

3-year Pupil Premium Strategy

Sept 2020-July 2023

Reviewed Autumn Term 2021

SUMMARY INFORMATION

Pupil premium strategy

Pupil premium (PP) is allocated to students who receive free school meals.

Pupil premium plus (PP+) is allocated to students who are LAC or post LAC.

QCHS follows the latest guidance from DfE (1.2.21) and is using a tiered approach to spending our pupil premium funding including a focus on the wider influences on learning. This means that most of our pupil premium funding supports our school's Intervention team who provide targeted additional support for students.

Rachel Bird is our designated teacher for LAC and has a specific role in monitoring the impact of this strategy on the achievements of our PP and PP+ students. She liaises with the local Virtual Schools and attends their regular review meetings for each designated student.

For some students who are allocated PP+, there are additional needs which require specific support and these are addressed on an individual basis. This is co-ordinated by Rachel Bird, with support from the Virtual School. Apart from these exceptional situations, we do not allocate PP+ on an individual basis, in line with the latest guidance from the DfE.

This strategy document has been compiled by Debbie Bailey (Headteacher.)

This document has been reviewed by Debbie Bailey (headteacher) and Rachel Bird (Designated teacher for LAC/ Post LAC)

SUMMARY INFORMATION

CURRENT PUPIL INFORMATION Sept 2020 – July 2021

Total number of pupils:	240	Total pupil premium budget:	£103 800
Number of pupils eligible for pupil premium:	95 students are eligible for PP 28 students are eligible for PP+ <u>(10 of these students are currently looked after and are being monitored by the Virtual Schools Year 7-11 only)</u> 123 students in total	Amount of pupil premium received per child:	£955 PP £2345 PP+ for pupils in KS3 & 4 (although we only receive £1500 per PP+ pupil as the rest is diverted to the Virtual School) <i>In KS5, these pupils only receive £1 each!!</i>

COHORT INFORMATION FOR STUDENTS RECEIVING PP AND PP+ IN 2020-2021

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP within this cohort.
Students in our complex needs department	8 PP	32% of CN students
Students in Key stage 3 (years 7 – 9)	38 PP 12 PP+	46% of KS3 students
Students in Key stage 4 (years 10-11)	23 PP 12 PP+	41% of KS4 students
Students in Key stage 5 (years 12-14)	26 PP 4 PP+	46% of KS5 students

COHORT INFORMATION FOR STUDENTS RECEIVING PP AND PP+ IN 2020-2021

Students whose primary need on their EHCP includes ASD.	43 (39 PP 3 PP+)	35% of all PP and PP+
Students whose primary need on their EHCP includes Speech and language difficulties.	12 (9 PP 3 PP+)	10% of all PP and PP+
Students whose primary need on their EHCP includes cognitive difficulties.	10 (9 PP 1 PP+)	8% of all PP and PP+
Students whose primary need on their EHCP includes SEMH.	11 (8 PP 3 PP+)	9% of all PP and PP+
Students whose primary need on their EHCP includes reference to significant medical conditions.	15 (11 PP 4 PP+)	12% of all PP and PP+
Students whose families have significant support from social care (CiN)	11	9% of all PP and PP+

What does this data tell us?

This overview of our data tells us the following things about our cohort of students who are allocated PP and PP+;

- Our PP and PP+ students are spread fairly evenly across the school.
- Most (55%) of our PP and PP+ students have an identified SEN that includes difficulty with communication (speech and language or ASD.)
- There are significant numbers of our PP and PP+ students with an identified SEN of SEMH and also those with significant medical conditions.
- A significant number of our PP and PP+ students are part of families requiring additional support.

How does this data inform our strategic plan for spending our pupil premium funding?

It's appropriate to focus some of our pupil premium funding on;

- specifically supporting students with communication difficulties.
- providing additional support for students with SEMH and those whose families required additional support.
- liaising closely with medical services to support those students with significant medical conditions.

What other data would be useful to inform our future planning?

The school's new assessment systems will provide further data on student's individual progress to inform our planned use of PP and PP+ for the school year 2021 – 2022. This will also help us to evaluate the effectiveness of this year's spending of pupil premium funds.

The Pandemic has impacted on attendance levels for individual students in 2019-20 but this data will also indicate whether or not

LONG-TERM PLAN (3-YEAR TIMESCALE):

PRIORITIES

1. Establish an interventions team of staff who are focused on meeting the wider needs of pupils.
 - immediate response to safeguarding concerns (as outlined in KCSIE 2020)
 - additional support for students with communication difficulties
 - additional liaison with families / other agencies to support those with SEMH (and immediate response in school if needed.)
 - additional liaison with medical support services to support those with significant medical conditions.
2. Make effective use of school's data systems to demonstrate the impact of pupil premium funding.
3. In line with the latest advice from gov.uk, demonstrate the use of research to inform decisions about the use of pupil premium funding.
4. Demonstrate impact of the spending of PP+ to support individual students (in liaison with the virtual school.)

