can have an impact on the progress they make.

Some pupils have complex behavioural needs that can result in inconsistent progress. Some pupils need therapeutic input to support their emotional needs and enable them to access learning.

Some pupils have physical disabilities and need therapeutic support in order for them to successfully access learning.

Some pupils have sensory processing difficulties and need specific input in order to learn to self-regulate and be able to access learning.

At QEII School we have a number of checks which ensure that pupil premium funding produces excellent outcomes which impact positively on the learning of our pupils. The Senior Leadership Team monitors the impact of interventions through observations, book scrutinies, Earwig records as well as by analysing pupil progress data. This data is discussed at termly pupil progress meetings.

In deciding how to spend the Pupil Premium Grant in any year the school has taken into account:

- The needs of individual pupils in respect of their EHCPs, their Individual Learning Plans and any barriers to learning they might be experiencing.
- The day-to-day needs of each learner within the context of the whole school, including interventions where there is clear evidence of impact.
- Our objectives are to ensure that our disadvantaged pupils receive targeted support through high quality teaching in the areas they need it most. To this end there is a comprehensive provision map in place to meet the varied needs of our pupils be that social, emotional, physical, communication or in reading, writing and numbers. This targeted support is put in place to enable pupils to make progress across our broad and balanced curriculum.
- The deployment of a skilled workforce, so that the funding is not used to compensate for a deficit.

- Modelling the expectations of the Governors in providing best value for the spending of public money. There is regular monitoring of the impact of the Pupil Premium Grant on its recipients.
- The School Development Plan
- Many of the interventions, while focusing on the needs of our disadvantaged pupils, benefit all pupils in our school, who can all be said to be disadvantaged. It is the intention that outcomes for all pupils will be improved.
- We are also committed to preparing our pupils for adulthood through interaction with the world of work as well as focusing on independent living and community inclusion.

Challenges

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

Challenge number	Detail of challenge
1	<p>Emotional Well-being and Mental Health:</p> <p>The wellbeing of many of our pupils had been impacted by the pandemic and this in turn is affecting their ability to concentrate and achieve their best possible outcomes. This trend has continued and an increased number of pupils present with challenging emotional wellbeing and mental health needs.</p>
2	<p>Learning:</p> <p>Barriers to learning are varied and numerous. In any group of pupils, you will find a range of physical, cognitive, communication, social and emotional skills and abilities. No two pupils have the same strengths and challenges. In order to meet this wide range of needs we provide an individualised curriculum and comprehensive provision package to support the individual identified needs of learners to help them overcome the barriers to achievement.</p>
3	<p>Employability:</p> <p>Our pupils have many barriers to employability including their individual learning difficulties, communication, physical needs and mental health. Our pupils need support to prepare for their future in the wider community including aspiring to employment.</p>
4	<p>Social Opportunities:</p> <p>The opportunities available to our pupils outside of school are limited. Within school we strive to enrich the social and extra-curricular opportunities, building an increase in cultural capital across all key stages.</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
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<p>Improved emotional well-being and mental health for all pupils. Pupils experience a healthy range of emotions and build self-regulation skills and resilience.</p>	<p>Achievement of EHCP outcomes outlined in ILP termly targets. Through accessing Zones of Regulation confidently to identify emotional state of being and constructive ways to meet their own emotional needs. OT reports identify improved sensory regulation. Through observed impact of targeted interventions, e.g. ELSA.</p>
<p>Improved attainment for disadvantaged pupils in reading, writing and maths resulting in progress in all subjects relative to their starting points as identified through our Earwig platform.</p>	<p>Improved points progress data recorded on Earwig. Observed and measurable impact of targeted interventions, e.g. Reading Recovery and Numbers Count.</p>
<p>To increase access to learning through improved gross and fine motor skills, enhanced motor planning, thinking and processing skills.</p>	<p>Physiotherapy, OT and Hydrotherapy reports evidence improved core stability, coordination and control. Write Dance observations and assessments demonstrate enhanced gross and fine motor skills. These skills are evident in other curriculum areas. This is evidenced through achievement of EHCP outcomes outlined in ILP termly targets and Improved points progress data recorded on Earwig.</p>
<p>To improve speech and language skills enabling pupils to access communication and learning in the classroom more effectively.</p>	<p>Speech Therapy reports evidence progress against speech and language targets including those identified through CATHS. This is evidenced through achievement of EHCP outcomes outlined in ILP termly targets and Improved points progress data recorded on Earwig.</p>
<p>To improve attention and listening skills and the ability to attend for increasing periods of time.</p>	<p>Speech Therapy and OT reports evidence progress with attention and listening skills. This is evidenced through achievement of EHCP outcomes outlined in ILP termly targets and Improved points progress data recorded on Earwig.</p>

