

## 3 year Learner/Pupil Premium Strategy Statement

1. Summary of impact					
<b>School</b>	Quest Academy				
<b>Academic Year</b>	2022/23	<b>£</b>	£ 37,090 and £49,174	<b>Date of most recent PP Review</b>	Sept 22
<b>Total number of pupils</b>	100	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	June 23

### 2. Current Attainment 2021/22

<b>Subject</b>	<b>Below Expected PP %</b>	<b>Below Expected Non-PP %</b>	<b>Met Expected PP %</b>	<b>Met Expected Non-PP %</b>	<b>Above Expected PP %</b>	<b>Above Expected Non-PP %</b>	<b>Met + Above Expected PP %</b>	<b>Met + Above Expected Non-PP %</b>
<b>English</b>	23.08	26.53	69.23	63.27	7.69	10.20	34.09	40.91
<b>Maths</b>	23.08	16.33	66.67	57.14	10.26	26.53	34.09	46.59
<b>Science</b>	25.64	22.45	71.79	59.18	2.56	18.37	32.95	43.18
<b>Ready to Learn</b>	33.33	30.61	56.41	42.86	10.26	26.53	29.55	38.64

<b>Resilience</b>	38.46	44.90	48.72	24.49	12.82	30.61	27.27	30.68
<b>Communication</b>	35.90	24.49	53.85	57.14	10.26	18.37	28.41	42.05
<b>Independence</b>	28.21	22.45	61.54	63.27	10.26	14.29	31.82	43.18

<b>Year 1 Plan 2022/23</b>	
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
<b>A.</b>	<b>Attendance</b>
<b>B.</b>	<b>Complexity of learners including mental health</b>
<b>C.</b>	<b>Engagement and concentration levels</b> <b>Poor motivation, resilience and self esteem</b>
<b>D.</b>	<b>Positive social communication and interaction with peers, including inappropriate social behaviours and understanding of appropriate behaviours within the community</b>

<b>E.</b>	<b>Reading levels</b>
<b>External barriers</b>	
<b>F.</b>	<b>Engagement with specific families due to their previous poor experiences of education</b>
<b>G.</b>	<b>Transport issues and changes due to learners' complex needs</b>
<b>H.</b>	<b>Lack of timely focussed support by external agencies.</b>
<b>I.</b>	<b>Cost of living crisis</b>
<b>J</b>	<b>Covid-19 Impact on SEMH and social skills</b>

<b>4. Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Improved Attendance in line with none learner premium learners and government suggested guidelines for attendance	PP to achieve 95% or above for attendance Support from Family Footings effective and timely to support families Additional support, therapy and bespoke timetables are in place and functional with a level of adaptability and flexibility
<b>B.</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 Earwig, SDQ's, specialist reports and PDP's

		<p>Mental health interventions programme through targeted and specialist Educational Psychologist and Clinical Psychologist support for learners</p> <p>CPD programme of support for staff and parents</p>
<b>C.</b>	<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.</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 (on line reading intervention)</p> <p>New reading pathways implemented</p>
<b>D.</b>	<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</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>
<b>E.</b>	<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 to improve across all key stages</p> <p>Increase in available reading material.</p>
<b>F.</b>	<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>

<b>G.</b>	Transport changes and learners' complex needs.	Adjustments to be made within a 4-week timeframe Family footings to support with arranging transport filling forms, liaising with specialist transport etc. Directed scheduling of transport groupings to LA
<b>H.</b>	Lack of timely focussed support by external agencies.	Accessible In-house OT, EP, CP, SALT Pastoral focus on PP/PLAC/LAC pupils to ensure prioritisation of additional access
<b>I.</b>	External access to appropriate social care support and school support	Improved links to local community food banks and support networks Extra – curricular “Thursday Club” Easter and Summer Holiday club Additional family footings member.
<b>J.</b>	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.

Planned expenditure	
<b>Academic year</b>	<b>2022/23</b> <b>100 total 34 pupils PP Total spend £37,090 and £49,174 Total 86,264</b>
The three headings below enable schools to demonstrate how they are using the Learner 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	Bug Club. Reading pathways Forensic reading programme Accelerated reader Library system	Earwig GL reading assessments Regular reading x3+ a week.	Reading journals. Data trawls termly Literacy co-ordinator overseeing library and key learning opportunities for reading Additional member of staff	TO JH	Termly
Continued engagement in maths. Improved resilience and self-esteem.	Manga High. Accelerated leader Rockstar's	Continued improvement and increased online scores, used as home learning	Regular weekly checks by tutors Termly checks by maths lead Data drop termly meetings	IW	Weekly Termly
Healthy lifestyle improved social interaction opportunities and social communication	External services for lunch and after school clubs Extension of allotment and outdoor space for food. Football team and links with local teams.	Improved health of PP pupils. Social interaction and peer support. Dedicated interventions to improve SEMH	Zoned support at social times. Increased engagement in positive social interactions Develop club links with external organisations to provide opportunities outside of school	RE	Weekly Termly