These priorities align with the schools educational improvement plan (EIP.)

Priority 1: Establishment of an Interventions Team		
Member of staff responsible	Julia Lloyd-Jones	
Objectives	Success Criteria	Review dates
1. Establish in-school systems and routines for the effective working of the new Interventions Team.	The Interventions team can demonstrate its impact on the provision made for students	July 2021 The Interventions team has been established within school and has been able to offer a range of interventions for individual students.
2. Interventions team provides additional support for students with communication difficulties, SEMH, medical conditions.	Team data demonstrates that range of additional support has been made available.	July 2021 Interventions Team data shows that students LAC and post LAC have received additional support from the Interventions Team, but it is not currently possible to demonstrate its impact.

Priority 2: Make effective use of school's data systems to demonstrate the impact of pupil premium funding.		
Member of staff responsible	Rachel Bird (Teacher for LAC/Post LAC)	
Objectives	Success Criteria	Review dates
1. Collate assessment data from school's systems for students who receive PP and PP+.	.There is clear evidence of impact of this funding and guidance to inform future planning.	September 2021 The new recording systems for LAC students links with the new monitoring systems for pupil progress. By July 2022, this data will inform evaluation and forward planning.

Priority 3: Demonstrate the use of research to inform decisions about the use of pupil premium funding.		
Member of staff responsible	Rachel Bird (Teacher for LAC/Post LAC)	
Objectives	Success Criteria	Review dates
1. Individual needs of PP and PP+ students are clearly identified and linked to relevant research studies.	There is a clear link between research and the strategies chosen to support PP and PP+ students in school.	September 2021 This will be a focus for developments for 2021-2022.

Priority 4: Demonstrate impact of the spending of PP+ to support individual students (in liaison with the Virtual School)		
Member of staff responsible	Rachel Bird (Teacher for LAC/Post LAC)	
Objectives	Success Criteria	Review dates
1. Information about use of PP+ funding gathered for individual students through regular LAC reviews.	.Report prepared to share with Governors that outlines use of PP+ and demonstrates effective use.	September 2021 See attached Annual report from Rachel Bird that reviews spending 2020-2021 and includes the new improved formats for reporting during 2021-2022.



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Annual Report to Governors from the Designated Teacher for LAC and post LAC Rachel Bird - Autumn term 2021

1. Context

This report reviews the use of all pupil premium funding for the period September 2020 to July 2021. It includes the use of pupil premium (PP) funding for students identified as disadvantaged and also pupil premium plus (PP+) funding allocated to students who are currently or recently looked after.

As outlined in the Pupil Premium 3-Year Strategy 2020-2023 document, Queen's Croft has allocated most of its pupil premium funding to the creation of an Interventions Team of staff within school. This team does not have classroom responsibilities and so can focus on providing additional interventions for students and liaising with families and agencies. They can also provide an immediate response to any incidents where students require additional support.

A staffing review was completed and this adjusted responsibilities for the school's middle leaders during Sept 2020-July 2021. This has had a direct impact on the role of the Designated Teacher. Since September 2021, the Designated Teacher has been able to focus more on this role (although Covid absences have affected the work of the Intervention Team.)

In line with the latest DfE guidance, those pupils who are monitored by the Virtual School and receive pupil premium plus funding, can access funding for specific projects / equipment / experiences to support their progress.

2. Review of pupil premium spending Sept 2020 – July 2021.

Total PP and PP+ income for 2020/21 = £103, 800

Costs of pupil intervention team for 2020/21 were approximately £150k

- RB – designated teacher for LAC/post LAC

Specific pupil premium plus expenditure for Sept 2020 – July 2021 included; .

- Purchasing additional digital and electrical technology to support remote learning during COVID restrictions (approximately £2000)
- Providing physical resources to support remote delivery of core subject areas (games, design kits, science kits, cooking equipment) (approximately £1500)
- Purchasing equipment to support pupil's mental wellbeing during periods lockdown and COVID restrictions (approximately £2000)

Historically, the school finance systems have not specifically tracked PP+ spending and this has made it difficult to review the spending for the period of Sept 2020- July 2021. Adjustments have been made to the school's finance cost codes and orders paperwork so that this information will be available from September 2021. Examples of the new reporting formats are included at the end of this Annual Report.

