



Quest Academy 2020/21

Pupil Premium

Intent

The intent of our Pupil Premium budget is to raise the attainment of disadvantaged children and to support children with parents/carers in the armed forces. This is a government enterprise intended to address the achievement gap between those children that are considered to be from a disadvantaged background. This additional funding is given to schools in England to raise the attainment of disadvantaged learners and close the gap between them and their peers. It is provided for those children that have been on free school meals at any point in the last 6 years, or those children that have been looked after continuously for at least 6 months. The Pupil Premium also has the opportunity to raise attainment across groups, classes or the school due to whole school approaches.

Context

Percentage of PP: 40.59%

41 Learners in receipt of Pupil Premium. 36 with comparable data from Autumn 2019

Age range: 7-16 ratio: Female (3) Male (38)

Anticipated grant 20,000 Money received: 54,092

Implementation

This will be achieved through:

- Quality teaching for all
- Resources for Pupil Premium learners (whole school and class based)
- Targeted support for learners
- Use of specialist staff
- Training and coaching
- Other approaches linked to supporting learner's well-being and development of social skills through "Ready for Life" experiences.



	<i>Desired outcomes and how they will be measured (Impact)</i>	Implementation
A.	Attendance <ul style="list-style-type: none">Improved attendance in line with non-pupil premium learners (above 92 % and improved levels of attendance from previous year/ historically)Feedback from Stakeholder's demonstrates improved levels of understanding about the purpose of school and good attendance.	<ul style="list-style-type: none">Use Morning PowerPoint to educate learners about the purpose of school and importance of good attendanceContinue to raise the profile of good attendance so families understand the impact of poor attendance via the Newsletter,Use BASS and Safeguarding meetings to identify and monitor agreed actions to support attendanceFamily Footings to support families where attendance is a concern
B.	Understanding of learner's complexities to support well-being and academic progress <ul style="list-style-type: none">Improved levels of understanding of learner's complexities including mental health and how to support them at home and at school (families and staff feedback)Activities and events provide experiences to support learner's well-beingTriangulation of evidence demonstrates learner progress linked to identified academic progress and other areas of our holistic curriculum.	<ul style="list-style-type: none">Use specialist staff and programme of support to support learners' mental healthPurchase specialist whole school and class-based resourcesPersonalised learning lessons address gaps identified in Maths, English and social skillsTraining and use of Iris ConnectDevelopment of baseline assessmentsIncreased time from Educational PsychologyPartnership working with stakeholdersUse of external specialist counsellors linked to individual learner's needsPlan events and activities (History days, Questival, Falconry)
C.	<ul style="list-style-type: none">Improved outcomes for learners related to engagement, resilience, concentration, self-esteem and healthTriangulation of evidence (Odyssey, baseline assessments, PDP and EHCP progress rates, views	<ul style="list-style-type: none">Use of whole school activities/ events e.g. breakfast club, Thursday Club, participation in charity work, School Council Digital Leaders, Equality Champions. @You said, we did"Introduction of new systems to support learners understanding about the importance and purpose of school via the Morning



	<p>of stakeholders) demonstrates Increase in engagement, resilience and concentration levels and self esteem</p> <ul style="list-style-type: none">• More learners involved in whole school activities• Facilities and resources support learners' outcomes linked to levels of engagement and well-being• Opportunities to celebrate success are achieved	<p>PowerPoint and making PDPs more tangible through Ready for Life Maps</p> <ul style="list-style-type: none">• Purchase of additional secondary aged books for the library• Use of Personalised learning lessons e.g alert programme• OT to assess needs of learners and ensure appropriate equipment and sensory boxes are available• Increase opportunities to celebrate learner's achievements• Use of specialist staff to understand the reasons for engagement
D.	<p>Social Communication</p> <ul style="list-style-type: none">• Triangulation of evidence demonstrates learner progress (stakeholder feedback, EHCP and PDP, QTAC, Involvement in activities, Odyssey and standardized tests.)	<ul style="list-style-type: none">• Increase opportunities for learners to experience working with others in a range of contexts• Target support of SALT and use of WEX SALT and assistant therapist• Use of specialist coaches and venues
E.	<p>Learners gain a greater understanding of appropriate behaviours within the school and wider community</p> <ul style="list-style-type: none">• Triangulation of evidence demonstrates improvement (stakeholder feedback, EHCP and PDP, QTAC, iris adapt, EMPATHY POINTS, Involvement in activities, Odyssey and standardized tests.	<ul style="list-style-type: none">• Use Protective behaviours to support learners keep safe• Monitor safeguarding information to inform programmes of support and subject content for Morning PowerPoints
F.	<p>Supporting Families</p> <ul style="list-style-type: none">• Positive feedback from families and stakeholders (AR process, phone calls, other meetings, e-mails)	<ul style="list-style-type: none">• Calendar of presentations to be organised and delivered to support families• Prioritise families requiring support via BASS meetings and agree actions

