

Quest Academy Autumn Term Pupil Premium Report

The data attached is a summary of Pupil Premium learners compared with Whole school to show the impact of Pupil Premium strategies, approaches and progress against how our budget spend has impacted on our learners.

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.

This report is written on real data based on the learners that attend each day, linked to our assessment system (Odyssey) and all learners have an Education Health Care Plan (EHCP).

At Quest academy there are **41** Learners in receipt of Pupil Premium and **36** with comparable data from Autumn 2019

Pupil Premium figures currently stand at **40.59%** (subject to change with PP conformation). The age range is 7-16 with a gender mix of Female (**3**) Male (**38**)

Implementation

There have been substantial improvements in our offering for Pupil premium children.

Outcomes- the vast majority of outcomes are being achieved with only a few either differed due to external circumstances, medical reasons, recruitment or Covid-19 restraints.

Quality teaching for all- has seen improved reading and engagement in reading, there has also been a continued engagement in maths through improved resilience and self-esteem. Overall attainment continues to be high including accelerated learning for PP pupils. The school is developing its home learning platforms and onsite learning opportunities to adapt to the Covid-19 demands. The ability to facilitate external and internal experiences has been limited and have relied on expertise of current staff members to be adaptive and creative. With the turnover of staff and the lack of recruitment for additional skilled staff members the ability to support provision, learning and setting up supplementary engaging experiments has not been facilitated.

Targeted support- the programmes of study programme development and Personalised Learning has improved all aspects of Pupil Premium learners as well as a range of 1-1 support, alternative timetables and catch-up curriculum embedding learning and increasing engagement. All specialist support has been improved with SALT, OT, EP and CP availability increased with further planning for school counsellor. The impact of these has been substantial and has expanded our universal targeted and specialist provision across the school.

Other approaches- there has been some increase in Parent/carer/Learners and online interaction with specialists but this has been difficult to maintain with the implementations and impact of Covid-19. PP funding has been reorganised to allow class staff to implement the spending of 50% of the budget with the remaining being used for more universal approaches that support PP and other learners. The reasoning behind making the PP budget available to class staff is, they have the best knowledge and experience base and expertise with learners to draw from and the professional judgment to spend the budget to directly improve learner's attainment and provide additional support mechanisms.

This also enables us to ensure Pupil Premium transparency and an increased level of accountability we can directly correlate and evidence the impact on individual learners and the wider school effect through Odyssey. Targeted social individualised learning in reward trips and experiential trips have achieved social engagement and social communication and interaction.

All the statements below are from our pupil premium strategy and were planned to have desired impacts on Pupil Premium learners. They have been rag rated to show if we are currently achieving, working towards or currently not achieving or planned in the future.

Green = Achieving **Yellow** = Working towards **Red** = Currently not achieving or planned in future.

1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved Attendance in line with none pupil premium learners and government suggested guidelines for attendance	PP to achieve 95% or above for attendance (Covid-19 effects) 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
B.	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 programmes of study program through targeted and specialist Educational Psychologist and Clinical Psychologist support for learners
C.	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
D.	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
E.	Inappropriate social behaviours and understanding of appropriate behaviours within the community	Local contacts made with local law enforcement PCSO's Embedded PSHCE program Regular PBS training updates Protective behaviours intervention in place by spring term

F.	Engagement with specific families due to their previous poor experiences of education.	<p>Evening Open events (Covid-19 restrictions)</p> <p>Presentations by lead therapists</p> <p>Transport available for parents/carers to attend open events (Covid-19 restrictions)</p> <p>Additional opportunities for parent /carer drop in sessions with specialists e.g. SALT, OT, Educational Psychologist, Clinical psychologist</p>
G.	Transport changes and learners' complex needs.	<p>Family footings to support with arranging transport filling forms, liaising with specialist transport etc.</p> <p>Directed scheduling of transport groupings to LA</p>
H.	Lack of timely focused support by external agencies.	<p>Accessible In house OT, EP, CP, SALT</p> <p>Pastoral focus on PPPLAC/LAC pupils to ensure prioritisation of additional access</p>
I.	External access to appropriate social groups, clubs, experiences	<p>Improved links to local community clubs and activities</p> <p>Personalised learning focusing on PP pupils' social interaction</p> <p>Extra – curricular "Thursday Club" (Covid-19 restrictions)</p> <p>Easter and Summer Holiday club (Covid-19 restrictions)</p>

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.