3. Evaluation of effectiveness

The school has recently implemented new monitoring systems for student progress but these are not yet able to provide evaluative progress data for the period of time Sept 2020 to July 2021. However, consultations with class staff and LAC review meetings have provided the following information for each of the 10 students who were being monitored by the Virtual Schools,

	Academic Progress Sept 2020-July 2021	Attendance	Other comments
PPP student 1	Increased engagement and educational progression with remote learning throughout COVID lockdown and periods of restrictions.	79%	Initially PPP student 1 was reluctant to complete work provided that was paper based, or web based. Specific items to support the curriculum were provided including, cooking equipment, games, books, construction materials. This resulted in the student increasing his levels of engagement which in turn increased the progress he was able to make while not attending school.
PPP student 2	Increased engagement and educational progression with remote learning throughout COVID lockdown and periods of restrictions.	99%	PPP student 2 was unable to access remote learning regularly due to a lack of digital equipment. A laptop, printer and accessories were purchased so they were able to join in the same activities their peers were engaging with. The outcome showed levels of progression and inclusion in line with all of their peers.
PPP student 3	Improvement in mental health and wellbeing during COVID lockdown and periods of restrictions.	95%	Through conversations with foster carers and social workers it was clear during periods of lockdown and isolation that PPP student 3 was demonstrating a decline in their mental health and wellbeing. Funding was raised so that a push bike could be provided to enable the student to exercise which positively impacted their mental health and wellbeing.
PPP student 4	Improve handwriting and fine motor skills	99%	Resources were provided to support progress at home during periods of lockdown and COVID restrictions
PPP student 5	Enable access to educational progression during period of school refusal.	49%	PPP student 5 refused to attend school. A laptop was provided, and work sent home to try and enable progress to continue. Progress was very slow and strategies to improve attendance were not successful so a specialist 1:1 tutor was sought to provide specific support for core subject areas in the home environment.
PPP student 6	Provided resources to support remote learning during COVID lockdown and periods of isolation.	85%	PPP student 6 was provided with a laptop and resources (paper, printer ink). As a result of this they were able to access their remote learning in line with their peers.
PPP student 7	Provided resources to support remote learning during COVID lockdown and periods of isolation.	92%	PPP student 7 was provided with a laptop and resources (paper, printer ink). As a result of this they were able to access their

			remote learning in line with their peers.
PPP student 8	Provided resources to support remote learning during COVID lockdown and periods of isolation.	95%	PPP student 7 was provided with a laptop and resources (paper, printer ink). As a result of this they were able to access their remote learning in line with their peers.
PPP student 9	Increased engagement and educational progression with remote learning throughout COVID lockdown and periods of restrictions.	71%	Engagement increased and student was kept happy and motivated during periods of isolation away from her peers.
PPP student 10	Provided resources to support remote learning during COVID lockdown and periods of isolation.	84%	The student was able to print resources to support their learning as they found it difficult completing online tasks.

Other indicators of the effectiveness of the school's support for students receiving PP+ funding in 2020-2021 include;

- There were no fixed term exclusions for LAC and Post LAC
- LAC and post LAC students accessing additional support for communication (zones of regulation groups and individual support.)
- LAC and post LAC students receiving additional responsive support for incidents of challenging behaviour.
- LAC and post LAC students benefitting from additional liaison with other agencies.
- LAC reviews being completed promptly in liaison with the Virtual School to ensure that the school can access all the allocated funding for PP+ students.
- Review of record-keeping for LAC students has resulted in improved systems for 2021/22 – see *Termly report to Governors for Autumn 2021*.

Case studies to illustrate the effectiveness of the school's support for students receiving PP+ funding.

Case Study – 'A'

Family Context

Lives with foster carers in a long-term placement. Foster parents have a background in education. Foster carers have very high levels of anxiety around the educational support that 'A' is getting, and difficult discussions have to be managed in a structured way. Outside of school 'A' takes part in multiple sports and 1:1 core subject tuition sessions and they can sometimes feel overwhelmed with this.

School Context

'A' is transitioning into year 11. They have clear goals and aspirations but due to their additional needs they struggle to reach the level of progression they need to fulfil these. 'A' is a student who tries hard and wants to succeed. Due to known communication difficulties 'A' will often pass on incorrect information to fosters carers and school staff so this needs to be managed sensitively.

Discussion between Carers and School

Relations between home and school can be strained at times which can cause difficulties in attaining the support 'A' needs. Lots of calls and emails were being received by staff and information was being missed or misinterpreted. School have worked alongside social care to move this forward and communication is now much improved. There is a clear structure for communication in place through the Interventions Team which means that communication is much more effective. Foster carers and school have different views on the level that 'A' is working at. In school 'A' has been assessed at a lower level than was originally provided. Foster carers have questioned whether Dyslexia maybe undiagnosed.

