

Ormiston Queensmill Academy

Diminishing the Difference Report – 2024–2025

Barriers faced by students designated Pupil Premium

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other non-disadvantaged students. Recognised barriers faced nationally by Pupil Premium students include:

- Limited language and restricted vocabulary
- Poor attendance
- Mobility – students have moved between many different schools
- Family difficulties
- Medical conditions
- Lack of sleep
- Poor nutrition
- Poverty
- Lack of family engagement with learning
- Low aspirations
- Low expectations
- Narrow range of opportunities and experiences outside of school
- Lack of role models
- Lack of self-confidence and self-esteem
- Poor social skills

All students who attend Ormiston Queensmill Academy (OQMA) have an EHCP and a diagnosis of Autism. This is defined by DSM-IV (2013, p.50) as resulting in:

A. Persistent deficits in social communication and social interaction across multiple contexts (e.g., deficits in social-emotional reciprocity, deficits in non-verbal communicative behaviours used for social interaction, deficits in developing, maintaining or understanding relationships)

B. Restricted, repetitive patterns of behaviour, interests, or activities (e.g., as manifested by stereotyped or repetitive motor movements, use of objects or speech, insistence on sameness, restricted or fixated interests that are abnormal in intensity or focus, hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment)

In addition:

C. Symptoms must be present in the early developmental period

D. Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning

E. These disturbances are not better explained by intellectual disability or global developmental delay

From these diagnostic criteria it is clear that many of the barriers faced by Pupil Premium students attending OQMA may be due to the deprivation they encounter at home but equally due to the impact of their Autism on their ability to self-regulate, understand the world, socialise and function on a daily basis.

Students identified as eligible for Pupil Premium funding

Across OQMA there were 145 out of 242 students eligible for Pupil Premium funding in 2024-2025 (60%). This figure is slightly greater compared to the previous school year 2023-2024 (57%). However, numbers of students eligible for Pupil Premium funding has not changed significantly over the last few years (61% 2022-2023, 57% 2023-2024, 60% 2024-2025).

Whole School and Pupil Premium Progress 2024-2025

The data is provided by the average rates of achievement in students meeting their personalised targets in 'My Learning' and 'My Autism'. Termly progression for Pupil Premium students compared to the whole school is shown below:

	Autumn Term 2024		Spring Term 2025		Summer Term 2025	
	Whole school	Pupil premium	Whole school	Pupil premium	Whole school	Pupil premium
'My Learning' <i>In curriculum subjects mapping on to key stage priorities, such as English, Maths and Science</i>	0.77	0.77	0.77	0.76	0.78	0.77
'My Autism' <i>In Autism-specific domains of Social Communication and Emotion Regulation mapping onto the SCERTS model</i>	0.71	0.72	0.75	0.74	0.74	0.74

The anticipated rate of progress is 0.75 (secure). This is the intention that students become 'secure' with the knowledge and skills they are working towards as set out in the 'My Learning' and 'My Autism' sections of their Personal Learning Plans (PLPs). Students are not expected to secure progress towards their personalised targets without the strategic implementation of interpersonal and environmental supports to underpin their success. Therefore, PLPs are written each term with the student in mind: teachers set targets that are realistic, achievable and appropriately supported. The findings in the table above present a positive picture for Pupil Premium achievement at Queensmill this year, when compared against the 0.75 (secure) benchmark and when compared against the whole school.

The average rate of progress for Pupil Premium eligible students in 'My Learning' was 'secure' each term. In the Autumn Term, Pupil Premium eligible students were exactly on par with the whole school (0.77). In the Spring and Summer Terms, progress towards curriculum targets for Pupil Premium eligible students was 'secure' but ever so slightly behind that of the whole school with a 0.01 difference (0.76 Spring Term and 0.77 Summer Term). This indicates that Pupil Premium eligible students, on average, were able to make expected progress with their personalised Learning targets as set out by their class teachers.

