

Pupil Premium Analysis 2107-18

Nationally all schools receive funding to support pupils who qualify for Pupil Premium funding:

- £1,320 for pupils in years 3 to 6.
- £935 for pupils in year 7 to year 11.
- £1,900 for Children Looked After.

In total, Quest Academy received £18,400 for Pupil Premium funding in 2017-18. The number of pupils eligible for Pupil Premium was 17. (54% based on an average of 31 pupils for the academic year 2017/18). Funding was dedicated to address each pupil's specific barriers to learning to support them close the gaps across the four areas which make up Quest's holistic curriculum.

Barriers to Achievement

Barriers to future achievement	
In-school barriers	
1	Attendance of pupils.
2	Complexity of pupils including mental health.
3	Engagement and concentration spans.
4	Inappropriate social behaviours and understanding of appropriate behaviours within the community.
5	Communication.
6	Poor motivation, resilience, self- esteem.
External barriers	
1	Engagement with specific families due to their previous poor experiences of education.
2	New and growing school based on a temporary site.
3	Transport changes and pupils' complex needs.
4	Lack of timely focussed support by external agencies.

Outcomes for 2017/18

<p>A.</p>	<p>Academic</p>	<p>Success criteria</p> <p><u>Literacy</u></p> <p>Closing the gap so that all pupils make at least expected progress.</p> <p>To identify areas for accelerated progress via Odyssey and devise individual and group interventions.</p> <p><u>Numeracy</u></p> <p>Closing the gap so that all pupils make at least expected progress</p> <p>To identify areas for accelerated progress via Odyssey and devise individual and group interventions.</p> <p><u>Other academic subjects</u></p> <p>Closing the gap so that all pupils make at least expected progress.</p> <p>To identify areas for accelerated progress via Odyssey and devise individual and group interventions.</p>
<p>B.</p>	<p>Non- Academic</p>	<p><u>Skills for Life</u></p> <p>Closing the gap so that all pupils make at least expected progress.</p> <p>To identify areas for accelerated progress via Odyssey and devise individual and group interventions.</p> <p>Pupils to follow bespoke accredited courses to prepare them for life and next steps.</p> <p>For all pupils in all year groups to have achieved an accredited course e.g. swimming, cycling proficiency, Asdan awards.</p> <p><u>Communication and Interaction</u></p> <p>Closing the gap so that all pupils make at least expected progress.</p>

		<p>To identify areas for accelerated progress via Odyssey and devise individual and group interventions.</p> <p><u>Well-being</u></p> <p>Closing the gap so that all pupils make at least expected progress.</p> <p>To identify areas for accelerated progress via Odyssey and devise individual and group interventions.</p>
C.	Attendance and engagement	<p>PP attendance is in line with non PPG pupils. 50% of all pupils' attendance to be above 95%.</p> <p>Individual pupil attendance to demonstrate progress throughout the year.</p> <p>Home visits by FFF to improve individual attendance with a clear action plan.</p> <p>Pupil attainment and progress across the holistic curriculum to demonstrate closing the gap with individual interventions to be delivered and impact measured termly.</p> <p>All families supported to help engage their child with school life.</p>

Planned Targeted Support for Pupil Premium 17/18

Desired outcome	Chosen action/ approach	Objective:	Cost
Pupils to demonstrate resilience and motivation	Therapeutic Input including Horse riding and Forest School.	To establish friendships and build relationships to improve resilience and motivation to engage.	£1900 £3800
Improve communication with hard to reach parents	Provide transport for parents to attend events in school.	<p>To facilitate family engagement with all aspects of school life.</p> <p>To provide opportunities for families to meet so that they can support each other and facilitate friendships for their children.</p>	£1000

Engagement of pupils – alternative provisions.	Investment in ICT equipment. Individual reward programmes. Individual offsite curriculum.	For pupils to have access to equipment at home and at school. To maintains and motivate individual pupils to stay on track. To maintain and motivate individual pupils to stay on track.	£1000 £500 £5000
Improved academic outcomes.	Bug Club Toe by Toe.	To close the gap and ensure progress is at least as expected. 100% PPG pupils to have made expected progress.	£3700 £250
Pupils meet uniform expectations and feel part of the school community.	Support towards pupils purchasing Quest Uniform.	For all pupils regardless of background to be able to access full uniform. To enable all pupils to meet the requirements and expectations of the school.	£1500
			Total cost £18,400