Impact Summary

Due to the complexities of learners attending Quest and the breadth of provision it is not possible to identify progress made by learners to one specific activity/strategy. Due to the low numbers of learners who are Children Looked After (CLA) data is not statically viable but has been included to show progress made by the two learners

Staff have had to work creatively to support all learners access learning to reduce the impact of the COVID 19 Pandemic. We have demonstrable evidence of how COVID 19 has impacted on learners and we have used this and evidenced based research to guide us

We are committed to evidence-based research and our Clinical Psychologist has carried out a research project that has guided us with strategic decisions made during the lockdown and the new systems and curriculum introduced in September 20.

Triangulation of Information

When assessing the impact of how Pupil Premium funding has had we use:

GL assessments and other standardised tests (please not learners at Quest have previously not made expected levels of peers compared to the peers nationally and so to make expected levels of progress demonstrates that they are closing the gap)

EHCP and Personal development Plans

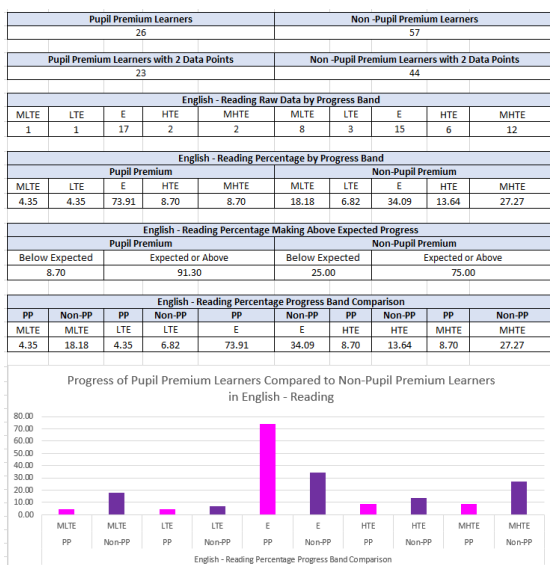
Odyssey – looking at levels of increased knowledge and levels of mastery across our holistic curriculum which are linked to age related expected norms.