Disadvantaged pupils are better prepared for progression from QEII with the ultimate aim, where appropriate, to be employment for pupils, through increased understanding and opportunity, work experience and community weeks.	Through achievement of EHCP outcomes outlined in ILP termly targets.
Disadvantaged pupils have greater confidence and independence through increased opportunities to be engaged in the wider community to develop cultural capital.	Through achievement of EHCP outcomes outlined in ILP termly targets. Through engagement in enrichment activities captured on Earwig.
Pupils demonstrates improved social interaction with staff, peers and the wider community.	Through achievement of EHCP outcomes outlined in ILP termly targets and Improved points progress data recorded on Earwig. Through engagement in social interactions captured on Earwig. Through observed impact of targeted interventions, e.g. Zippy Friends.

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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff and governors have ongoing access to CPD through the National College and School Bus.	School leaders, teachers, SSAs, PSAs, office staff, premises staff and governors have access to the world's largest CPD library for educators through expert-led courses, webinars, podcasts & guides. https://nationalcollege.com/awards https://nationalcollege.com/reviews	2
ELSA practitioners receive ongoing training and supervision with an	ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs. https://www.elsanetwork.org/elsa-network/other-research/	1, 2, 3, 4

Educational Psychologist.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Two Assistant Headteachers recredited as Team Teach instructors. (Part funded)	Team teach is a pro-active approach to behaviour which gives staff strategies to de-escalate challenging situations and enables all children to learn in a safe environment with proven success. https://www.teamteach.com/	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Reading Recovery intervention with qualified and trained teacher. (Part funded)	Reading Recovery is shown to reduce the attainment gap to less than 5% in reading and writing between those from economically disadvantaged homes compared with their peers. https://guidebook.eif.org.uk/programme/reading-recovery https://www.evidence4impact.org.uk/interventions/979?outcome=primary-reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 3
1:1 Numbers Count intervention with qualified and trained teacher. (Part funded)	Numbers Count is an intensive intervention which focuses on pupils' number skills. The University of York carried out an evaluation of Numbers Count for The Department for Education which found it had a positive impact on pupils' Maths. The study found a mean effect size of +0.33 indicating strong evidence of a positive impact on progress for pupils who had participated in the Numbers Count intervention. https://www.evidence4impact.org.uk/interventions/950 https://dera.ioe.ac.uk/id/eprint/2376/1/2376_DFE-RR091A.pdf	2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Small group Narrative Therapy intervention. (Part funded)	<p>The Narrative Therapy intervention focuses on pupils' expressive and receptive oral language skills.</p> <p>https://www.blacksheepress.co.uk/outstanding-results-for-narrative-therapy-project/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3, 4
1:1 & small group hydrotherapy intervention to enhance gross motor skills. (Part funded)	<p>Hydrotherapy sessions offer pupils freedom of movement, which can help boost their confidence. Hydrotherapy helps increase muscle strength, improves balance and mobility and develops social skills.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3917923/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1, 2, 4
1:1 & small group Write Dance and Handwriting intervention. (Part funded)	<p>Write Dance teaches the physical skills needed for writing such as balance and coordination. It improve pupils' handwriting and has a positive impact on motivation, confidence, self-esteem and social skills.</p> <p>https://www.researchgate.net/publication/318852905_DON'T_STOP_THE_SONG_AND_DANCE_AN_EVALUATION_OF_WRITE_DANCE_PRATICES_IN_SCHOOLS_AND_EARLY_YEARS_SETTINGS</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2, 3, 4