Review of expenditure Academic Year 17/18

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes in literacy and English.	Purchase Bug Club, Toe by Toe	Close the gap and ensure progress is at least as expected. 100% PPG pupils have made progress.	Continue to invest in further schemes to ensure progress continues.	£3700 Bug Club £250 Toe by Toe
Pupils to demonstrate resilience and motivation.	Therapeutic Input including Horse riding and Forest School	Due to new school setting we needed to establish friendships and build relationships to improve resilience and motivation to engage.	A successful integration of therapeutic input into the curriculum ensuring pupils are ready to learn in structured lessons. We will continue with this approach.	£1900 £3800
Improve communication with hard to reach parents.	Provide transport for parents to attend events in school	Parents are engaged with school life. Opportunities to meet other parents in similar situation.	Feedback from parents is extremely positive and one of the USP for Quest. We will continue to engage with parents through family	£1000

Engagement of pupils – alternative provisions.	Investment in ICT equipment	Pupils can access equipment both at home and at school.	We will continue to look at benefits for individual pupils.	£1000
	Individual reward programmes	Maintains and motivates individual pupils to stay on track.	We will continue to look at benefits for individual pupils.	£500
	Individual offsite curriculum	Maintains and motivates individual pupils to stay on track.	We will continue to look at benefits for individual pupils.	£5000
Improved academic outcomes.	Bug Club. Toe by Toe. Dockside.	Close the gap and ensure progress is at least as expected. 100% PPG pupils have made progress.	Need to embed the use of Bug Club across the Lower School and set up reading at home via this software. Purchase Dockside.	£3700 £250
Pupils meet uniform expectations.	Support towards pupils purchasing Quest Uniform.	All pupils regardless of background are able to access full uniform. Meet the requirements and expectations of the school.	One off when the school opened to embed school expectations. Payment scheme now in place in school to ensure affordability.	£1500
				Total £18,400

How the school monitored progress during the year

During the Autumn Term all pupils were assessed across the four areas of our Holistic Curriculum: Academic, Well- being, Skills for life and Communication and Interaction. After this pupils' progress was monitored at the end of each term through Quest's Team Around the Child Meetings and through our bespoke assessment system Odyssey. Based on the information gathered pupils then followed bespoke personalised learning pathways where different interventions were put in place. Progress was then monitored via each pupil's Personalised Development Plan targets as well as at their EHCP review meetings.

Attainment and Progress

At Quest all pupils work towards achieving age related expected norms regardless of their starting points. Pupils are set individualised progress targets for each academic subject and area of the holistic curriculum based on their prior attainment. For example, if a pupil is aged 12 and achieves a baseline score in maths of an age related standard of aged 8. Then their expected progress would be 9.6 months throughout the year.

Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in communication	100% made more than expected progress	94 % made more than expected progress (1 pupil)
% achieving UQ targets in maths	100% made more than expected progress	100% made more than expected progress
% progress specific to school setting	<p>More than expected across the holistic curriculum- 66%</p> <p>Expected progress across the holistic curriculum- 25.64%</p> <p>91 % made expected progress and above</p> <p>(Please note that 3 PP pupils impacted on the progress made across the cohort. All other pupils performed in line with non-pupil premium)</p>	<p>More than expected across the holistic curriculum- 71.68%</p> <p>Expected progress across the holistic curriculum- 20.62%</p> <p>92.3 % made expected progress and above</p>

Potential Income for 2018/19

The monies schools are due to receive in 2018/19 are:

- £1,320 for pupils in years 3 to 6
- £935 for pupils in year 7 to year 11
- £2,300 for Children Looked After

Outcomes for 2018/19		
A.	Academic	Success criteria <u>Literacy</u> Closing the gap so that all pupils make at least expected progress. To identify areas for accelerated progress via Odyssey and devise individual and group interventions. <u>Numeracy</u> Closing the gap so that all pupils make at least expected progress. To identify areas for accelerated progress via Odyssey and devise individual and group interventions. <u>Other academic subjects</u> Closing the gap so that all pupils make at least expected progress. To identify areas for accelerated progress via Odyssey and devise individual and group interventions.
B.	Non- Academic	<u>Skills for Life</u> Closing the gap so that all pupils make at least expected progress. To identify areas for accelerated progress via Odyssey and devise individual and group interventions. Pupils to follow bespoke accredited courses to prepare them for life and next steps.