Safeguarding, attendance and Behaviour logs

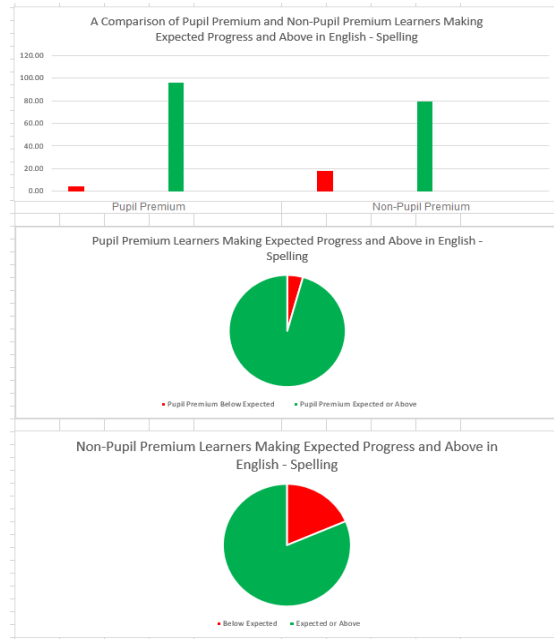
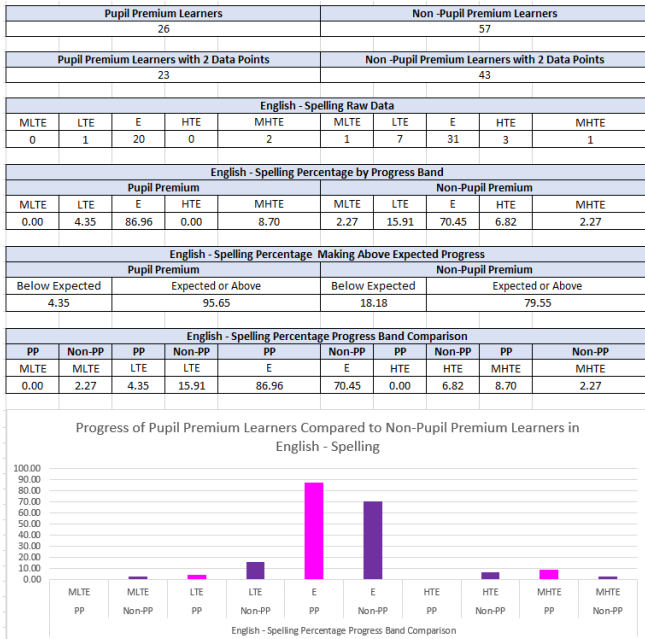
Feedback from a range of Stakeholders through, for example, e-mails, questionnaires, phone calls, meetings such as Early Help, Child in Need, Child Protection, Parent/Carer afternoons, Annual Reviews, reports from specialists

