

Quest Academy Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Quest Academy |
| Number of pupils in school | 100 |
| Proportion (%) of pupil premium eligible pupils | 27 |
| Academic year/years that our current pupil premium strategy plan covers | 3 years 1 remaining |
| Date this statement was published | September 2019 |
| Date on which it will be reviewed | March 2021 |
| Statement authorised by | Ben Makins/Nicola Wells |
| Pupil premium lead | Ben Makins |
| Governor / Trustee lead | LAB Chair: Richard Stephenson Trust Chair Neil Macmillan |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £39,020 |
| Recovery premium funding allocation this academic year | £11,020 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £50,040 |

Part A: Pupil Premium Strategy Plan

Statement of intent

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. Which can be associated to their complex SEN and medical needs and historically significant periods of time out of education and or missed learning.

To support learners and 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.
- Provide personalised person – centred levels of support for families
- Provide specialist support/ fund activities linked to a learner's needs, areas of priority and interests
- Organise experience days
- Invest on equipment linked to individual learner's needs and interests

Challenges

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance |
| 2 | Levels of engagement and resilience needed for mastering academic skills and knowledge |
| 3 | Gaps in Learning |
| 4 | Low levels of literacy and numeracy |
| 5 | 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). |
| 6 | Positive social communication and interaction with peers, inappropriate social behaviours and understanding of appropriate behaviours within the community |

| | |
|---|--|
| 7 | Family circumstances linked to the complexities of each child's SEN and medical needs and /or as a result of families' negative experiences of education |
| 8 | Internal /External access to appropriate social groups, clubs, experiences |
| 9 | Access to a computer/laptop/ internet and other resources to support learning at home. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| Increased attendance Reduced Persistent absence | Meet national guidelines for SEN school attendance /persistent absence Learners achieve higher attendance than previously |
| Improved social, emotional and mental health and self-determination (Autonomy: feeling in control, Relatedness: feeling connected, feeling good at something: Competence). | Improved mental health scores on Odyssey (school assessment framework) Reduced SDQ scores Improved SDT scores Improved behaviour traits (Boxall Profile) Positive feedback from Stakeholders Less Safeguarding concerns raised linked to mental well- being |
| Extended opportunities for both targeted and whole school educational experiences | Quest 8 achievements Accelerated progress of engagement motivation and self-esteem on Odyssey (internal assessment framework) EMPATHY points |
| Enhanced support for new and previous families to engage in school planned and school-based activities. | Improved social skills Developed family involvement and investment in school and learners. |
| Better links with the local community and clubs | Local club onsite demonstrations. Increased learner engagement with local clubs and social groups. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £15,040

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| School experience days based around core and secondary subjects | Improved engagement levels Improved levels of knowledge | 1,2, 3, and 8 |
| Additional hours of assistant clinical psychologist | More detailed information about learner's cognitive assessments | 1,2 and 3 |
| Coaching Programme and use of Iris Connect | National impact evidence | 2,3 and 4 |
| Upgrading current resources | Stem kits engage and support learning | 2,3 and 4 |
| Quality training for all | Evidenced by triangulation of information | 3 and 4 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted specialist interventions | Progress data | 2,3 9 |
| Y11 transition educational college experiences and attendance at level 1 brick laying course | Qualifications achieved and successful Y11 transition | 2 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Counselling | | 5 |
| Noise Solutions | | 5 |
| PACE one day training | | 5,6 |
| Qualifications for staff (Theraplay, NLP coaching, ELSA) | | 5,6 |
| Family Footings support for families | | 1 and 7 |

Total budgeted cost: £50,040

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

GL Assessment data

Please note that learners are significantly behind their peers and have historically made less than expected progress

Reading: 91.30% made at least expected progress

Spelling : 95.6 made at least expected progress

Maths : 82.35 made at least expected progress

Science: 66.67 made at least expected progress

Odyssey data

Resilience: 58.7% made more than expected progress

Attendance data: Pupil Premium attendance was 81% in 2020-21 which is well above the national average for similar schools during the Pandemic

