

Pupil premium strategy statement – Quest Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 see additional 3-year plan 2022/23-2024/25 online
Date this statement was published	September 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Nicola Wells
Pupil premium lead	Ben Makins
Governor / Trustee lead	Richard Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,090
Recovery premium funding allocation this academic year	£49,174
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£86,264

Part A: Pupil premium strategy plan

Statement of intent

Quest Academy are committed to removing barriers facing disadvantaged pupils and preparing them to be ready for life.

- Our objectives are as follows:
- Raising ambitions and aspirations for learners to have a successful life and career
- Improving attendance
- To ensure specialist staff e.g. SALT, OT, EP, CP have effective deployment and use new therapy resources to enrich learners' experiences
- Giving access and opportunities to unique experiences, leisure and wellbeing activities to aid social and emotional self-regulation.
- To improve functional literacy skills - To ensure learners can access all aspects of our curriculum by increasing reading levels, whilst ensuring reading experiences can be implemented at home as well as school.
- To create and deliver an action plan to support families that are struggling with the cost of living crisis.
- To implement personalised transitional plans to ensure learners have the best possible start at Quest and to achieve a smooth transition when leaving their previous school/setting.
- Personalised transition for Post 16 learners
- Supporting disadvantaged learners with mental health diagnoses through use of specialist support.

At Quest Academy, we use research to inform all of our practices, including how to use PP funding to make maximum impact as efficiently as possible. We use the Education Endowment Foundation tool kit to inform our teaching, targeted academic support and wider strategies.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance
2	Complexity of learners including mental health
3	Engagement and concentration levels

	Poor motivation, resilience and self esteem
4	Positive social communication and interaction with peers, including inappropriate social behaviours and understanding of appropriate behaviours within the community
5	Reading levels including reading comprehension
6	Engagement with specific families due to their previous poor experiences of education
7	Transport issues and changes due to learners' complex needs
8	Lack of timely focussed support by external agencies.
9	Cost of living crisis
10	Covid-19 impact on SEMH and social skills

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
Improved Attendance in line with non-learner premium learners and government suggested guidelines for attendance.	<p>PP to achieve 89% or in line with non-premium above for attendance</p> <p>Support from Family Footings effective and timely to support families</p> <p>Additional support, therapy and bespoke timetables are in place and functional with a level of adaptability and flexibility.</p>
Improvement in understanding of complexity of learners including mental health and how to support them.	<p>Improved identification of specific needs for accelerated progress through Earwig, SDQ's, specialist reports and PDP's</p> <p>Mental health interventions programme through targeted and specialist Educational Psychologist and Clinical Psychologist and other relevant specialists to support learners</p> <p>CPD programme of support for staff and parents</p>
<p>Increase in engagement and concentration levels</p> <p>Poor motivation resilience and self esteem</p>	<p>Extra-curricular clubs and holiday clubs</p> <p>Occupational Therapy sensory support and diets being produced and accessed</p> <p>New reward structure and costings of this</p> <p>Increased engagement of offsite external provision and qualifications, animal care, sports coaching etc. leading to improved access of curriculum when on site</p> <p>Improved access of Bug club/ accelerated reader (on line reading intervention)</p> <p>New reading pathways implemented</p>

<p>Social Communication Inappropriate social behaviours and understanding of appropriate behaviours within the community</p>	<p>Increased access to, lunch clubs, after school clubs from external agencies who can offer a broader range of clubs for learners</p> <p>Increase in SALT advice and support</p> <p>Social groups established for targeted groups e.g. girls and boys, lego club, D and D club, games club and football team</p> <p>Jobs and responsibilities targeted towards relating to qualification.</p> <p>Embedded PSHCE programme</p> <p>Regular PBS training updates</p> <p>Protective behaviours intervention refresher in place by Spring term</p>
<p>Reading levels across the school including PP learners to be improved through reading pathways and phonics</p>	<p>Reading pathways in place.</p> <p>Reading levels/ comprehension to improve across all key stages</p> <p>Increase in available reading material.</p>
<p>Engagement with specific families due to their previous poor experiences of education.</p>	<p>Evening Open events</p> <p>Presentations by lead therapists</p> <p>Transport available for parents/carers to attend open events</p> <p>Additional opportunities for parent /carer drop in sessions with specialists e.g. SALT, OT, Educational Psychologist, Clinical psychologist</p>
<p>Transport changes and learners' complex needs.</p>	<p>Adjustments to be made within a 4-week timeframe</p> <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>
<p>Timely focussed support.</p>	<p>Accessible In-house OT, EP, CP, SALT</p> <p>Pastoral focus on PP/PLAC/LAC pupils to ensure prioritisation of additional access</p> <p>Staff to attend bespoke training to fill in gaps of provision on offer</p>