The average rate of progress for Pupil Premium eligible students in 'My Autism' was very nearly 'secure' each term. In Autumn Term, Pupil Premium eligible students were very slightly ahead compared to the whole school (0.72). In the Spring Term, Pupil Premium eligible students were slightly behind the whole school (0.74) and in the Summer they were on par (0.74).

In comparing My Learning to My Autism figures, a similar trend emerged between Pupil Premium eligible and whole school in that the rate of Learning progress was slightly greater than rate of Autism progress, each term. Given the complexities of autistic students attending the school, and their often very high autism needs, this finding is not surprising.

As shown, the average rate of progress for Pupil Premium eligible students is not drastically different compared to the whole school in any term, for either My Learning or My Autism. Indeed, where there are differences with the Pupil Premium group achieving slightly less than the whole the school this is observed infrequently with a difference of 0.01 at best which is not at all significant. The rate of progress made by Pupil Premium eligible students is then broadly in line with the whole school and this is seen throughout and across the school year. In a specialist school environment, these findings are as expected. It is encouraging that this particularly vulnerable group within the school population are making progress in line with the whole school.

Pupil Premium Funding Overview 2024-2025

Funding Stream	Amount
Pupil Premium funding allocation this academic year	£174,855
Recovery Premium funding allocation this academic year	£0
PE and Sports funding allocation	£17,000
Pupil Premium funding carried forward from previous years	£0
Total	£191,855

Pupil Premium Expenditure 2024-2025

	Item	Cost
	Amount Received	£174,855
	Full-time Art teacher salary	£45,980
	Full-time Family Support Practitioner	£44,430
	Full-time Occupational Therapy assistant	£38,574
	Part-time Computing teacher salary (part-funded by OQMA Pupil Premium funding and part-funded by OKQMA Pupil Premium funding)	£20,549.50
	Connect Ed/ Catholic Children's Society services for mental health and wellbeing	£11,500
	Educational Psychologist services	£3,900
	Duke of Edinburgh trip – 12 students	£3,345
	Occupational Therapy resources	£2,908.24
	Reading Eggs and Maths Seeds subscriptions	£1,500
	Duke of Edinburgh Award Scheme	£1,475
	Creative Arts resources	£862.82
	Speech and Language Therapy resources	£706.01

	Work experience projects: Q Café and Christmas Market	£460.99
	Q Glastonbury resources	£360
	Staff training: Team Teach Books	£253.59
	Total	£176,805.15
	Overspend	£1,950.15

Sports Premium Expenditure 2024-2025

	Item	Cost
	Amount Received	£17,000
	Swimming	£6,212.18
	Full-time PE teacher salary (part-funded by OQMA Pupil Premium funding and part-funded by staffing budget)	£4,064.59
	Rock climbing	£2,292
	Kayaking	£1,936
	Snakes and Ladders soft play centre	£1,087.50
	Sports Day	£526
	Trampoline maintenance	£597.49
	PE equipment	£284.24
	Total	£17,000

Additional strategies offered 2024-2025

- Celebration squad to plan activities that enable students to access national and cultural celebrations (e.g. World Book Day, International Children's Day, Eid, Q Glastonbury)
- Provision of a part-time therapy dog (Olive)

Effectiveness of expenditure and strategies 2024-2025

Teaching

Strategy	Challenge number(s) addressed	Impact of the outcome
Full-time Art teacher salary	1, 2, 3, 5	<p>Provision of an Art teacher allows students to discover and nurture their creative and artistic talents at school and enjoy access to art in the community</p> <p>Multi-sensory art teaching for students with exploration of sensory feedback linked to art (e.g., colour, texture, shape, light)</p> <p>Increased engagement in art curriculum with cross-curricular links (e.g. PSHE, Art history, Maths, Geography, English)</p> <p>Arts workshops at school facilitated by various organisations in partnership with the Art teacher (e.g. Wallace Collection, Royal Academy of Arts, Mbilla Arts, Victoria & Albert Museum, Action Space and Turtle Key Arts)</p>

