3 year Pupil premium strategy statement

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| 1. **Summary of impact** | | | | | |
| **School** | Quest Academy | | | | |
| **Academic Year** | 2018/19 | **£** | £19,735 | **Date of most recent PP Review** | Sept 19 |
| **Total number of pupils** | 64 | **Number of pupils eligible for PP** | 18 | **Date for next internal review of this strategy** | June 20 |

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| 1. **Current Attainment 18/19** | | |
| % achieving UQ targets in communication | 96.66% met or made more than expected progress.  (Please note that 5 PP pupils impacted overall scores due to alternative curriculums, long term absence, and shortened timetables due to anxieties) | 98.73% met or made more than expected progress |
| % achieving UQ targets in maths | 100% met or made more than expected progress | 98.42% met or made more than expected progress |
| % progress specific to school setting | 93.33% met or made more than expected progress  (Please note that 5 PP pupils impacted overall scores due to alternative curriculums, long term absence, and shortened timetables due to anxieties) | 96.50% met or made more than expected progress |

**Learners in receipt of Pupil Premium Odyssey data**

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| **Subject** | **Below Expected** | | **Met Expected** | | **Above Expected** | | **Met + Above Expected** | |
|  | **%** | | **%** | | **%** | | **%** | |
| **English** |  | **3.33** |  | **5.56** |  | **91.1** |  | **96.66** |
| **Maths** |  | **0** |  | **3.33** |  | **96.67** |  | **100** |
| **Science** |  | **7.78** |  | **13.33** |  | **78.89** |  | **92.22** |
| **Skills for Life** |  | **6.67** |  | **6.67** |  | **86.67** |  | **93.34** |
| **Engagement** |  | **10.83** |  | **4.16** |  | **85** |  | **89.16** |
| **Wellbeing** |  | **7.77** |  | **3.33** |  | **88.89** |  | **92.22** |

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| **Year 1 Plan 2019/20** | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | |
| **In-school barriers** | |
|  | **Attendance** |
|  | **Complexity of learners including mental health** |
| **C.** | **Engagement and concentration levels**  **Poor motivation, resilience and self esteem** |
| **D.** | **Positive social communication and interaction with peers and within the local community** |
| **E.** | **Inappropriate social behaviours and understanding of appropriate behaviours within the community** |
| **External barriers** | |
| **F.** | **Engagement with specific families due to their previous poor experiences of education** |
| **G.** | **Transport issues and changes due to learners’ complex needs** |
| **H.** | **Lack of timely focussed support by external agencies.** |
| **I.** | **External access to appropriate social groups, clubs, experiences** |