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?
-----------------	-------------------------	---	---	------------	--------------------------------------

Improved reading and engagement in reading	New library. New books. Dockside reading intervention Wordsmith reading curriculum. Literacy coordinator. Accelerated reader	Odyssey Regular reading x3+ a week.	Reading journals. Data trawls termly Literacy coordinator overseeing library and key learning opportunities for reading	NE KD	Termly
Continued engagement in math's. Improved resilience and self-esteem.	Manga High. BK numeracy White rose maths.	Continued improvement and increased online scores, used as home learning	Regular weekly checks by tutors Termly checks by math's 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 programmes of study 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/ Facilities assistant employed to support development of school activities.	Increased ability to support learners learning. Higher engagement factor by providing broader opportunities to practice 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
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?	
Programmes of study program development (Covid-19 restrictions)	Extensive interventions. 8 targeted interventions. New intervention structure planned	A fully functional intervention program 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. Part time timetabling monitoring fortnightly.	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	BM	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	BM	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	BM	Termly Weekly
Off-site alternative provision engagement	Land based management LBM specialist to be employed Additional TA's (On-site availability and development.)	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	CED JR	Termly Weekly
Total budgeted cost					£12,000
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?

Increased Parent/carer/Learners and external community interaction (Covid-19 restrictions)	Open evenings Additional cooking lessons Parents events Café (Currently suspended)	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 (Covid-19 restrictions)	Educational Trips Reward trips Completed on site supported by staff expertise and knowledge	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	RE CED BM	Termly
Social communication and interaction with people and animals	Internal social experience groups.	Reduction in behaviours Increase in social interaction.	Behaviour log	ES BM	Half termly
Total budgeted cost					£10,000

Impact

The proportion of current PP learners making and exceeding expected progress in English and Mathematics is higher than in the summer term. Our internal tracking systems and Odyssey show that individual learners in Key Stage 2, 3 & 4 are making expected or higher progress from their varying academic and temporal starting points. Pupil Premium learners have made more progress in English and Maths when compared with the whole school. This is a robust indicator that personalised learning and programmes of study at all levels have had a positive impact. In Science the pupil premium learners as a group, made more progress in the Autumn Term than the Whole School and more than the Summer term. LAC learners in particular are making accelerated progress in all core subjects and foundation subjects. SDQ scores also show an overall improvement in SEMH in LAC children which correlates by the reduction in behavioural incidents.

Although, as a school we offer a range of personal programmes and levels of support no single intervention provides a comprehensive solution to the complex educational and SEMH issues. As a school it has therefore been identified that a multi-faceted approach offers the best opportunity for learners to succeed and make progress. With a range of universal, targeted and specialist programmes of study, having a range of impacts from educational benefit, SEMH, engagement and life skills with strategies that can be generic but must be specific to the needs of the group/pupils.

Covid-19 has had a significant impact on the school's ability to effectively support all the learners needs. The ever-changing environment and external influences have required an adaptive strategy to forward think constructively to engage and educate children in a range of different ways from online forums to face to face contact.

To improve the data recorded and effectiveness of personalised programmes will require systems of monitoring and tracking to be more robust, adaptive and informative whilst being the catalyst for further progress to be made which is planned for the Summer term due to Covid-19. This is underlined by everything we do with achievement and progress a standing agenda item at senior management and extended leadership meetings in line with the SDP.

Over the last year we have built on the number and range of programmes of study that are needed to ensure that our learner's needs are addressed and they have the opportunities to fill gaps in their learning. We have expanded our specialist support and disseminated their experience through training and universal classroom support. We have also expanded targeted support and the ability to offer additional specialist support through restructuring and timetabling.

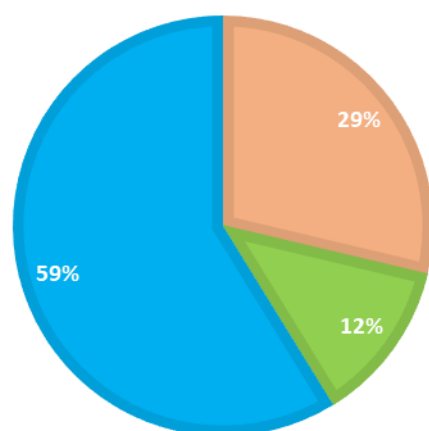
Below is an overview of the pupils that have current needs and how they are met and these are all supported through Pupil Premium funding.

