



A MEMBER OF

**Greywood**  
Multi-Schools Trust



## Pupil Premium Strategy Statement Sept 2022 to August 2023

**Draft as this has not yet been agreed with Governors**

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

This statement 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's Croft High School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils (pupil premium plus students have not been included here)	34%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Debbie Bailey, Headteacher
Pupil premium lead	Rachel Bird
Governor / Trustee lead	Marcus Simmons

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil premium £74 270 LACPP £16 005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	Total £90 275

DRAFT

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for all our pupils. As we are a special school, all of our students face challenges in overcoming their individual difficulties. We recognize that there are additional challenges for our students who are also disadvantaged.

Pupil premium (PP) is allocated to students who receive free school meals. In addition, students whose parents are part of the Armed Forces also receive Service premium.

Pupil premium plus (PP+) is allocated to students who are LAC or post LAC. Our Designated Teacher for students LAC and post LAC is Ms Rachel Bird. She reports to Governors on the effectiveness of this spending and liaises closely with our local Virtual Schools.

Our focus is on providing high-quality teaching for all our students. This includes access to a broad curriculum with individualized support based on careful assessment of students' current levels of understanding and skills. We have high expectations for all students to make good progress.

In line with the DfE guidance, we use a tiered approach to spending our pupil premium funding, including a focus on the wider influences of learning. Our view is that this is as relevant for students in a special school as it is in any other kind of establishment. Our students also learn best when their emotional needs are addressed and where their social/family environment is an integral part of their education.

Our students' additional needs are carefully monitored by us and where appropriate, we liaise with specialist support agencies to help us overcome these difficulties (for example, occupational health, medical advice.)

We also recognize that for our disadvantaged families, there are additional challenges, that could impact on our students' social opportunities and future employability. We monitor these possible influences on our students on an individual basis and are careful to avoid making assumptions about any particular group of students.

Having considered all the influences on our students' learning and future life choices, we allocate most of our pupil premium and recovery funding to the development of our school-based Interventions Team. This team promotes individual support for all our students, in and out of the classroom.

Our on-going evaluation of the Intervention's Team's effectiveness emphasizes impact on outcomes for all our students – whether or not they meet the criteria for pupil premium.

## Challenges

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

Challenge number	Detail of challenge
1	Most (55%) of our PP and PP+ students have an identified SEN that includes difficulty with communication (speech and language or ASD.)
2	There are significant numbers of our PP and PP+ students with an identified SEN of SEMH and also those with significant medical conditions.
3	A significant number of our PP and PP+ students are part of families requiring additional support.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
5	Our assessments and observations of pupils, together with discussions with their families, indicate a particular concern about the impact of the Pandemic on developing reading skills.

## 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
Our school Interventions team provides specific additional support for students with communication difficulties, SEMH and medical conditions.	The Interventions Team data demonstrates that a range of additional support has been made available and has improved the educational outcomes for our pupils.
Assessment data from school's systems is collated and analysed for students who receive PP and PP+.	There is clear evidence of the impact of this funding on student outcomes and this provides guidance to inform future planning.
Individual needs of PP and PP+ students are clearly identified and the strategies chosen to address these needs are linked to relevant research studies.	There is a clear link between research and the strategies chosen to support PP and PP+ students in school.

Information about use of PP+ funding gathered for individual students through regular LAC reviews.	Reports prepared to share with Governors that outlines use of PP+ and demonstrates the effective use of this additional funding. Governors receive regular updates and are well informed.
The mental health of our disadvantaged students and their families has been supported by accessing a range of social, cultural and community activities.	<p>To ensure that all of our students have access to a range of social activities.</p> <p>The impact of these activities on their mental health is evident and measurable.</p> <p>There is also evidence that these students are making the same levels of progress as their peers in the areas of personal development.</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: approximately **£1K**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extension of school's resources to support the development of reading skills, with a particular focus on electronic resources that can be accessed at home (involving parents) and during periods of remote learning.</p> <p>(Accelerated Learning subscription and additional books / magazines / book boxes for classrooms.)</p>	<p>Language and literacy provide us with the <a href="#">building blocks</a> not just for academic success, but for fulfilling careers and rewarding lives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	5

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

Budgeted cost approximately £44K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly small group sessions provided by a specialist Intervention HLTA, targeted towards identified individuals to support emotional wellbeing (Zones of Regulation)</p>	<p>Many of our young people struggle with developing effective relationships and managing their emotions. This can impact on their ability to engage with their learning.</p> <p>The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.</p> <p>The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. Integrating in cognitive behaviour therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.</p>	<p>1,2, 3, 4,5</p>

	<p>The Zones of Regulation curriculum incorporates Social Thinking® (<a href="http://www.socialthinking.com">www.socialthinking.com</a>) concepts and numerous printable visuals to support students in identifying their feelings/level of alertness, understanding how their behaviour impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones</p> <p><a href="#">Learn More about the Zones - THE ZONES OF REGULATION: A CONCEPT TO FOSTER SELF-REGULATION &amp; EMOTIONAL CONTROL</a></p>	
--	--	--