External access to appropriate social care support and school support	Improved links to local community food banks and support networks Extra – curricular “Wednesday Club” Easter and Summer Holiday club Additional family footings member.
Support mechanisms in place to support SEMH needs linked to Covid-19	Programmes of support to be developed by CSC team to support positive social interaction Behaviour policy re-written to demonstrate focused support around SEMH Social engagement increases through improved reward structure.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bug Club. Accelerated reader Reading pathways 1-5 Forensic reading programme Phonics programme Library system	Monitoring and evaluation of impact through Earwig (new assessment system, along with GL reading assessments and regular reading x3+ a week give a strong evidence base.	3, 5, 10
Manga High. TT Rockstars	Continued improvement and increased online scores, used also as home learning and increases exposure in engaging way	3, 5, 10
External services for lunch and after school clubs Extension of allotment and outdoor space for food. Extension of farm activities	Improved health of PP pupils including social interaction and peer support. Dedicated interventions to improve SEMH related to interests.	2, 3, 4, 10

Football team and links with local teams.		
Employed Phase Leaders and Phase Assistants	<p>Increased ability to support learner's engagement and learning targeted to their needs.</p> <p>Higher tiered support for learner's emotional regulation factors by providing broader opportunities for provision</p> <p>Increase in levels of monitoring and quality assurance in line</p> <p>Targeted support for learners to practise and apply numeracy & literacy skills in different engaging contexts</p>	2, 3, 4, 5, 10
CPD activities	<p>Use of external providers to deliver aspects of CPD</p> <p>Bespoke accredited qualifications to support programmes of support</p>	2,3,4 5,10

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
8 targeted interventions. New intervention structure planned Additional staffing to support tutoring /1-1	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	2, 3, 4, 5, 8, 10
Bespoke support timetables through Personalised Learning with 1:1 support for specific learner needs. Tailored therapy needs	Many learners need structured 1:1 teaching to embed learning specific to needs. Personalised learning works in line with EHCP targets and PDP's to increase engagement and educational outcomes.	2, 3, 4, 5, 8, 10
Increase in Specialist support from EP, CP, OT, SALT	CPD dissemination of knowledge through training sessions. Specialist advice from range of specialists providing on-site support for PP pupils and whole school QTAC support.	2, 3, 4, 5, 8, 10

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

Budgeted cost: £11,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional community access through open evenings, parents training events, café access and after school clubs.	<p>Increase in parent/carer satisfaction surveys through involvement with school activities.</p> <p>Increase in external peer social interaction opportunities to improve social confidence</p> <p>Support with cost of living crisis</p>	1, 2, 6, 7, 9
Increased access to educational trips and reward trips	<p>Increase in peer to peer interaction.</p> <p>Expansion of knowledge relating to topics and to increase unique educational experiences</p> <p>Increase in engagement, motivation, resilience and self-esteem.</p>	3, 4, 9, 10
Personalised learning and improved PDP focus	<p>Increase in achievement of holistic curriculum targets on assessment framework</p> <p>Increase in PP communication targets.</p>	2, 3, 4, 5, 6, 10

Total budgeted cost: £ 86,264

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The proportion of current PP learners making and exceeded expected progress in English and Mathematics is higher than in the summer term of 2021/22.

Our internal tracking systems 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 expected progress in line than other learners Progress for all learners exceeded levels of progress made by learners in Summer term of 2021/22.

Pupil premium and CLA learners in particular have made accelerated progress in all core subjects and foundation subjects. SDQ scores also show an overall improvement in SEMH in pupil premium and CLA learners 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 is 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/learners.

Covid-19 has had a significant impact on the school's ability to effectively support all the learners needs but the experienced staff group have strived to offer the best possible educational opportunities under huge constraints. The ever-changing environment and external influences have required an adaptive strategy to forward think constructively to engage and educate learners in a range of different ways from online forums to face to face contact.

There has been improved methods to record data and indicate the effectiveness of personalised programmes by improving the systems of monitoring and tracking so they are robust, adaptive and informative. This can be a catalyst for further progress to be made in 2022/23 academic year. This is underlined by everything we do with achievement and progress a standing agenda item at senior management level 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.

The class-based school expenditure has been a success and subject leads and specialist staff have been able to make purchases for specific learners to increase educational attainment. At the purchasing stage staff have to outline the intended outcome and this is reviewed through the school's quality assurance systems.

Additional spending has been used for curriculum experiences and a therapy assistant to enable therapists to engage in more sessions across the school and ensure assessments were completed.

Subject	Below Expected PP %	Below Expected Non-PP %	Met Expected PP %	Met Expected Non-PP %	Above Expected PP %	Above Expected Non-PP %	Met + Above Expected PP %	Met + Above Expected Non-PP %
English	23.08	26.53	69.23	63.27	7.69	10.20	34.09	40.91
Maths	23.08	16.33	66.67	57.14	10.26	26.53	34.09	46.59
Science	25.64	22.45	71.79	59.18	2.56	18.37	32.95	43.18
Ready to Learn	33.33	30.61	56.41	42.86	10.26	26.53	29.55	38.64
Resilience	38.46	44.90	48.72	24.49	12.82	30.61	27.27	30.68
Communication	35.90	24.49	53.85	57.14	10.26	18.37	28.41	42.05
Independence	28.21	22.45	61.54	63.27	10.26	14.29	31.82	43.18

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme
Twinkl
Ninja Maths
Mathletics

Kangaroo Maths
TT Rockstars

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.