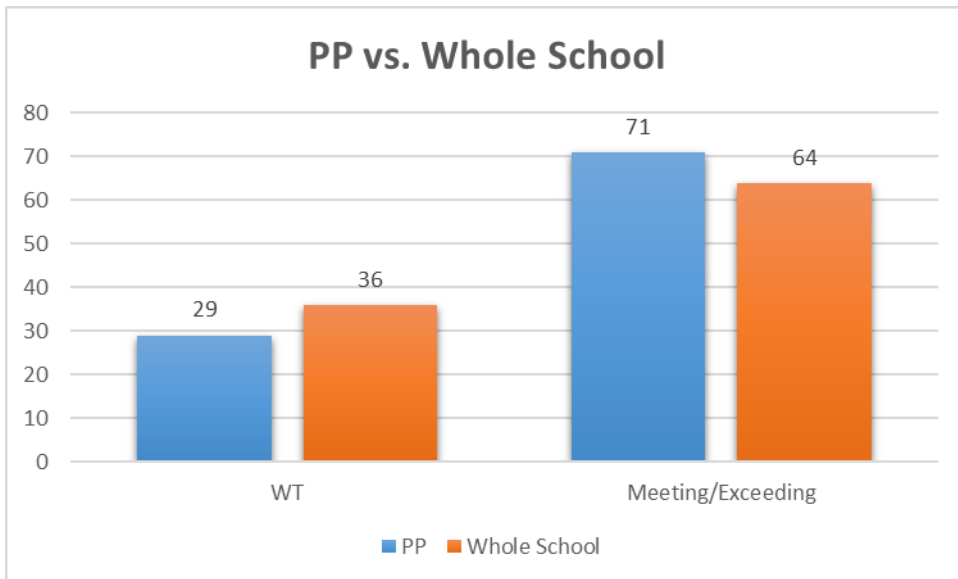
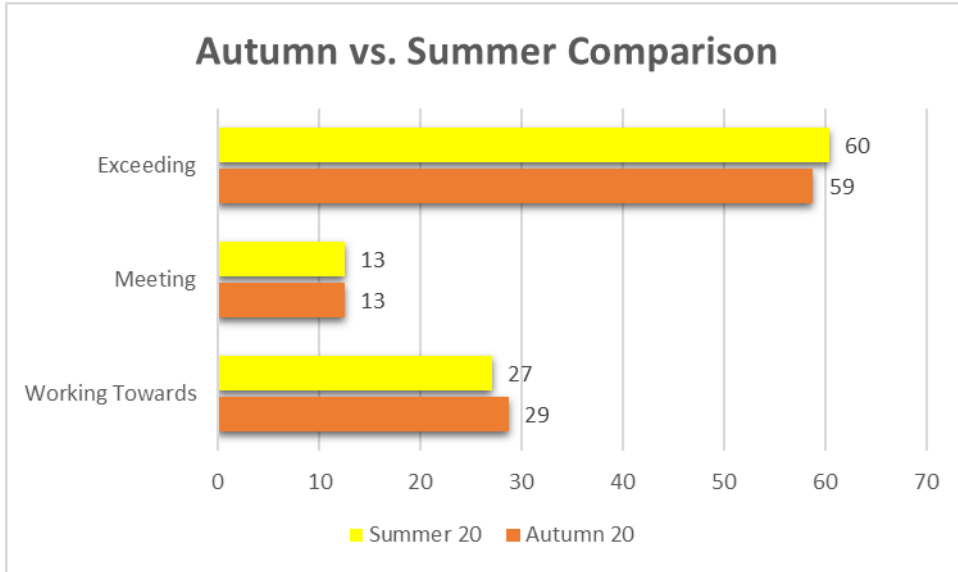
Data