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

Budgeted cost: £12,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>1:1 & small group Zippy Friends and Apple Friends intervention. (Part funded)</p>	<p>Zippy Friends and Apple Friends promotes the mental health and emotional wellbeing of children by increasing their repertoire of coping skills and by stimulating varied and flexible ways of coping with problems in day-to-day life, thus enabling them to be more ready to learn.</p> <p>https://www.partnershipforchildren.org.uk/our-impact/research-and-evaluations/the-evidence-base-for-zippys-friends-and-apples-friends/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 4</p>
<p>1:1 ELSA intervention. (Part funded)</p>	<p>ELSAs support pupils to understand and regulate their own emotions whilst also respecting the feelings of those around them.</p> <p>https://www.elsanetwork.org/elsa-network/other-research/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 4</p>
<p>Pupils' access to a trained Forest School practitioner. (Part funded)</p>	<p>Through Forest School experiences, pupils explore, problem solve and learn how to assess and take appropriate risks depending on their environment. Forest School has a positive impact on pupils' confidence, motor skills, communication skills and self-esteem.</p> <p>https://muddyfaces.co.uk/outdoor-hub/forest-school/reports-research</p>	<p>1, 2, 3, 4</p>
<p>Pupils have access to Breakfast Club. (Part funded)</p>	<p>A nutritious breakfast before school can have a positive impact on pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	<p>2, 4</p>
<p>Pupils access college placements at Brinsbury College and The Butterfly Project to support their move on from school. (Part funded)</p>	<p>Pupils are better prepared for transition to life after college and are able to continue to make progress in their learning.</p> <p>https://resources.careersandenterprise.co.uk/sites/default/files/2021-09/Transition%20programmes%20for%20young%20adults%20with%20SEND.%20What%20works.pdf</p>	<p>3, 4</p>
<p>After School Club enables pupils to access the</p>	<p>Disadvantaged pupils have greater confidence and independence through increased opportunities to be engaged in the wider community to develop cultural capital.</p>	<p>2, 4</p>

community and develop cultural capital. (Part funded)	https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	
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Total budgeted cost: £46,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal data during 2023-2024 indicates that due to our commitment to ensuring that all pupils are being challenged through personalised learning, those pupils eligible for pupil premium funding did not underachieve in comparison with their peers.

Evidence on our Earwig platform shows pupils made good progress as a result of the 1:1 and small group interventions delivered by our teachers, HLTAs and SSAs. Our curriculum has been resourced with good quality teaching materials which has enhanced pupils' learning outcomes as evidenced on Earwig and in learning journals. Identified staff were trained in targeted interventions and these are now successfully meeting the needs of our pupils.

Our Reading Recovery intervention teacher continues to have a positive impact on the reading accuracy, fluency and comprehension of the pupils they have worked with. The progress of some of the pupils who have accessed Reading Recovery over the last academic year is outlined below.

Pupil A – Over a six-month period, Pupil A has increased their reading standard by 9 levels from Level 1 to Level 10. Pupil A now sees themselves as a reader and is very proud of the dramatic improvement made. Their writing has also improved significantly, both in clarity, word spacing, use of capital letters and full stops, alongside their ability to spell an increasing number of words.

Pupil B – Over a six-month period, Pupil B has increased their reading standard by 8 levels from Level 1 to Level 9. Pupil B struggles significantly with attention and maintaining focus, which during the intervention has shown some signs of improvement.

Pupil C – This pupil started the intervention with a reading level of 6 and has reached Level 22. Their confidence increased dramatically, and they are now reading with increased fluency. Their writing skills reflect similar levels of progress.

Pupil D – This pupil has increased their reading level from a starting point of Level 9 and progressed to Level 20. Their ASC has meant they remain selective in what they choose to read. They have made good progress with their writing and can spell a growing number of words from memory. With the support of lined paper, their writing is a more acceptable size.