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| 1. **Outcomes** | | |
|  | ***Desired outcomes and how they will be measured*** | ***Success criteria*** |
|  | Improved Attendance in line with none pupil premium learners and government suggested guidelines for attendance | PP to achieve 95% or above for attendance  Support from Family Footings effective and timely to support families  Alternative provision and timetables are in place and functional with a level of adaptability and flexibility |
|  | Improvement in understanding of complexity of learners including mental health and how to support them | Improved identification of specific needs for accelerated progress through Odyssey and PDP’s  Mental health interventions programme through targeted and specialist Educational Psychologist and Clinical Psychologist support for learners |
|  | Increase in engagement and concentration levels  Poor motivation resilience and self esteem | Breakfast club engagement and extra-curricular clubs and holiday clubs  Occupational Therapy sensory support and diets being produced and accessed  Availability of sensory boxes enabling accessibility in all rooms when required  Increased engagement of offsite external provision and qualifications land based management, animal care, sports coaching etc. leading to improved access of curriculum when on site  Improved access of Bug club (on line reading intervention)  New additions to the library targeted towards secondary readers |
|  | Social Communication | Increased access to Breakfast club, Lunch clubs, after school clubs  Increase in SALT advice and support  Social groups established for targeted groups e.g. girls, lego club, cards club, games club  Jobs and responsibilities targeted towards relating to qualification.  Taibo for learners |
|  | Inappropriate social behaviours and understanding of appropriate behaviours within  the community | Local contacts made with local law enforcement PCSO’s  Embedded PSHCE programme  Regular PBS training updates  Protective behaviours intervention in place by spring term |
|  | Engagement with specific families due to their previous poor experiences of education. | Evening Open events  Presentations by lead theraps  Transport available for parents/carers to attend open events  Additional opportunities for parent /carer drop in sessions with specialists e.g. SALT, OT, Educational Psychologist, Clinical psychologist |
|  | Transport changes and learners’ complex needs. | Family footings to support with arranging transport filling forms, liaising with specialist transport etc.  Directed scheduling of transport groupings to LA |
|  | Lack of timely focussed support by external agencies. | Accessible In house OT, EP, CP, SALT  Pastoral focus on PPPLAC/LAC pupils to ensure prioritisation of additional access |
|  | External access to appropriate social groups, clubs, experiences | Improved links to local community clubs and activities  Personalised learning focusing on PP pupils’ social interaction  Extra – curricular “Thursday Club”  Easter and Summer Holiday club |
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| **Planned expenditure** | | | | | |
| **Academic year** | **19/20**  **83 total 30 pupils PP Total spend £37,010** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **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?** |
| Improved reading and engagement in reading | Bug Club.  New library.  New books.  Dockside reading intervention  Wordsmith reading curriculum.  Literacy co-ordinator. | Odyssey  Regular reading x3+ a week. | Reading journals.  Data trawls termly  Literacy co-ordinator overseeing library and key learning opportunities for reading | NE  KD | Termly |
| Continued engagement in maths. Improved resilience and self-esteem. | Manga High.  BK numeracy | Continued improvement and increased online scores, used as home learning | Regular weekly checks by tutors  Termly checks by maths lead  Data drop termly meetings | IW | Weekly  Termly |
| Healthy lifestyle improved social interaction opportunities and social communication | Outdoor health and sports equipment.  Climbing/traversing  Wall/room | Improved health of PP pupils.  Social interaction and peer support.  Dedicated interventions to climbing and traversing. | Zoned support at social times.  Increased engagement in PE (Odyssey)  Develop club links with external organisations to provide opportunities outside of school | MB | Weekly  Termly |
| Additional provision to support learning and setting up supplementary engaging experiments | Science Lab technician | Increased ability to support learners learning.  Higher engagement factor by providing broader opportunities to practise and apply numeracy & literacy skills in different engaging contexts | Timetabling of Lab technician  Intrinsic planning using core subject principles to underline previous learning | KB | Termly |
| **Total budgeted cost** | | | | | £16,000 |
| 1. **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?** |
| Interventions programme development | Extensive interventions.  8 targeted interventions.  New intervention structure planned | A fully functional intervention programme that has intent implementation and impact will provide a secure foundation to improving all outcomes for PP learners and whole school | Provision map  Timely reviews of interventions | BM | Weekly Pastoral  Termly |
| 1-1 support and alternative timetables embedded | Personalised learning  1-1 for specific pupil needs. | Many pupils need structured 1:1 teaching to embed learning specific to needs.  Personalised learning works in line with EHCP targets and PDP’s | Add to timetables  Monitoring on Odyssey, PDPs and behaviour logs. | CED  BM | Termly |
| SALT services improved | Social communication groups | CPD dissemination of knowledge through training sessions.  Word aware training.  Targeted and specialist support for PP pupils and whole school | Structured timetabling  Pastoral management | AS | Termly  Weekly |
| OT services improved | Sensory diets  Sensory boxes  Sensory circuit | CPD dissemination of knowledge through training sessions.  Assessment of needs of Learners . Specialist resource knowledge and expertise to support a  range of sensory needs for PP pupils and whole school | Structured timetabling  Pastoral management | AS | Termly  Weekly |
| EP availability improved | Targeted interventions | CPD dissemination of knowledge through training sessions.  Specialist in house mental health support for pupils. Further support for complex pupils and parent carer consultations. | Structured timetabling  Pastoral management | BM | Termly  Weekly |
| CP availability improved | Targeted interventions | CPD dissemination of knowledge through training sessions.  Specialist advice from clinical psychologist with on-site support for PP pupils and whole school | Structured timetabling  Pastoral management | AS | Termly  Weekly |
| Off-site alternative provision engagement | Land based management  Additional TAs | Increase in engagement,  Motivation, resilience and self-esteem in PP learners  Reduction in absenteeism and Inappropriate social behaviours with a clearer understanding of the community | Careful management of timetabling  Behaviour log  Odyssey | JR | Termly  Weekly |
| **Total budgeted cost** | | | | | £12,000 |
| 1. **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?** |
| Increased  Parent/carer/Learners and external community interaction | Open evenings  Additional cooking lessons  Parents events  Cafe | Increase in parent/carer satisfaction surveys.  Increase in parent/carer involvement with school activities.  Increase in external social interaction opportunities to improve social confidence | Carefully planned calendar of events. | SLT | Yearly |
| Increased external access to appropriate social groups, clubs, experiences | Educational Trips  Reward trips | Increase in peer to peer interaction.  Expansion of knowledge relating to topics and to increase unique educational experiences  Increase in engagement,  Motivation, resilience and self esteem | Odyssey | CED | Termly |
| Targeted social individualised learning to achieve exponential social engagement | Personalised learning  Resources linked to PDPs | Increase in holistic curriculum targets on assessment framework  Increase in PP communication targets. | Termly updated PDPs  Rota of Personalised Learning so Learners access different aspects of the Personalised Learning curriculum | CED  BM | Termly |
| Social communication and interaction with people and animals | Equine therapy | Reduction in behaviours  Increase in social interaction. | Behaviour log | BM | Half termly |
| **Total budgeted cost** | | | | | £10,000 |