Data to demonstrate impact of use Pupil Premium Funding

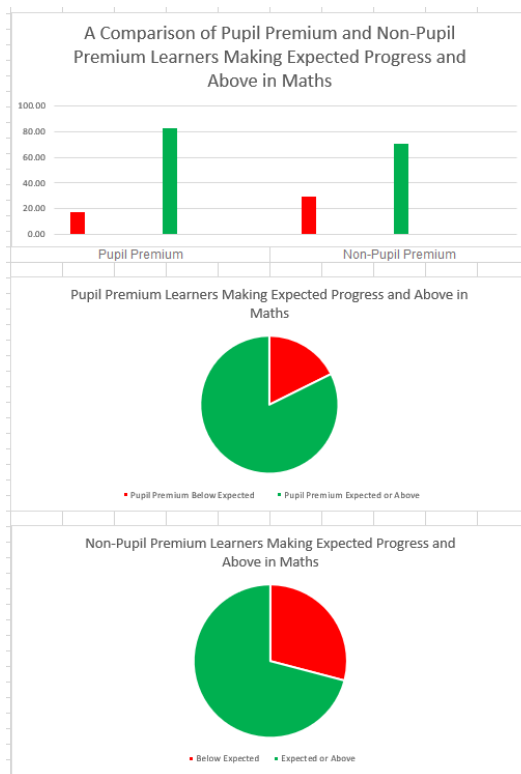
Reading



Spelling



Maths



Science

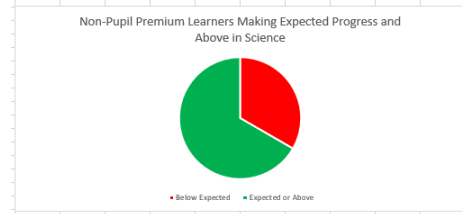
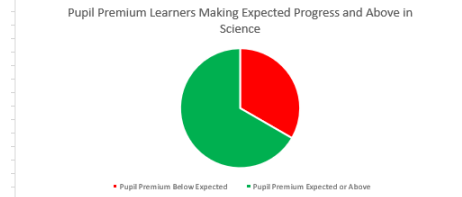
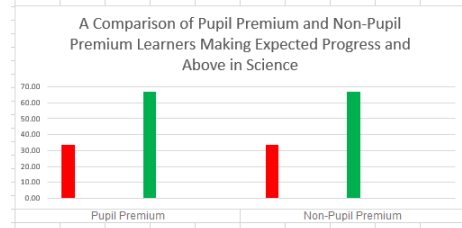
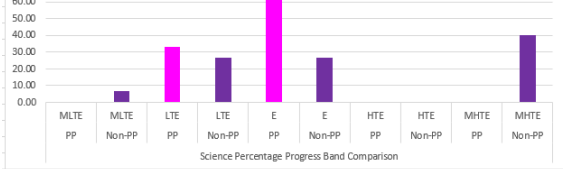
Pupil Premium Learners					Non-Pupil Premium Learners				
26					57				
Pupil Premium Learners with 2 Data Points					Non-Pupil Premium Learners with 2 Data Points				
3					15				

Science Raw Data									
MLTE	LTE	E	HTE	MHTE	MLTE	LTE	E	HTE	MHTE
0	1	2	0	0	1	4	4	0	6

Science Percentage by Progress Band									
Pupil Premium					Non-Pupil Premium				
MLTE	LTE	E	HTE	MHTE	MLTE	LTE	E	HTE	MHTE
0.00	33.33	66.67	0.00	0.00	6.67	26.67	26.67	0.00	40.00

Science Percentage Making Above Expected Progress									
Pupil Premium					Non-Pupil Premium				
Below Expected	Expected or Above				Below Expected	Expected or Above			
33.33	66.67				33.33	66.67			

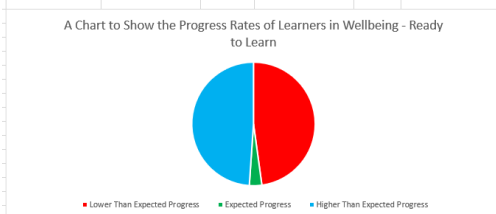
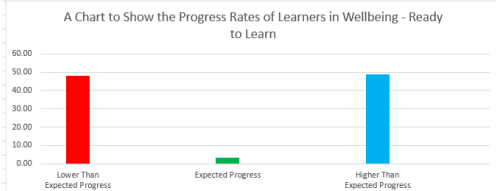
Science Percentage Progress Band Comparison									
PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
MLTE	MLTE	LTE	LTE	E	E	HTE	HTE	MHTE	MHTE
0.00	6.67	33.33	26.67	66.67	26.67	0.00	0.00	0.00	40.00



Well-being:

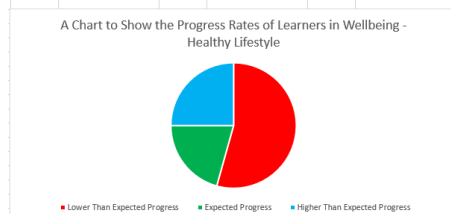
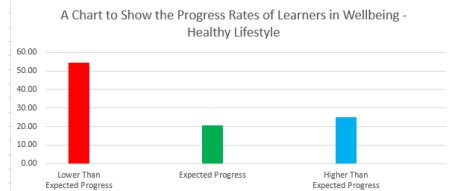
Wellbeing - Ready to Learn Raw Data		
Lower Than Expected Progress	Expected Progress	Higher Than Expected Progress
44	3	45

Wellbeing - Ready to Learn Progress by Percentage		
Lower Than Expected Progress	Expected Progress	Higher Than Expected Progress
47.83	3.26	48.91

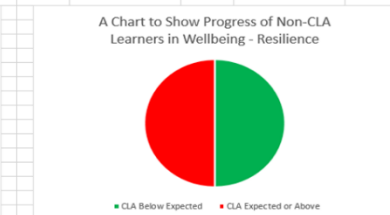
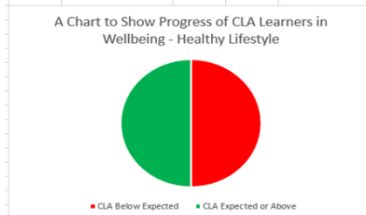