Pupil E – This pupil began the intervention at a reading level of 7 and finished at Level 19. They made progress with their reading accuracy and fluency.

Pupils have accessed a number of interventions to develop their gross and fine motor skills, including hydrotherapy and Write Dance. The hydrotherapy sessions have been overseen by the school's physiotherapist. A total of 26 pupils across Key Stage 1, 2 and 3 have participated in Write Dance sessions. Through the 10-week programme, pupils have used dance, song, story and a range of tactile resources to help them improve their letter and number formation through fun, accessible activities. Observations and assessments show that pupils have made progress against their starting point. This is evidenced on our Earwig platform.

Our communication HLTA has continued to use her training in advanced Attention Autism and Curiosity to train other staff across the school. The Attention Autism approach aims to enhance the natural and spontaneous communication skills for autistic children through the use of visually based and highly motivating activities.

Across the year, a number of pupils have completed the Narrative Therapy programme. Following participation in the programme, five Key Stage 2 pupils and two Key Stage 1 pupils were able to answer Who, Where, When and What happened next questions. They were all able to retell a simple fairytale in a group and also produce their own simple story, choosing their own character and setting and describing what happened in their story. There are two Key Stage 2 pupils and four Key Stage 1 pupils who continue to engage in the Narrative Therapy programme. They have all grown in confidence and are able to answer questions linked to Who, Where and When. They continue to work on What happened next questions. There is one Key Stage 1 pupil who through the Narrative Therapy programme is learning to enter and sit in a different room. They have demonstrated their ability to answer What and Who questions.

Mental health and wellbeing have continued to be addressed through a range of activities including wellbeing weeks, our kindness ambassadors and through ensuring that pupils access the most suitable provision to meet their needs.

The school now has three trained ELSAs who regularly access training and supervision provided by the Educational Psychology Service. The ELSAs have worked with individual pupils to support emotional resilience, social skills, and positive mental health. The pupils who have accessed the support of our ELSAs have demonstrated progress in several areas including, improved attendance, enhanced emotional literacy and strengthened relationships with peers.

On addition to ELSA sessions, a number of pupils have accessed either the Zippy Friends or Apple Friends interventions. The pupils participating in the Zippy Friends intervention have shown greater confidence with finding solutions to problems. They have demonstrated a greater understanding of their emotions and consequently have felt more regulated. Pupils have engaged well with the Zippy character and shared their worries. Pupils have also approached the Zippy Friends practitioner on the playground and used learned strategies to help them find solutions to problems. Many of the pupils who have participated in Zippy Friends have voiced that they would like to progress to Apple Friends. This year, twelve pupils have accessed Apple Friends. The pupils have used the relatable stories, characters and scenarios to help them speak openly about their own experiences and feelings. They have been able to discuss challenging topics in a mature and sensitive manner. The Apple Friends sessions have particularly helped pupils to grow in confidence and build social connections.

Pupils have continued to participate in Forest School activities and foster positive relationships with peers and teaching staff. Through pupil led discovery and exploration pupils have developed resilience and shown kindness and empathy towards others. Some pupils have started to engage in imaginative play, for example whilst playing on the pallet car or in the mud kitchen. These areas have also provided opportunities for turn taking and collaborative play. Pupils have started to problem solve and are less inclined to automatically ask adults for help, before they have attempted something for themselves. Pupils are learning to accept their limitations. For example, if they can't reach the high swing, they are not becoming frustrated but are finding something they can achieve. Pupils have embraced challenges which supports the development of resilience, empathy and self-belief. Pupils are starting to collaborate and some pupils, who usually prefer solo activities, are starting to participate in group tasks, such as mindfulness at the end of each session.

Throughout the year, a high number of pupils have accessed the school's Breakfast Club, Music Club or After School Club. Each of these clubs have provided pupils with enrichment activities. Through the After School Club, pupils have enjoyed regular trips and have been out and about in the local community.