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| **Year 2 Plan 2020/21** |
| This is an estimation of potential on-going and long term barriers that could impact both PP Learners and the rest of the school. It addresses the potential barriers/needs of our cohort, what outcomes are required, the strategies we are going to employ and desired results for year 2 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
| **A.** | | Low confidence and self-esteem socially and emotionally and also educational ability | |
| **B.** | | Poor motivation towards goals. | |
| **C.** | | Progress and attainment of LA disadvantaged Learners | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Parental engagement and support for reading and home based learning  Need for deprived Learners to widen their life experiences | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Raise the self-esteem and confidence of disadvantaged pupils | | Learners and teachers report increased confidence levels.  Pupil Premium learners make comparable progress to other Learners in year group.  Learners talk increasingly positively about what they are able to achieve  Learners complete purple pen work and follow accelerated learning template.  Pupil Premium Learners achieve higher number of QUEST and EMPATHY points to their prior individual achievements  Learners show increased interest in whole school events such as lunchtime clubs and School Council |
|  | Raise the motivation to achieve and succeed for disadvantaged pupils | | Learners report that they want to improve their work  Learners have increased target identification through PDP’s and staff setting high aspirations for Learners.  Teachers report good attitude to learning.  Engagement in classroom activities improves. |
|  | Increase progress rates for disadvantaged Learners | | Ensure quality first teaching remains of a high standard.  Pupil progress meeting confirm improving rates of progress for disadvantaged pupils.  Pupil progress meeting have PP, LAC, disadvantaged Learners focus.  Focused intervention programme to increase accessibility and attainment  Mentoring programme in place |
|  | Engage parents in school activities. | | Increased attendance to open evenings/ family events.  Improved local links with other schools, businesses and experiential sports and social opportunities.(e.g. cinema, shopping, coffee house, sports clubs)  Parental involvement in parental consultations  Learning grid activities are completed at home  Reading records are completed 3 times a week.  All disadvantaged Learner’s parents meet with teacher at parent consultation at least three times a year |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020/21 Estimated**  **100 total 38 pupils PP Total spend £47,570** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **A.** Raise the self-esteem and confidence of disadvantaged pupils | Social and Emotional Learning time- morning PowerPoints | Evidence of Teaching and Learning through individual and group activities in morning PowerPoint  Regularly used to improve self-esteem and relationships within classes. | Daily slots timetabled and monitored | CED | Termly review of MP time teaching and its effectiveness. |
| **B.**  Raise the motivation to achieve and succeed for disadvantaged pupils | Social and Emotional Learning- Whole school PBS. Extensive PSHCE programme.  Rewards criteria involving high expectations to learning and behaviour. | Evidence on Teaching and Learning.  Learners work towards criteria to achieve status and rewards. | Time allocated to monitoring individual criteria during PSHE lessons. ‘Rewards’ activities and achievements celebrated weekly in assembly and Friday rewards day. | CED  ES | Half termly review of progress towards criteria. |
| **C.**  Increase progress rates for disadvantaged Learners | Targeted English and maths group’s interventions.  Meta Cognition and self-regulation.  Learners share targets and achievements with others, in class and in different classes.  Feedback | Results from interventions showing increased and accelerated progress.  Teachers are able focus on good quality feedback and identifying individual misconceptions.  Well-founded evidence to support use of Learning to Learn techniques.  Evidence from Toolkit and Ofsted on importance of good quality feedback. | Monitoring results and data on provision map.  Ensuring quality of intervention and feedback remains high.  Staff have been trained to help the Learners to set goals and evaluate own academic progress against criteria.  Regular focus on self-regulation ideas relating to quest points criteria ensure Learners are improving at managing their own motivation.  SIP priority. Clear actions for implementation and monitoring. | BM  JR  CED/JR | Termly  Termly book check  Ensure training is in SIP  3 Pupil Progress meeting per year focus on progress of individual and all groups. |