School Summary

There are difficulties in cognition and learning and communication and interaction across the curriculum which are reflected in the EHCP. There is a clear passion for sport which has been reflected in the qualifications for which they are being entered and their aspirations of following sport at college. Processing and retaining information is a particular difficulty which is why repetition is important. 'A' is reluctant to complete any kind of homework to support their learning in school.

Pupil's Views

I like Queen's Croft and I am happy at school. I worry about my qualifications, but I do get lots of help. I find it difficult to remember things and read words I know sometimes which is frustrating. I don't have a lot of time to myself because of all the activities I do after school, but I don't really want to give anything up.

Support and Interventions provided using Pupil Premium Plus

- eReader pen
- 1:1 English tuition
- 1:1 Maths tuition
- 1:1 Science tuition
- Careers advice
- Advocate support
- Lunchtime exam support for GCSE Food
- Full Dyslexia Screening Assessment

Links to other Support

Additional funding above the allocated £500 per term as been agreed by the virtual school to support progress across examination subjects. 'A' attends a number of sports clubs including swimming, cricket and karate.

Impact

- There has been difficulty using the eReader due to poor fine motor skills and struggling to remember to take the equipment to each lesson.
- Progress is being made in English.
- Progress is being made in Maths.
- Progress is being made in Science and 'A' is being entered for GCSE Double Award Science.
- Various college options have been identified so that if exam grades are not achieved then alternative provision has been identified as a backup.
- 'A' has been able to offload worries, concerns and anxieties which has supported his mental health and wellbeing.
- 'A' is able to take an extra GCSE qualification in Food that was not in the original option block chosen.
- The Dyslexia assessment identified that they do not meet criteria for diagnosis. It did identify a need for exam support which is being managed by the schools' exams officer.

Case Study – 'B'

Family Context

Lives with foster carers in a long-term placement with older brother who also attends Queen's Croft and there is minimal contact with birth family.

School Context

'B' is transitioning into year 9. They are in a class of 8 pupils with similar needs accessing an adapted curriculum

Discussion between Carers and School

Foster carers are very supportive, and communication has always been good. They are concerned over 'B's' vulnerabilities and how they seem to be able to understand more than they actually do. 'B' struggles to manage emotions, and this is sometimes shown by them demonstrating challenging behaviours. While they appear confident, they also struggle to manage their feelings and are heavily reliant on staff support. During COVID lockdown and periods of isolation it became very challenging trying to engage 'B' in remote learning, paper based and web-based activities. Mental health started to deteriorate due to the demands of remote learning, the changes and the isolation of it. Both carers and school felt a different approach was needed to support learning at home

School Summary

There are difficulties in cognition and learning, communication and interaction and social and emotional areas and this is reflected in the EHCP. They are eager to please and like to help adults and the more vulnerable children in school. However, this can sometimes take them away from what they are supposed to be doing. 'B' needs to be kept busy but it can be difficult to motivate and maintain focus in areas they are not interested in. It has

been difficult helping him to maintain COVID guidelines across school as they are used to moving around a lot and talking to various staff and pupils. Their level of understanding is below what would be expected by the persona they radiate and their chronological age.

Pupil's Views

I like Queen's Croft and I am happy at school most of the time. I like to help people and I prefer being around adults, kids can be annoying. I find it difficult to concentrate sometimes but going for a walk helps.

Support and Interventions provided using Pupil Premium Plus

- Science experiment kit
- Gardening resources
- Construction materials
- Math's and English activities
- Printer, ink and paper
- Targeted group intervention (Zones of Regulation)
- Animal Therapy

Links to other Support

Foster carers encourage them to be productive with their time, for example, washing the neighbours' cars. 'B' likes to access water activities such as paddle boarding but doesn't attend any groups and in the past when they have, they will become attached to an adult rather than socialize with peers.

Impact of Interventions

- Engaged in learning in a practical way to support academic progress.
- Struggled to access the targeted group intervention as it was a small group as opposed to 1:1.
- Animal Therapy sessions have been disrupted due to COVID restrictions but will hopefully resume January 2022.

4. Conclusion

The creation of the school's Interventions Team has been successful and has benefitted all our students. Despite the limitations of the school's historic monitoring systems for pupil progress, students LAC and post LAC have made good progress this year.

The development of new record-keeping systems for Sept 2021- July 2022 will facilitate a more rigorous evaluation of pupil premium funding in July 2022.