PP										
Subject	Working Towards		Met Quest		Exceeding Quest		Met+Above		Whole School	
	#	%	#	%	#	%	#	%	Whole	Diff
English-Reading	8	22.2	1	2.8	27	75.0	28	77.8	70.0	7.8
English-Spoken	9	25.0	0	0.0	27	75.0	27	75.0	68.0	7.0
English-Writing	9	25.0	2	5.6	25	69.4	27	75.0	66.0	9.0
Maths	15	41.7	12	33.3	9	25.0	21	58.3	49.0	9.3
Science-Chemistry	10	27.8	5	13.9	21	58.3	26	72.2	58.0	14.2
Science-Biology	11	30.6	7	19.4	18	50.0	25	69.4	56.0	13.4
Science-Physics	10	27.8	5	13.9	21	58.3	26	72.2	60.0	12.2

PP OVERVIEW CORE SUBJECTS AUTUMN 2020

Working Towards Meeting Exceeding





Financial

Current whole school expenditure is at 56% which is expected due to outlays for whole school year programmes of study and projects (see below).

The class-based school expenditure has been limited due to bringing in a new finance system, correctly allocating budgets and a new procedure to allow staff autonomy to request and order resources, products and programmes of study to directly support learners with their learning based on intended impact, how they intend to implement it and actual impact which is recorded on a range of systems e.g. Odyssey, Iris, internal moderation etc (see below). This is beginning to be actioned by staff and the impact of this should be more visible in the spring and summer data.

PUPPREM - Pupil Premium

Percentage of Full Year Budget spent

 56 %

CURRENT PERIOD				YEAR TO DATE				ANNUAL	
Actual	Commitments	Budget	Left to spend	Actual	Commitments	Budget	Left to spend	Budget	Left to spend
56.50	-	(1,714.17)	(1,770.67)	(11,451.00)	-	(8,570.83)	2,880.17	(20,570.00)	(9,119.00)




DOC DATE	DOCUMENT	NOMINAL	SUPPLIER	ATTACHMENTS	DESCRIPTION	BALANCE
ACTUAL						
08/10/2020	QUNR 7	QUE1050 - Pupil Premium			Acad Pupil Premium	(13,523.00)
08/10/2020	QUNR 7	QUE1050 - Pupil Premium			Covid 19 Catch up premium	(6,000.00)
01/11/2020	QUGJ 20	QUE1050 - Pupil Premium			Reversal Opening Bal	9,015.50
17/11/2020	QUNR 25	QUE1050 - Pupil Premium			WCC 171120 PP+ payment Out 20	(1,000.00)
20/12/2020	POIN 1026	QUE4010 - Equipment (Not IT)	PCARD - Giraud Commerce Et Development		Tagine Dish	56.50
ACTUAL Total						(11,451.00)

PUPSUPFSM - Pupil Premium Expenditure

Percentage of Full Year Budget spent

 1 %

CURRENT PERIOD				YEAR TO DATE				ANNUAL	
Actual	Commitments	Budget	Left to spend	Actual	Commitments	Budget	Left to spend	Budget	Left to spend
104.45	44.99	1,714.17	1,564.73	107.84	44.99	8,570.83	8,418.00	20,570.00	20,417.17

DOC DATE	DOCUMENT	NOMINAL	SUPPLIER	ATTACHMENTS	DESCRIPTION	BALANCE
ACTUAL						
14/12/2020	POIN 916	QUE5000 - Catering Food/Drink	PCARD - ASDA (Quest)		Supplies - PP	3.39
20/12/2020	POIN 1027	QUE4010 - Equipment (Not IT)	Amazon EU UK Branch		Japanese knives	54.46
20/12/2020	POIN 1028	QUE4010 - Equipment (Not IT)	Amazon EU UK Branch		smoking gun	49.99
ACTUAL Total						107.84
COMMITMENTS						
12/01/2021	PORD 1417	QUE4010 - Equipment (Not IT)	Nisbet Next Day Catering		sous vide	44.99
COMMITMENTS Total						44.99

Covid-19 response

Due to the Covid-19 outbreak provision has increasingly been delivered online through digital lessons, work packs and school correspondence or from reduce time within in school. There has been an increased monitoring of children through class teams and Family Footings especially for CLA and vulnerable learners. There has been an increased presence with specialists support from EP, OT and CP being completed remotely or in school if children have been attending this has also involved supporting families. Play therapy has continued and family footings have increased their presence with an increase in communication and support.