		<p>Access to external artists in music, drama and art through a series of workshops and performances in collaboration with the West London Inclusive Arts Festival</p> <p>Visiting different cultural spaces to access art in the community (including The Tate, Royal Academy of Arts, Victoria & Albert Museum, Lyric Theatre and Royal Albert Hall)</p> <p>Opportunities for secondary satellite provision students to take part in work experience linked to the creative arts (Q4 students developing and delivering their own art lessons to students at Fulham Primary School, with support from the Art teacher, providing boosts in student confidence/ self-esteem, communication and organisational skills)</p> <p>Art as a non-verbal means of communication, allowing students to express thoughts, ideas and emotions which might be difficult for them to articulate otherwise</p>
Part-time Computing teacher salary	2, 3, 5	<p>Provision of a Computing teacher allows students to explore and develop skills relating to IT and use of technology</p> <p>Support for students to access tech through a wide range of relevant resources including the interactive whiteboard, laptops and iPads</p> <p>Differentiated teaching focus dependent on student needs</p> <p>Specific lessons with cross-curricular links to Maths (e.g. Beebot, Scratch Jr, Scratch)</p> <p>Specific lessons with cross-curricular links to PSHE (e.g. Lego robotics therapy)</p> <p>Increased enjoyment of, and appreciation for, digital learning</p> <p>Development of the Computing curriculum adapted for autistic learners: programming, data information, multi-media, word processing and e-safety. All lessons include an element of teaching e-safety to ensure students are developing the necessary skills to keep themselves safe whenever they access tech or the internet</p> <p>Support for staff to develop skills in being able to keep students safe when they access tech/ the internet in class and in the community</p> <p>Support for class teachers to use tech with increased confidence and to teach students with advanced technological skills</p> <p>Links to preparing for adult life and digital competence/ safety</p>
Creative Arts resources	3	<p>Multi-sensory art resources to facilitate art lessons with the Art teacher as well as in everyday classroom learning (e.g. paint, paintbrushes, paper, glue, glitter, craft materials)</p> <p>Students discovering and nurturing creative and artistic talents</p>

		<p>through exposure to a wide range of artistic resources, materials and experiences</p> <p>Increased emotion regulation through exploration of sensory feedback linked to art (e.g., colour, texture, shape, light)</p> <p>Increased engagement in art curriculum through the variety of motivating art materials that are on offer</p>
Staff training: Team Teach Books	2	<p>Team Teach intermediate training books supports Team Teach training to take place in house</p> <p>Staff safely trained in government approved holds and strategies to support children/ young people in times of crisis</p> <p>Training to manage student physical behaviour where risk of harm, to the student and/or others, is high</p> <p>Equipping staff with the necessary tools they need to understand dysregulation and manage challenging situations in positive, safe and respectful ways</p> <p>Increased staff confidence at work</p> <p>Increased safety in classrooms for students and staff</p>

Targeted support

Strategy	Challenge number(s) addressed	Impact of the outcome
Connect Ed/ Catholic Children's Society services for mental health and wellbeing	3	<p>On-site therapist one day per week at the main school</p> <p>1:1 therapy sessions for students to explore movement and mindfulness through dance/ movement (students were referred by phase leaders or a therapist)</p> <p>Students expressing their thoughts, feelings and emotions in a safe space with a trained professional</p> <p>On-site counsellor one day per week at the Secondary satellite provision</p> <p>1:1 counselling sessions for a range of students to support wellbeing and mental health (students self-referred or were referred by key staff)</p> <p>Regular 1:1 slots for specific students</p> <p>Drop-in sessions for those who need urgent support or who rotate with other students and see the counsellor less than once weekly</p> <p>Opportunities for students to develop resilience (e.g. through strategies to manage own emotions and talking through problems and potential solutions)</p>

