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

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| 1. **Summary information**
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| **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**
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|  | ***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** |
| 1.
 | **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**
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| **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 interventionWordsmith 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 | NEKD | 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 tutorsTermly checks by maths lead | IW | WeeklyTermly |
| Healthy lifestyle improved social interaction opportunities and social communication | Outdoor health and sports equipment.Climbing/traversingWall/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 | MBSV | WeeklyTermly |
| 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 technicianIntrinsic planning using core subject principles to underline previous learning | KB | Termly |
| 1. **Targeted support**
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| **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 intervention8 targeted interventionNew 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 mapTimely reviews of interventions | BM | Weekly PastoralTermly |
| 1-1 | Personalised learning1-1 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 timetablesMonitoring on Odyssey, PDPs and behaviour logs. | CEDBM | 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 timetablingPastoral management | AS | TermlyWeekly |
| OT | Sensory dietsSensory boxesSensory circuitEquipment for new OT room | CPD dissemination of knowledge through training sessions.Assessment of needs of children. Specialist resource knowledge and expertise to support arange of sensory needs for PP pupils and whole school | Structured timetablingPastoral management | ASKB | TermlyWeekly |
| 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 timetablingPastoral managementDrop ins and Weekly information events for families | BM | TermlyWeekly |
| 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 timetablingPastoral management | AS | TermlyWeekly |
| Off-site alternative provision. | Land based managementAdditional TAs | Increase in engagement,Motivation, resilience and self-esteem in PP learnersReduction in absenteeism and Inappropriate social behaviours with a clearer understanding the community | Careful management of timetablingBehaviour logOdyssey  | JR | TermlyWeekly |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)**
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| **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?** |
| IncreasedParent/carer/child and external community interaction | Open eveningsAdditional cooking lessonsParents eventsCafe | 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 TripsReward tripsExtra-curricularFamily Forum  | Increase in peer to peer interaction.Expansion of knowledge relating to topics and to increase unique educational experiencesIncrease in engagement,Motivation, resilience and self esteem | Odyssey | CED | Termly |
| Targeted social individualised learning to achieve exponential social engagement | Personalised learningResources linked to PDPs | Increase in holistic curriculum targets on assessment frameworkIncrease in PP communication targets. | Termly updated PDPs Rota of PL so children access different aspects of the PL curriculum | CEDBM | Termly |
| Social communication and interaction with people and animals | Equine therapy | Reduction in behaviours Increase in social interaction. | Behaviour log | BM | Half termly |