Phase leaders and phase assistants to provide additional provision to support learning	Employed Phase Leaders and Phase Assistants	Increased ability to support learners learning. Higher engagement factor by providing broader opportunities for support Increase in monitoring Targeted support for learners to practise and apply numeracy & literacy skills in different engaging	Increased layers of support for learners and staff Intrinsic planning using core subject principles to underline previous learning	TO	Termly
<b>Total budgeted cost</b>					£36,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Interventions programme development	Extensive interventions. 8 targeted interventions. New 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 map Timely reviews of interventions	BM	Weekly Pastoral Termly
1-1 support and bespoke timetables	Personalised learning 1-1 for specific learner needs. 1-2 Tailored therapy 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 Earwig, PDPs and behaviour logs.	RE BM	Termly
SALT services improved	Social communication groups 11 SALT Group sessions Lego club	CPD dissemination of knowledge through training sessions. Refresher training of Word aware Targeted and specialist support for PP pupils and whole school	Structured timetabling Pastoral/therapy meetings Management of therapy slots	AW	Termly Weekly

OT services improved	Sensory diets Sensory boxes Sensory circuit Dual role OT	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/therapy management Shared OT with other school Discussions and strategic planning with other local school SENCO	BM	Termly Weekly
EP availability improved	Targeted interventions In house EP Local authority EP	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 Targeted learner needs Therapy management	BM	Termly Weekly
CP availability improved	Targeted interventions 2 x Assistant CP's available for structured 1:1 sessions	CPD dissemination of knowledge through training sessions. Specialist advice from clinical psychologist with on-site support for PP pupils and whole school QTAC support	Structured timetabling Therapy management Dr Anna May overarching support	BM AM	Termly Weekly
<b>Total budgeted cost</b>					£40,000
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased Parent/carer/Learners and external community interaction	Open evenings Parents training events Café After school clubs	Increase in parent/carer satisfaction surveys. Increase in parent/carer involvement with school activities. Increase in external social interaction opportunities to improve social confidence Cost of living crisis	Carefully planned calendar of events.	SLT	Yearly



Increased external access to appropriate social groups, clubs, experiences	Educational Trips Reward trips	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	Engagement survey Earwig	SLT CSC's	Termly
Targeted social individualised learning to achieve exponential social engagement	Personalised learning Resources linked to PDPs	Increase in achievement of 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 BM	Termly
<b>Total budgeted cost</b>					£11,264

### Year 2 Plan 2023/24

This is an estimation of potential on-going and long-term barriers that could impact both PP Learners and the rest of the school. It addresses the potential barriers/needs of our cohort, what outcomes are required, the strategies we are going to employ and desired results for year 2

### 5. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Low confidence and self-esteem socially and emotionally and also educational ability
<b>B.</b>	Poor motivation towards goals.
<b>C.</b>	Progress and attainment of disadvantaged Learners

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Parental engagement and support for reading and home-based learning Need for deprived Learners to widen their life experiences	
<b>6. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raise the self-esteem and confidence of disadvantaged pupils so they have a more positive mindset towards their futures	<p>Pupil Premium learners make comparable progress to other learners in year group. Learners talk increasingly positively about what they are able to achieve and ambitions Learners and key stake holders report increased confidence levels.</p> <p>Learners complete purple pen work and follow accelerated learning template to complete reflective feedback Pupil Premium Learners achieve higher number of QUEST points to their prior individual achievements Reduction in behaviour incidents. Learners show increased interest in whole school events such as lunchtime clubs and School Council</p>
<b>B.</b>	Raise the motivation to achieve and succeed in educational outcomes and targets for disadvantaged pupils	<p>Learners have increased target identification through PDP's and staff setting high aspirations for Learners. Teachers report good attitude to learning and decreased levels of behaviour. Engagement in classroom activities improves. Learners are intrinsically motivated Learners report that they want to improve their work</p>
<b>C.</b>	Increase progress rates for disadvantaged Learners	<p>Ensure quality first teaching remains of a high standard. Implement new assessment system. Learner progress meeting confirm improving rates of progress for disadvantaged pupils.</p>

		<p>Learner progress meeting have PP, LAC, disadvantaged Learners focus.</p> <p>Pastoral therapy meetings to ensure targeted work for disadvantaged learners</p> <p>Focused intervention programme to increase accessibility and attainment</p>
<b>D.</b>	Engage parents in school activities.	<p>Increased attendance to open evenings/ family events.</p> <p>Improved local links with other schools, businesses and experiential sports and social opportunities. (e.g. cinema, shopping, coffee house, sports clubs)</p> <p>Positive evidence from AR meetings</p> <p>Parental involvement in parental consultations.</p> <p>All disadvantaged Learner's parents meet with teacher at parent consultation at least three times a year</p>