		<p>Development of communication and regulation skills</p> <p>Balanced emotion regulation underpins ability to access to all subjects and activities at school</p> <p>More settled home life resulting from counselling sessions at school</p> <p>Reflective practice sessions with target staff who work with a student who has significant mental health needs (which in turn impact staff's mental health)</p> <p>Workshops with teaching assistants in small groups to encourage reflective practice with a trained counsellor</p>
Educational Psychologist services	3	<p>On-site support from educational psychologists working with staff and students individually and in small groups</p> <p>Reflective group sessions for teachers, teaching assistants and leaders at the main school</p> <p>Separate sessions for staff who support students and class teams in times of crisis (Emotion Regulation Support Team)</p> <p>Provision of a safe/ confidential space for staff to share their thoughts, feelings and emotions and receive support for these</p> <p>Visits to primary satellite provision to support staff with strategies for working with a specific student</p>
Duke of Edinburgh trip – 12 students	1, 3, 4, 5	<p>Attendance for low-income students on a weeklong residential trip – Avon Tyrell Outdoor Activity Centre</p> <p>Extended range of opportunities and experiences outside of the home or school environment (e.g., learning to build shelters, cook food on a campfire, navigate maps)</p> <p>Improved appreciation of nature</p> <p>Increased opportunities for personal development</p> <p>Respite for parents who often are unable to access this elsewhere</p> <p>Opportunities to work towards specific EHCP outcomes (e.g., related to developing life skills and independence)</p> <p>Work towards the Duke of Edinburgh qualification</p> <p>Additional social communication opportunities (e.g. communicating with new people [instructors, facilitators] in a new setting)</p> <p>Additional emotion regulation opportunities (e.g. chance to solve problems and manage conflict under new circumstances – shared lodging with familiar peers)</p>
Duke of Edinburgh Award	1, 3, 4, 5	<p>Annual license fee payment to the Duke of Edinburgh Award License Centre allows the school to offer this award for students aged 14+</p>

Scheme		License fee lasting 12 months enables the programme to be run for one calendar year at school
Full-time Occupational Therapy assistant	1, 3, 4, 5	<p>Supporting the Secondary satellite provision Lead OT with their clinical duties consisting of facilitating groups, 1;1 work, advisory support for class teams and completing clinical notes</p> <p>Facilitating home visits, alongside OT, to support students who are not accessing education for a number of reasons or for parents who require support for recommendations with sensory strategies</p> <p>Completion of orders for the OT team across sites</p> <p>Support with stock checks/ general maintenance and liaising with uncovered classes about resources needed for students</p> <p>Support with devising and conducting therapy training</p> <p>Support making resources and modelling use of these to staff</p> <p>Supporting Therapists with issuing supporting letters for parents/ PIP/ Housing/ Blue Badge</p> <p>Support with liaising with parents and checks in's with parents, including face-to-face contact and phone calls</p>
Occupational Therapy resources	3	<p>Purchase of OT resources has enabled students to have access to the resources required to support their physical, sensory and regulation needs</p> <p>Development of functional regulation skills in school and in the community through modelling of how to use these resources by OT and/ or OTa</p> <p>Increased competencies self-regulating and accepting regulatory support from adults through the provision of specialist resources</p> <p>Increased engagement in the curriculum as the development of regulation skills underpins ability to access, and make progress, in all subjects and extra-curricular activities</p>
Reading Eggs and Maths Seeds subscriptions	3	<p>Students developing early reading and numeracy skills through motivating games/ activities presented digitally</p> <p>Improved skills in literacy/ communication and ability to understand/ use number in maths</p> <p>Improved confidence in reading and maths</p> <p>Linked to gains in self-esteem</p> <p>Improved access to a wider curriculum as reading skills especially are required to access all subjects</p> <p>Supports preparation for adulthood (e.g. reading ingredients, following recipes, managing time/ money)</p>
Speech and	3	Purchase of SALT resources has enabled students to have access