		<p>For all pupils in all year groups to have achieved an accredited course e.g. swimming, cycling proficiency, Asdan awards.</p> <p><u>Communication and Interaction</u></p> <p>Closing the gap so that all pupils make at least expected progress.</p> <p>To identify areas for accelerated progress via Odyssey and devise individual and group interventions.</p> <p><u>Well-being</u></p> <p>Closing the gap so that all pupils make at least expected progress.</p> <p>To identify areas for accelerated progress via Odyssey and devise individual and group interventions.</p>
C.	Attendance and engagement	<p>PP attendance is in line with non PPG pupils.</p> <p>50% of all pupils' attendance to be above 95%.</p> <p>Individual pupil attendance to demonstrate progress throughout the year.</p> <p>Home visits by FFF to improve individual attendance with a clear action plan.</p> <p>Pupil attainment and progress across the holistic curriculum.</p> <p>To demonstrate closing the gap with individual interventions to be delivered and impact measured termly.</p>
D.	Clear Career and learning Pathway for individual pupils.	<p>All pupils to have a clear learning and career pathway with their individual areas of interests clearly identified.</p> <p>All pupils to have completed the red tomato skills audit.</p> <p>All pupils to have received a careers interview.</p> <p>All pupils to attend career sessions to identify interests and relevant next steps.</p>

Planned expenditure for 2018/2019

Areas	<p><u>Academic</u> Dockside Toe by Toe Maths schemes Development of Odyssey INSET and CPD training College placement</p> <p><u>Non- academic (Well-being, Skills, Communication and Interaction)</u> Horse riding Uniform Forest school Reiki ERT Play therapy Art therapy Individual rewards separate from whole school Breakfast and healthy snacks Wave 3 interventions provided by internal and external staff Holiday clubs</p> <p><u>Attendance</u> Family footings, compassionate schools coaches and transition team Clear Career and learning Pathway for individual pupils Provision maps Red tomato</p>
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i. Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff have a better understanding of how to support pupils become more resilient	Bespoke CPD day delivered by Educational Psychologist	Research and evidence CPD feedback.	Clear objectives and outcomes set. Delivered by expert in the field.	Gareth. Educational Psychologist.	At the end of the INSET. Through lesson observations and learning walks.

Staff gain a better understanding about environmental impact on learning.	Bespoke CPD training by consultant	Research. Staff requests to improve. Knowledge in this area.	Clear objectives and outcomes set. Delivered by expert in the field.	Gareth Plant and consultant.	Pupils' sensory diets to be more bespoke. Staff to have identified this in QTAC meetings Staffs' mid- term plans /agendas identify sensory needs of individuals All about
Quality of learning improved Pupils' more engaged with learning. Pupils become independent	Supply for lesson theory and dialogue days. Subscription to SDT.	Research and evidence. Previous strategies in other schools that worked well. Subscription to NTEN and Staff development Trust.	Time set aside to support this piece of work during the school day Dedicated time in the CPD programme.	Nicola Wells Gareth Plant External provider Consultant	End of each term
Staff improve knowledge and understanding about facilitating learning. Improved pupil outcomes.	CPD library and costings for" Wake up Wednesday"	Research and evidence. Previous strategies in other schools that worked well.	Twenty minute High profile Incentive to attend.	Nicola Wells	Review staff's use of CPD library at the end of each term Attendance at "Wake up Wednesday"
Total budgeted cost					4000
ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Literacy	Toe by Toe. Bug club. Dockside. reading scheme	Research and evidence of impact.	Engagement of pupils. Pupil plans.	Nigel Ellis.	Termly.
Numeracy	Maths Shed. Maths around the world.	Evidence.	Engagement of pupils. Pupil plans	Ian White.	Termly.
Academic	Educational trips College placements.	To support pupils make links to everyday life and engage them with their learning.	Engagement of pupils. Q and A visits and feedback from pupils and other	Gareth Plant	Termly.
Cost					18,000
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Communication	SALT. Communicate print.	Evidence.	Interventions outcomes to be set and monitored.	Amy Wilkins.	5000

Attendance.	Attendance tracker. Attendance reward. Family support.	Research and evidence.	Monitoring through weekly pastoral meetings Weekly progress via the attendance tracker. Monthly Impact log by Pastoral Team.	Pastoral Team. Anna Stelfox.	10,000
Engagement and behaviour.	Individual timetables Individual rewards PBS training	Research and evidence.	Monitoring through weekly pastoral meetings. Odyssey.	Gareth Plant. Lee Martin.	2000
Careers and learning pathways.	1-1 meetings Family work. Red Tomato.	Best Practice.	End of each half term.	SLT.	5000
Total budgeted cost					44,000