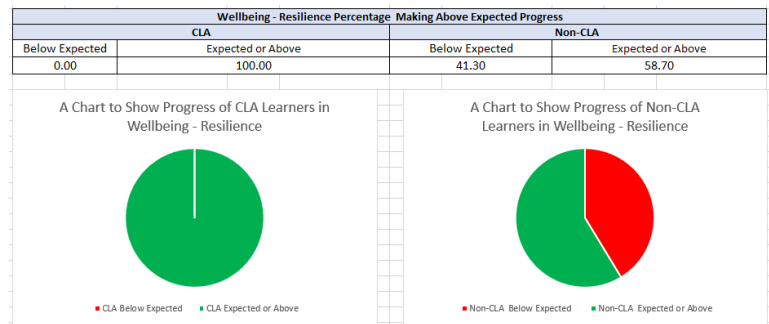
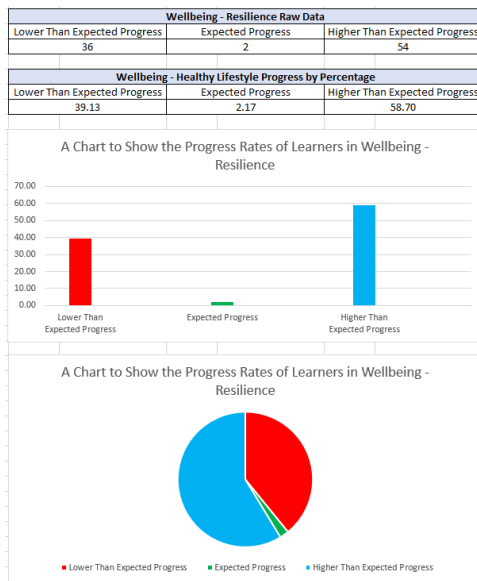
Wellbeing - Healthy Lifestyle Raw Data		
Lower Than Expected Progress	Expected Progress	Higher Than Expected Progress
50	19	23

Wellbeing - Healthy Lifestyle Progress by Percentage		
Lower Than Expected Progress	Expected Progress	Higher Than Expected Progress
54.35	20.65	25.00



Wellbeing - Healthy Lifestyle Percentage Making Above Expected Progress			
CLA		Non-CLA	
Below Expected	Expected or Above	Below Expected	Expected or Above
50.00	50.00	53.93	46.07





Attendance

Category	September 20 - July 21
Whole School Attendance	79%
Pupil Premium	76%
Non – Pupil Premium	81%

Snap shot of positive feedback from families

Quest has been the best thing to happen to her family and son. If she had to make the choice about winning the lottery or her son attending Quest she would choose Quest every time.

The father of one of our learners said that the close and nurturing support in place for his son during his time at Quest Academy has been very helpful in his development of confidence and sense of wellbeing.

The mother of one of our learners shared that Quest Academy is 'everything she wanted' for him.

Quest has changed our daughter's life, in terms of her development of self-esteem and confidence, her reduction in aggression and demand avoidance.

The mother of one of our learners said that her daughter is happy and settled at Quest. She would like her daughter to stay at Quest 'forever'. Since joining Quest, her mother said that she has developed resilience and the ability to recognise, communicate and start to regulate her needs effectively.

We are successful because... the mother of one of our learners is very pleased with the positive change in him since joining Quest. She said that he has matured and is very motivated to attend school. His anxiety has reduced and he knows that he is supported.

Financial Summary Report

Whole school PP expenditure 2020/2021 was 100%

Behaviour and self regulation items	£229.30
OT equipment	£84.91
Attainment tools	£565.82
Food tech equipment	£825.70
Counselling	£4,485.00
SALT assistant	£3,000.00
VR Headsets	£3,793.00
Climbing wall	£20,243.80
Redecorate climbing wall room	£2,755.90
Canopy	£5,000.00
Rocking chairs	£909.07
Therapy massage chairs	£2,200.00
Curriculum experiences	£10,000.00
	£54,092.50