Language Therapy resources		<p>to the resources required to support their social communication needs</p> <p>Development of functional communication skills in school and in the community through modelling of how to use these resources by SALT and/ or SALTa</p> <p>Increased competencies communicating for a range of purposes</p> <p>Increased engagement in the curriculum as the development of communication skills underpins ability to access, and make progress, in all subjects and extra-curricular activities</p>
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Wider strategies

Strategy	Challenge number(s) addressed	Impact of the outcome
Full-time Family Support Practitioner salary	1, 4, 5	<p>Support networks for parents/carers and families</p> <p>Individual support for parents/carers with specific concerns/ needs (including social care, housing, managing child/ young person dysregulation at home)</p> <p>Support and training for parents on specific autism-related difficulties (ranging from networking coffee mornings to support with managing stress/ wellbeing, creating communication opportunities at home, sensory approaches at home, travelling abroad, dad/ male carer groups, Q sibs siblings groups)</p> <p>Improved home settings – becoming more autism friendly</p> <p>Increased attendance by parents/ carers at school meetings</p> <p>Improved parent/ carer knowledge and understanding of autism</p> <p>Better outcomes and discussions at baseline and EHCP review meetings</p> <p>Greater student attendance at important medical appointments through use of personalised supports created by Family Support Practitioner (e.g. visuals, social story)</p> <p>Greater school knowledge, awareness and understanding of issues occurring in the home</p> <p>Positive feedback from parents/ carers about levels of support from Queensmill</p> <p>Increased parent/ carer engagement with school</p> <p>Improved communication between home and school</p>
Work experience projects: Q Café and	1, 3, 5	<p>Creation of social enterprise projects allows Secondary and Post 16 students to work towards, and take part in, work experience opportunities within the school</p>

Christmas Market		<p>Purchase of key resources/ materials enabled students from each class to create products to sell: key rings, bracelets, bookmarks, Christmas cards, tree decorations</p> <p>Products sold to parents/ carers and families at the time of their attendance at Christmas shows</p> <p>Opportunity for students to develop functional English and Maths skills when working with peers/ staff to create the items to sell and when working with customers to sell those items/ take their orders</p> <p>In house work experience provides opportunity for developing vocational skills with clear links to preparation for adulthood</p> <p>Increased sense of purpose and achievement being a part of a team/ enterprise</p>
Q Glastonbury resources	3, 4	<p>Annual Q Glastonbury themed-event (Q Got Talent) provides an inclusive carnival/ fun day experience for students</p> <p>Students performing talents and skills in ways that allow them to express themselves with confidence and support (e.g. singing, dancing, DJ set)</p> <p>Opportunity for secondary satellite provision students to perform a dance routine in front of a large audience</p> <p>Staff performances (singer, magic show/ role play) allows students to connect with staff in new ways</p> <p>Purchase of decorations and essential equipment to resource the day (e.g. gazebo, balloon arch, balloons, balloon pump, festival flags, face paints, body glitter, costumes)</p> <p>Opportunity for parents/ carers and families to attend the event and enjoy spending time with their child/ young person in a relaxed and supportive environment</p> <p>Increased sense of happiness and wellbeing for students, staff and families</p> <p>Increased sense of belonging to the school community for all</p>

PE and Sports Premium

Strategy	Challenge number(s) addressed	Impact of the outcome
Swimming	1, 2, 3, 5	<p>1:1 and small group swimming lessons</p> <p>Students able to enjoy sports/ leisure activities in the community</p> <p>Improved gross motor skills through learning how to swim and move in water</p> <p>Improved life skills (working towards independent dressing/undressing, road/ community safety, water safety)</p>