<b>7. Planned expenditure</b>					
<b>Academic year</b>	<b>2023/24 Estimated</b>				
	<b>100 total 36 pupils PP Total spend £49,860</b>				
The three headings below enable schools to demonstrate how they are using the learner premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>iv. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> Raise the self-esteem and confidence of disadvantaged pupils	Social and Emotional Learning time- morning PowerPoints	Evidence of Teaching and Learning through individual and group activities in morning PowerPoint Regularly used to improve self-esteem and relationships within classes.	Daily slots timetabled and monitored	TO	Termly review of MP time teaching and its effectiveness.
<b>B.</b> Raise the motivation to achieve and	Social and Emotional Learning- Whole school	Evidence on Teaching and Learning. Learners work towards criteria to achieve status and rewards.	Time allocated to monitoring individual criteria during PSHE lessons. 'Rewards' activities and	TO	Half termly review of progress towards criteria.

succeed for disadvantaged pupils	PBS and protective behaviours. Extensive PSHCE programme. Rewards criteria involving high expectations to learning and behaviour.		achievements celebrated weekly in assembly and Friday rewards day. CPD programme targeting SEMH		
<b>C.</b> Increase progress rates for disadvantaged Learners	Targeted English and maths group's interventions.  Feedback	Results from interventions showing increased and accelerated progress.  Teachers are able focus on good quality feedback and identifying individual misconceptions.  Evidence from Toolkit and Ofsted on importance of good quality feedback.	Monitoring results and data on provision map.  Ensuring quality of intervention and feedback remains high.  SIP priority. Clear actions for implementation and monitoring.	BM IW JH  SLT	Termly  Termly book check  Ensure training is in SIP 3 Learner Progress meeting per year focus on progress of individual and all groups.
<b>D.</b> Engage parents in school activities.	Provide ready for life activities e.g, music lessons, language lessons and school trips for all deprived learners	By undertaking this shows that deprived learners take part in activities at the same rate as their peers with the financial support	Monitoring of trip and club attendance; personal contact with parents if they say learners do not want to go or unable to	Family footings	Every term
<b>Total budgeted cost</b>					£26,000
<b>v. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b>	Positive Theraplay and ELSA support programme embedded	Evidence on teaching for this approach. Evidence from observations on	High quality training given. Regular supervision and support from professionals.	BM	Half termly ELT meeting to monitor progress and allocate time.

		effectiveness of Theraplay and ELSA interventions Pre and post reports Evidence from school- Boxall, results.	Monitored by Earwig and through Learner Progress meetings (TA cost)		
<b>B.</b>	1:1 intervention and Mastery	clear evidence in Teaching Toolkit for 1:1 and Mastery in Earwig. Teachers will target individual learners who did not master concept in lessons and work with them to catch up so ready for next lesson or pre-teach to enable continuity of teaching.	Staff training on Earwig mastery and interventions. Disadvantaged learner a priority in this. SL and HT monitor quality of intervention.	BM RE TO	Termly HT monitoring of intervention activities.
	Booster groups- Learning to Learn (Meta Cognition)	Already cited.	Booster classes focus mainly on learning to learn, setting target, monitoring progress, test technique, wanting to do well, reaching goals.	TO/BM	Effectiveness of Booster Group on motivation of Learners evaluated pre and post
	Accelerated learning model	Embedded into culture in all lessons with emphasis on reflection	Regular training updates + coaching sessions from experienced staff for new starters	TO	Review Termly
<b>C.</b>	Sharing PBS and protective behaviours criteria with parents and involving them in helping child reach PDP targets	Previously cited. Sharing criteria will give parents a sense of involvement and importance.	High profile of PDP's in school life. Re-launch rewards for achievement and involve learner views.	BM	
	Parent Involvement. New system of open evening and parent meetings including additional parents' events in holidays	Parents are encouraged to visit classroom to share books with learners and chat to teacher. Parents given interim (mini) report detailing progress. Parents of learners who are Disadvantaged, SEND or LAC (amongst others) given a longer individual meeting.	Communication with parents is effective. Parent forums to review effectiveness of meetings and reports.	TO	

D.	Music lesson and Sporting activities experiential activities.	Success in areas such as sport or the arts increases self-esteem.	Parents of disadvantaged learners are informed by letter that learners who express and interest in clubs or music tuition can have this payed for by the school. If disadvantaged learners show an interest or ability in an area the school will approach the parents about participation on activity.	CSC	Termly evaluation
<b>Total budgeted cost</b>					£22,000

### 8. Planned expenditure Year 3

**Academic year**

**2024/25 Estimated  
100 total 40 pupils PP Total spend £55,400**

The three headings below enable schools to demonstrate how they are using the learner premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Targets	Expenditure	Impact
Independent support and transition hub	£30,000	Onsite provision will improve accessibility, attainment and boost health, social and emotional and educational achievement. This will be a hub for transition and high-level support for learning and behaviour.
Improving on-site therapy offering to current and potential students.	£10,000	Expanding the Therapy team to incorporate Full Time OT and assistant educational psychologist, this will improve sensory diets, assessments, diagnostic assessments, improved health and fitness and sensory management. Increased engagement factor and experiential skills
School Farm improvements and animals and expansion of school offer	£10,000	Having access to a range of animals Increase in responsibility and social involvement Ability to complete animal care, veterinary, animal welfare, animal land management and animal grooming qualifications Access to animal therapy

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