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

Budgeted cost approximately £45K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of the Interventions Team to monitor the barriers to learning for our students and to provide interventions to overcome these barriers</p> <p>(e.g. attendance, speech and language, reading interventions, zones of regulation, sensory needs, life skills, outside agency referrals)</p>	<p>The Education Endowment Foundation research study <a href="http://educationendowmentfoundation.org.uk">Guidance reports   EEF (educationendowmentfoundation.org.uk)</a> identifies targeted interventions to support individual pupils holistically supports pupil engagement and has a positive impact on individual progress.</p> <p>Multi-agency working in this way is key to effective safeguarding and child protection (Sidebotham et al, 2016). Children and their families have access to a range of services throughout a child's school years. It's vital that practitioners work together to gain a full overview of a child's situation and have a co-ordinated approach to support.</p> <p>More information about multi-agency support can be found at <a href="#">Multi-agency and interdisciplinary working   NSPCC Learning</a></p>	<p>1,2,3,4,5</p>

<p>Access to specialist 1:1 online emotional support from a specialist in mental health support.</p> <p>(Referrals for this additional support are managed by Julia Lloyd-Jones as Lead for the Interventions Team.)</p>	<p>Therapeutic work with children and young people is receiving more resources and attention in the UK, as shown in the recent development of a national strategy for school-based counselling in Wales (Pattison et al, 2007). This arises from recognition of the mental health needs of children and young people. In 2004, BACP published a review of the effectiveness of therapeutic interventions with children and young people (Harris and Pattison, 2004). This study updates that review and seeks to answer the same questions. In addressing the overall question – Is counselling and psychotherapy effective for children and young people?</p> <p><a href="http://bacp-research-on-counselling-psychotherapy-with-children-young-people-systematic-review-2013.pdf">bacp-research-on-counselling-psychotherapy-with-children-young-people-systematic-review-2013.pdf</a></p>	<p>2,3,5</p>
<p>Access to 1:1 animal therapy sessions to improve mental health and wellbeing of identified individuals.</p> <p>(Referrals for this additional support are managed by Julia Lloyd-Jones as Lead for the Interventions Team.)</p>	<p>Animal assisted therapy could have positive effects on children with additional needs. Animals have features that are not available to humans, which work positively to the symptoms of autism. Opposite to low sensory response induced by autism, animals provide powerful multi-sensory stimuli - strong and clear repetitive sounds, vibrant visual images, distinct and special smell and pleasant touch. This contributes to the ability of animals to have a particular non-verbal communication with them. The involvement of an animal in autistic children's treatment positively affects their reactions and their behavior in general. The children seem more cheerful and concentrated, while their fixed motifs of kinesiology and their tendency to isolate, as well as other characteristics of autistic behavior are diminished. The release of hormones due to contact with animals also leads to the improvement and increase of social interactions of children, even those who develop intense withdrawal from the environment and the people around them (Hanson et al, 2007, Foden and Anderson, 2011, Siewertsen, French, Teramoto, 2015, Borgi et al, 2016).</p>	<p>2,3,5</p>

	<a href="https://www.internationaljournalofcaringsciences.org/">64 koukorikos review 12 3 (internationaljournalofcaringsciences.org)</a>	
Improved access to outdoor learning through the improvement of playground areas, particularly for students in our Complex Needs classes.	<p>The Council for Learning outside of the classroom (LOTC) lists numerous research projects which highlight the benefits of students learning outside.</p> <p><a href="https://www.lotc.org.uk/category/research/">https://www.lotc.org.uk/category/research/</a></p> <p>Particularly relevant for our students during this pandemic are the findings that show an increase in “social connectedness” for students who play outside.</p> <p><a href="https://pubmed.ncbi.nlm.nih.gov/32270668/">https://pubmed.ncbi.nlm.nih.gov/32270668/</a></p>	1,2,3,4,5
<p>Access to range of social, cultural and community activities.</p> <p>Development of our pupil voice activities.</p>	<p>The research that is continuing to emerge clearly shows that the pandemic has had a negative impact on the physical and mental well-being of young people.</p> <p><a href="https://www.youngpeopleshealth.org.uk/wp-content/uploads/2021/02/Impact-of-Covid-19-on-young-people-briefing.pdf">https://www.youngpeopleshealth.org.uk/wp-content/uploads/2021/02/Impact-of-Covid-19-on-young-people-briefing.pdf</a></p> <p><a href="https://www.youngminds.org.uk/about-us/reports-and-impact/impact-report-2021/">https://www.youngminds.org.uk/about-us/reports-and-impact/impact-report-2021/</a></p> <p>The Young Minds report recommendations include three programmes;</p> <ul style="list-style-type: none"> <li>• never alone</li> <li>• someone to turn to</li> <li>• powerful young voices</li> </ul> <p>This research is informing our school based actions to support our students’ well-being.</p>	5

**Total budgeted cost: £90k**

## 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 2021 to 2022 academic year.

Last year, our pupil premium income was £107K

Pupil premium £65k

LACPP from ESFA £24K

LACPP from LA £17K.

Most of this funding was allocated to contribute to the costs of the Intervention Team staff (total staff costs of £153.5K.) The impact of this team has been shown in the increased liaison with other agencies and the increase in the number of parents who are confident their child's needs are being met effectively at the school.

In we used £8K of the LACPP funds to purchase online counselling / mentoring specifically for students who receive PP+. These students also benefitted from access to individualised support such as animal therapy.

The last of our Recovery funding was allocated to the improvements made in the Complex Needs playground. This has improved access to this space for these students.

### Externally provided programmes

Programme	Provider
Online Counselling	Mable Therapy
Animal Therapy	Furry Friends
1:1 core subject tuition	Reflective School Support
Careers advice and advocacy	Calm Careers
Dyslexia Assessment	Dyslexia Specialist Stoke
Sensory Assessments	Children's Choice Therapy

DRAFT