		Improved emotion regulation and sense of calm following swimming leading to improved well-being and better ability to access the rest of the school day
Full-time PE teacher salary (part-funded by OQMA Pupil Premium funding and part-funded by staffing budget)	1, 2, 3, 5	<p>Multi-sensory PE and sports teaching</p> <p>Students discovering an enjoyment of sport through exposure to a wide range of physical exercise games/ activities</p> <p>Students able to enjoy sports activities in school to support health and leisure (circuit training, football, tennis, basketball, trampoline, gym)</p> <p>Students able to enjoy sports activities in the community to support health and leisure (swimming, rock climbing, kayaking)</p> <p>Development of specific physical development skills (e.g., agility, balance, coordination, gross motor)</p> <p>Improved emotion regulation and sense of calm following physical exercise/ sports activities leading to improved well-being and better ability to access the rest of the school day</p> <p>Training for staff through instruction and modelling in school and in the community</p> <p>Organisation of sports-related school events (Sport's Day)</p> <p>Developing links with external sports agencies</p>
Rock climbing	1, 2, 3, 5	<p>1:1 and small group rock climbing lessons</p> <p>Students able to enjoy sports/ leisure activities in the community</p> <p>Improved gross motor skills through learning how to climb</p> <p>Improved emotion regulation and sense of calm following rock climbing leading to improved well-being and ability to access the rest of the school day</p>
Kayaking	1, 2, 3, 5	<p>1:1 and small group kayaking lessons</p> <p>Students able to enjoy sports/ leisure activities in the community</p> <p>Improved gross motor skills through learning how to kayak</p> <p>Improved life skills (working towards independent dressing/undressing, road/ community safety, water safety)</p> <p>Improved emotion regulation and sense of calm following swimming leading to improved well-being and ability to access the rest of the school day</p>
Snakes and Ladders indoor playground	1, 2, 3, 5	<p>Whole class and small group soft play sessions at a local indoor/ outdoor playground for EY/ Primary students</p> <p>Students able to enjoy physical movement and play through the use of highly motivating apparatus and equipment</p> <p>Improved gross motor skills through learning how to jump/ crawl/</p>

		<p>climb/ swing while accessing indoor play equipment such as slides, ladders and tunnels</p> <p>Opportunity to take on novel roles (e.g. builder, postman) and complete different workshops in a discovery learning zone</p> <p>Opportunity to move and play alongside a variety of unfamiliar children from other schools/ settings</p> <p>Improved play skills and opportunities for social communication with other children in the local community</p> <p>Improved regulation and sense of calm following sessions</p> <p>Improved sense of happiness and well-being</p>
Sports Day	3, 4	<p>Purchasing of equipment for a fun and inclusive Sports Day</p> <p>Bouncy Castle experience offered to EY children to increase their engagement and enjoyment in this whole school event</p> <p>EY/ Primary Sports Day activities including a rotation through various games/ activities at different stations: bouncy castle, trampoline, throwing and catching station</p> <p>Secondary Sports Day games including various relay races (three-legged race, sack race), obstacle course, tug-o-war (10 games total)</p> <p>Opportunities for students to work in small groups/ teams and to develop a sense of working together to achieve a shared goal (e.g. to win a race)</p> <p>Opportunity for parents/ carers and families to be invited into the school to enjoy an event with their children/ young people</p> <p>Positive feedback from parents/ carers about the event and activities organised by Queensmill</p>
Trampoline maintenance	3	<p>Annual servicing of the trampoline enables students to continue to use this highly motivating resource safely</p> <p>Replacing broken springs</p> <p>Repair for damaged bed</p> <p>Delivery costs</p>
PE equipment	3	<p>Specialist equipment for students to access PE and sports curriculum (e.g. scooters, therapy balls, tennis balls, plastic balls, footballs, parachute)</p> <p>Development and enjoyment of sport to support health, wellbeing and effective use of leisure time</p> <p>Improved emotion regulation and sense of calm following PE and exercise sessions leading to improved well-being and ability to access the rest of the school day</p>