| **D.** Engage parents in school activities. | Subsidise clubs, music lessons and school trips for all deprived Learners. | By undertaking this shows that deprived Learners take part in activities at the same rate as their peers with the financial support | Monitoring of trip and club attendance; personal contact with parents if they say Learners do not want to go | Family footings | Every term |
| **Total budgeted cost** | | | | | £26,000 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **A** | Positive Play support programme | Evidence on teaching for this approach. Evidence from observations on effectiveness of Positive Play  Evidence from school- Boxall, results. | High quality training given.  Regular supervision and support from DCC.  Monitored by HT and through Pupil Progress meetings (TA cost) | BM/CED | Half termly ELT meeting to monitor progress and allocate time. |
| **B.** | 1:1 intervention and Mastery  Booster groups- Learning to Learn (Meta Cognition)  Accelerated learning model | clear evidence in Teaching Toolkit for 1:1 and Mastery in Odyssey. Teachers will target individual Learners who did not master concept in lessons and work with them to catch up so ready for next lesson or pre teach to enable continuity of teaching.  Already cited.  Embedded into culture in all lessons | Staff training on Odyssey mastery and interventions. Disadvantaged pupil a priority in this.  SL and HT monitor quality of intervention.  Booster classes focus mainly on learning to learn, setting target, monitoring progress, test technique, wanting to do well, reaching goals.  Regular training updates + coaching sessions from experienced staff for new starters | NW/CED  TO/BM  CED | Termly HT monitoring of intervention activities.  Effectiveness of Booster Group on motivation of Learners evaluated pre and post  Review Termly |
| **C.** | Sharing PBS criteria with parents and involving them in helping child reach PDP targets  Parent Involvement.  New system of open evening and parent meetings including additional parents events in holidays | Previously cited.  Sharing criteria will give parents a sense of involvement and importance.  Parents are encouraged to visit classroom to share books with Learners and chat to teacher. Parents given interim (mini) report detailing progress. Parents of Learners who are Disadvantaged, SEND or LAC (amongst others) given a longer individual meeting. | High profile of PDP’s in school life. Rewards for achievement.  Communication with parents is effective.  Parent forums to review effectiveness of meetings and reports. | BM  TO |  |
| **D.** | Music lesson and Sporting activities experiential activities. | Success in areas such as sport or the arts increases self-esteem. | Parents of disadvantaged Learners are informed by letter that Learners who express and interest in clubs or music tuition can have this payed for by the school.  If disadvantaged Learners show an interest or ability in an area the school will approach the parents about participation on activity. | CSC | Termly evaluation |
| **Total budgeted cost** | | | | | £22,000 |

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| 1. **Planned expenditure Year 3** | | | |
| **Academic year** | **2021/22 Estimated**  **100 total 38 pupils PP Total spend £47,570** | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | |
| Targets | | Expenditure | Impact |
| Independent Forest school area  Improving site and offering to current and potential students.  Treadmill Climbing Wall  School Farm  Independent Counsellor | | £15,000  £10,000  £20,000  £5000 | Onsite provision will improve accessibility, attainment and boost health, social and emotional and educational achievement  OT and Therapy purposes including improved health and fitness. Increased engagement factor and experiential skills  Increase in responsibility and social involvement  Ability to complete animal care, veterinary, animal welfare, animal land management and animal grooming qualifications  Access to animal therapy  Counselling to provide support for young people facing personal trauma, bereavement, difficult home circumstances, stress, bullying or abuse. It also contributes to the broader agenda of improving educational outcomes for all pupils by tackling their barriers to learning. |