



A MEMBER OF

Greywood
Multi-Schools Trust



Pupil Premium Strategy Statement Sept 2022 to August 2023

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)	35.1%
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	£65,995 (67 students)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£65,995

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Part A: Pupil premium strategy plan

Statement of intent

Our aim continues to be 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 there are also a number with significant medical conditions, that impact on their ability to learn in the classroom.
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 has highlighted a need to improve communication opportunities with our school families and provide them with opportunities to gain knowledge and understanding of their child's needs.
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. This has continued to impact our pupils and their families as the restrictions are lifted.
6	Our analysis of student attendance 2021-2022 highlights that students with PP attend school less often than other groups and have more authorised absences. This period of time was affected by Covid so there may be a number of influencing factors for this statistic.

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.	<p>The Interventions Team data demonstrates that a range of additional support has been made available to students and their families and that this has improved the educational outcomes for our pupils.</p> <p>The Intervention team will deliver parent engagement sessions to help parents / carers to feel empowered and confident</p>

	in supporting their own children. with knowledge and support to be able to understand and support their children in a positive way.
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. Data shows where individual and groups of pupils are making progress.
Individual needs of our 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. This is shared with Governors.	Reports prepared to share with Governors that outlines use of PP and 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.	To ensure that all of our students have access to a range of social activities. The impact of these activities on their mental health is evident and measurable. There is also evidence that these students are making the same levels of progress as their peers in the areas of personal development.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: approximately £66K towards the annual staff costs of the Intervention Team of £153.5K. (This does not include the costs of our school SENCO.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention Team to liaise with families and professionals and provide mentoring and direct interventions for identified pupils.</p>	<p>There is lots of evidence to support the success of mentoring for pupils.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Having an identified point of contact for families has meant that communication has been effective in order to support the needs of the individual pupils as demonstrated in the following research with the NHS</p> <p>Evaluation of the Family Liaison Officer (FLO) role during the COVID-19 Pandemic (medrxiv.org)</p>	<p>1,2,3,4</p>
<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>https://www.theschoolpsychologyservice.com/what-works/readingintervention/</p> <p>The School Psychology Service's analysis of research data supplied by the Reading Intervention Team, following use of the programme with pupils with Dyslexia and low attainment (bottom 8% nationally in reading) demonstrated modest to substantial impact on reading accuracy and spelling.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties</p>	<p>5</p>

	<p>for themselves (see also metacognition and self-regulation).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost approximately £0 – costs overlap with the costs for teaching support.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly individual and 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</p>	<p>1,2, 3, 4</p>

	<p>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>The Zones of Regulation curriculum incorporates Social Thinking® (www.socialthinking.com) 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>Learn More about the Zones - THE ZONES OF REGULATION: A CONCEPT TO FOSTER SELF-REGULATION & EMOTIONAL CONTROL</p>	
<p>Weekly individual and small group social skills sessions provided by a specialist Intervention HLTA, to support those pupils with identified needs on their EHCP and help them build positive relationships.</p>	<p>Social skills help us connect with other people and have successful interactions. Trouble with these skills can cause problems in many areas of life. That includes school, work, home, and out in the community.</p> <p>Struggling with social skills is different from not “being social.” People may <i>want</i> to interact. But when they do, it doesn’t go well. They might struggle to make conversation, seem out of sync, or behave in a way that turns off other people.</p> <p>All of our pupils struggle with developing effective relationships with their peers and adults who support them. This can impact on their ability to engage with their learning.</p> <ul style="list-style-type: none"> • Children with learning and thinking differences can have trouble with social skills. • Social skills groups can help kids learn and practice important life skills. • Social skills groups are usually small and include children who are about the same age. 	<p>1,2, 3, 4</p>

	<p>https://www.understood.org/en/articles/faqs-about-social-skills-groups</p> <p>https://www.pbisrewards.com/blog/the-importance-of-teaching-social-skills/ states that benefits associated with teaching social skills, including:</p> <ul style="list-style-type: none"> • Improved ability to communicate with peers and adults • Development of self-awareness • Improved cooperative teamwork • Ability to set and achieve individual goals • Development of persistence • Development of emotional management skills • Greater active listening skills • Improved school climate • Greater school safety • Reduced bullying • Fewer health problems • Reduced likelihood of substance abuse 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost approximately £0 – costs overlap with the costs for teaching support.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the support of the Interventions Team to monitor the barriers to learning for our students and to provide interventions to overcome these barriers	<p>The Education Endowment Foundation research study Guidance reports EEF (educationendowmentfoundation.org.uk) 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</p>	1,2,3,4,5

<p>(e.g. attendance, speech and language, reading interventions, zones of regulation, sensory needs, life skills, outside agency referrals)</p>	<p>(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 Multi-agency and interdisciplinary working NSPCC Learning</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>bacp-research-on-counselling-psychotherapy-with-children-young-people-systematic-review-2013.pdf</p>	<p>1,2, 3, 4</p>
<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>https://www.youngpeopleshealth.org.uk/wp-content/uploads/2021/02/Impact-of-Covid-19-on-young-people-briefing.pdf</p> <p>https://www.youngminds.org.uk/about-us/reports-and-impact/impact-report-2021/</p> <p>The Young Minds report recommendations include three programmes;</p> <ul style="list-style-type: none"> • never alone • someone to turn to 	<p>1,2, 3, 4</p>

	<ul style="list-style-type: none"> • powerful young voices <p>This research is informing our school based actions to support our students' well-being.</p> <p>Ensuring that all our students can access social, cultural and community activities in the local community (eg pantomime, school choirs events, sporting events such as the Commonwealth flame passing through Lichfield.) Supporting students with a range of needs to develop their independence by going off-site at lunch.</p> <p>Our school council provides a voice for our student body. School councils can provide a meaningful way in which pupils can voice their opinions and have their views taken into account in decisions which impact upon them.</p> <p>https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation</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>https://pubmed.ncbi.nlm.nih.gov/32270668/</p> <p>Our links to the Commando Joe's programme provide opportunities for all our students to develop their independent problem-solving skills outdoors.</p> <p>https://commandojoes.co.uk/</p>	
Attendance	Investigate the attendance patterns for individual students with PP. Identify appropriate interventions that address our identified concern that these students have more authorised absences than other groups of students.	

Total budgeted cost: £66k

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, we allocated most of our PP funding to the Intervention Team who delivered a range of interventions and support strategies across the school. These were aimed at supporting the education of all our students but had a particular focus on those students receiving PP (see last year's strategy statement for the use of pupil premium.)

The interventions with the most obvious impact are the extra resources for reading and the small group social skills and zones of regulations sessions. Our school data shows that there has been good progress in the development of reading skills across the school. Comparison of the data for different groups of students shows that there is very little difference in progress for students receiving PP. This is a positive outcome for this group of disadvantaged students.

Students who have been part of the small group sessions developing social skills and the zones of regulation guidance have made good progress in improving their behaviour. This is shown in their behaviour data recorded on Sleuth. This has been particularly helpful for students with identified difficulties in SEMH.

The impact of the Intervention Team's links to multi-agency support are harder to measure but there have been some examples of good practice where families have been supported to accept external help and support, particularly in moments of family crisis.

Overall, our students receiving PP are making the same levels of progress as other groups of students. This is a positive outcome and indicates that the strategies used in 2020-2021 have been effective.

Analysis of attendance data for the school year 2021-2022 indicated that students with PP had more authorised absences than other groups of students and attended school slightly less. This period of time was affected by Covid and further analysis is needed to explore influencing factors on this statistic.

Externally provided programmes

Programme	Provider
Commando Joe Programme	https://commandojoes.co.uk/

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