

Recovery Premium 2021-2022

Total number of pupils:	100
Total Recovery Premium budget:	£29,000

STRATEGY STATEMENT

Quest Academy primarily caters for learners who have SEMH and ASD all of whom have an Education and Health Care Plan. On entry to Quest all learners are significantly performing below their age -related expected norms.

To support learners, close the gap we will continue to:

- Use evidenced based research to ensure that our practice supports high quality teaching and learning.
- Develop our coaching programme and use of Iris Connect.
- Provide high quality training for all.
- Invest in specialist staff training so that they are able to deliver specialist programmes of support.
- Use music as an avenue to provide opportunities to support learner's well-being and resilience.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of literacy and numeracy
B	Attributes and skills linked to support learners' psychological needs and motivations for behaviour as outlined in the self- determination theory (Autonomy: feeling in control, Relatedness: feeling connected, feeling good at something: Competence).
C	Attributes and skills associated with learner's ability to self- regulate, self-efficacy and self- belief.

ADDITIONAL BARRIERS

External barriers:

D	Attendance
E	Family circumstances linked to the complexities of each child's SEN and medical needs.
F	Access to a computer/laptop/ internet and other resources to support learning at home.

Planned expenditure for current academic year

QUALITY TEACHING FOR ALL

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Staff to attend relevant courses to support development of learner's literacy and numeracy skills	All staff achieve a level 3 phonics certificate (if not already achieved) Learners close the gap from their starting points in literacy and numeracy	Key skills needed to be "Ready for Life" Improved literacy and numeracy skills will support learners to access learning	Use of our reading guidance and training programme. Planned opportunities for development of literacy and numeracy skills across the curriculum.	Literacy – JH Numeracy - IW	Termly
Use Iris Connect to support good practice across the school	Coaching and use of Iris Connect enhances delivery of the curriculum resulting in improved attainment	Evidenced based research on impact of coaching and use of Iris connect Pilot project during the Summer Term with positive feedback from those involved/ improved practice	Identify a team to continue to champion our coaching programme and use of Iris Connect Continue Buddy system and celebrate good practice	CED TO	Half Termly
Increased hours of specialist staff to assess cognitive profile of specific learners	Deeper understanding of behaviours to inform programmes of support and delivery of lessons	Greater understanding of learners who have already had cognitive learning assessments allowing them to access learning	Clinical Psychologist and Assistant Clinical Psychologist to work with staff teams to agree priorities for learning and approaches required to support learners	BM JR	Termly

Evaluate the impact of our new curriculum and delivery	Improved levels of learner engagement, independence and well-being Improved attainment across all areas of our holistic curriculum	Knowledge of our learners Deep understanding of SEN and how to remove barriers to learning Findings from our research project and information gathered from observations and discussions with stakeholders	Clear guidance and expectations Triangulation of evidence in line with our quality assurance procedures	TO	Half Termly
Total budgeted cost:					£6000
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Identify learners who would benefit from attending Noise Solutions Programme	Improved levels of wellbeing Improved levels of resilience and engagement	Impact of programme has been recognised nationally Results achieved within a ten-week period	Liaison with stakeholders Providing additional musical experiences once learners complete the course	BM CED	Weekly and at the end of the programme
Identify learners who would benefit from following personalised programmes of support through our attendance, behaviour and support meetings. (BASS) and Quest Team around the child meetings (QTAC)	Learners make progress in the areas identified	Whole school data Feedback from stakeholders	High quality planning Monitoring of delivery Triangulation of evidence	BM EW	Half Termly / end of programme of support
Total budgeted cost:					£20,000
Other approaches					

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Identified staff to attend theraplay and NLP coaching courses to support learners who would benefit from specialised programmes of study	Increase in staff knowledge to deliver specialist programmes of study	Impact these interventions have had previously	Allocated time within our curriculum Supervision for staff	CED	Termly
					£2000
Total budgeted cost:					£29,000