**Pupil Premium Analysis 18/19 and Planned expenditure and outcomes for 19/20**

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| 1. **Summary information** | | | | | |
| **School** | **Quest Academy** | | | **Type of SEN ASD SEMH )** | **SEN** |
| **Academic Year** | **18/19** | **Total PP budget** | **£19,735** | **Date of most recent PP Review** | **17/18** |
| **Total number of pupils** | **64** | **Number of pupils eligible for PP** | **18** | **Date for next internal review of this strategy** | **September 2020** |

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| 1. **Current attainment ( Progress made 18/19)** | | |
|  | ***Pupils eligible for PP 18*** | ***Pupils not eligible for PP 46*** |
| **% achieving UQ targets in communication** | **96.66% met or made more than expected progress.** | **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** | **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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| 1. **Barriers to future attainment (for pupils eligible for PP )** | |
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| **In-school barriers** | |
|  | **Attendance** |
|  | **Complexity of learners including mental health** |
| **C.** | **Engagement and concentration spans**  **Resilience and self esteem** |
| **D.** | **Social Communication** |
| **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 changes and 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 non-pupil premium learners and government suggested guidelines for attendance.** | **PP to achieve 95% or above.**  **Support from Family Footings effective.**  **Alternative timetables are in place.** |
|  | **Complexity of learners including mental health** | **Identify specific needs for accelerated progress through Odyssey and PDPs**  **Mental health interventions programme through targeted and specialist Educational Psychologist and Clinical Psychologist support for learners.** |
|  | **Engagement and concentration spans**  **Resilience and self esteem** | **Breakfast club engagement**  **Occupational Therapy sensory support and diets**  **Sensory boxes accessed in all rooms when required**  **Offsite external provision and qualifications land based management**  **Bug club**  **New additions to the library** |
|  | **Social Communication** | **Breakfast club, Lunch clubs, after school clubs.**  **SALT advice and interventions**  **Social groups**  **Jobs and responsibilities targeted towards relating to qualification.**  **Taibo** |
|  | **Inappropriate social behaviours and understanding of appropriate behaviours within**  **the community** | **Support from local law enforcement PCSO’s**  **PSHCE**  **PBS**  **Protective behaviours** |
|  | **Engagement with specific families due to their previous poor experiences of education.** | **Open days/ Family Forum and Thursday evening drop ins**  **Transport to open events**  **Additional opportunities for parent /carer drop in sessions with specialists e.g. SALT OT** |
|  | **Transport changes and learners’ complex needs.** | **Family footings to support with arranging transport.**  **Directed scheduling of transport groupings to LA** |
|  | **Lack of timely focussed support by external agencies.** | **In house Occupational Therapy Educational Psychology, Clinical psychology, SALT.**  **Pastoral focus on PP pupils to ensure priority additional access.** |
|  | **External access to appropriate social groups, clubs, experiences** | **Links to local community clubs and activities.**  **Personalised learning focusing on PP pupils’ social interaction.**  **Extra -curricular clubs on Thursday evenings and school activities during the Easter and Summer Holidays**  **Community links with Stakeholders** |
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| **Planned expenditure** | | | | | |
| **Academic year** | **19/20**  **82 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 area and  new books.  Dockside reading intervention  Wordsmith reading curriculum.  New Literacy co-ordinator position positop. | 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. | Continued improvement and increased online scores, used as home learning | Regular weekly checks by tutors  Termly checks by maths lead | IW | Weekly  Termly |
| Healthy lifestyle improved social interaction opportunities and social communication | Outdoor health and sports equipment.  Climbing/traversing  Wall/room/outdoor trim trail | Improved health of PP pupils.  Social interaction and peer support.  Dedicated interventions to climbing and traversing. | Zoned support at social times.  Increased engagement and skills in PE (Odyssey)  Develop club links with external organisations to provide opportunities outside of school | MB  SV | 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 |
| 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 | Extensive intervention  8 targeted intervention  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 | Personalised learning  1-1 for specific pupil needs. | Many Learners need structured 1:1 teaching to embed learning specific to needs.  Personalised learning works in line with EHCP targets and PDPs | Add to timetables  Monitoring on Odyssey, PDPs and behaviour logs. | CED  BM | Termly |
| SALT | 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 | Sensory diets  Sensory boxes  Sensory circuit  Equipment for new OT room | CPD dissemination of knowledge through training sessions.  Assessment of needs of children. Specialist resource knowledge and expertise to support a  range of sensory needs for PP pupils and whole school | Structured timetabling  Pastoral management | AS  KB | Termly  Weekly |
| Educational Psychologist | 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  Drop ins and Weekly information events for families | BM | Termly  Weekly |
| Clinical Psychologist | 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. | 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  the community | Careful management of timetabling  Behaviour log  Odyssey | JR | Termly  Weekly |
| 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/child 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  Extra-curricular  Family Forum | 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 PL so children access different aspects of the PL 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 |