

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 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Tyla Owen (Interim)
Pupil premium lead	Ben Makins
Governor / Trustee lead	Brin Linsell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,743
Recovery premium funding allocation this academic year	£52,084
<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>	£96,827

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 expectations, ambition 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 and CPD to enrich learners' experiences
- Giving access and opportunities to unique experiences, leisure and wellbeing activities to aid social and emotional self-regulation.
- To Improve reading skills- To ensure learners can access all aspects of our curriculum by increasing reading levels, developing the phonics program whilst ensuring reading experiences can be implemented at home as well as school.
- To implement transitional plans for new learners and leavers to ensure they have the best possible start at Quest and to achieve a smooth transition when leaving school with a range of opportunities.
- Supporting disadvantaged learners with mental health diagnoses and issues through specialist support and therapeutic input.

At Quest Academy, we use research to inform all of our practices, including the how to use PP funding to make maximum impact as efficiently as possible. We use the EEF 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 of learners and lateness.
2	Complexity of learners including mental health. Extended impact of Covid-19 Impact on SEMH and social skills.
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	Access to reading. Reading levels and ability.
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	Graduated response to learners that are unable to access the curriculum.

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 none pupil premium learners and government suggested guidelines for attendance	<p>PP to have an aspirational target of 95% or above for attendance</p> <p>Increased support from Family Footings through effective and timely support for families</p> <p>Action plans/monitoring and new policy to increase levels of support for attendance and lateness.</p> <p>Additional support, alternative provision, online tutors, therapy and bespoke timetables are in place. These are functional with a level of adaptability and flexibility to improve engagement.</p>
Improvement in understanding of complexity of learners including mental health and how to support them	<p>Increase in cognitive assessments to understand learning ability of disadvantaged learners.</p> <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 support for learners</p> <p>CPD programme of support for staff and parents in SEN, behaviour, safeguarding.</p>
<p>Increase in engagement and concentration levels</p> <p>Poor motivation resilience and self esteem</p>	<p>Occupational Therapy identification of sensory needs through profiling, sensory support and diets being produced and accessed regularly.</p> <p>New reward structure with range of rewards differentiated by upper and lower school.</p> <p>Increased engagement of offsite external provision and qualifications, animal care, football experiences, sports coaching etc. leading to improved access of curriculum when on site</p> <p>Improved reading access at home through Letterbox and Bug club.</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 and school network events.</p> <p>Increase in SALT advice and support</p> <p>Extended Social and reward groups established for targeted groups e.g. girls and boys, lego club, D and D club, games club and football team</p> <p>New Princes Trust training and curriculum to support, extended, and embedded PSHCE programme</p> <p>Increase in 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>Ensure reading pathways in place and embedded.</p> <p>Increase in reading levels to improve across all key stages</p> <p>Dyslexia support in place</p> <p>Increase in available reading material both at home through bug club, letterbox and school through library</p>
<p>Increased engagement with specific families due to their previous poor experiences of education.</p>	<p>Evening Open events and recordings</p> <p>Presentations on specific subjects by leaders and subject leads</p> <p>Transport available for parents/carers to attend open events</p> <p>Increase in Family Footings support and signposting of services</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>Lack of timely focussed support by external agencies.</p>	<p>Accessible In-house OT, EP, CP, SALT</p> <p>Accessibility to external Local Authority EP</p> <p>Pastoral and therapy focus on PP/PLAC/LAC pupils to ensure prioritisation of additional access</p>

Support mechanisms in place to support SEMH needs linked to Covid-19	<p>Programmes of support to be developed by CSC team to support positive social interaction</p> <p>Engagement through online tutor system</p> <p>Behaviour policy re-written to demonstrate focused support around SEMH</p> <p>Social engagement increases through improved reward structure.</p>
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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: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bug Club. Letterbox Reading pathways New phonics programme. Library system new range of levelled books.	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.	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	Improved health of PP pupils including social interaction and peer support.	2, 3, 4, 10
Extension of personalised learning options.	Dedicated interventions to improve SEMH related to interests.	
Football team and links with local teams.	SEN football network developed	

Employed Phase Leaders and Phase Assistants Extension of roles and responsibilities of staff (subject specific)	<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 monitoring</p> <p>Targeted support for learners to practise and apply numeracy & literacy skills in different engaging contexts</p>	2, 3, 4, 5, 10
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal programmes of support. targeted to individual needs through intervention. 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	2, 3, 4, 5, 8, 10
Bespoke support timetables through Personalised learning with 1:1 support for specific learner needs. Tailored therapy needs Alternative provision and online tutoring	Many pupils 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional community access through open evenings, parents training events. Focused on SEN and safeguarding, behaviour, teaching and learning.	Increase in parent/carer satisfaction surveys through involvement with school activities. Increase in external peer social interaction opportunities to improve social confidence Support with learner understanding	1, 2, 6, 7, 9
Increased access to educational trips and 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.	3, 4, 9, 10
Personalised learning and improved PDP focus	Increase in achievement of holistic curriculum targets on assessment framework Increase in PP communication targets.	2, 3, 4, 5, 6, 10
Counselling service	Reduction in safeguard data Improved mental health from SDQ' scores. Improved response from learner surveys.	2, 3, 4, 5, 8, 10

Total budgeted cost: £ 98,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous academic year, the proportion of current PP learners making and exceeding expected progress in core subjects is higher than in the last academic year. Our internal tracking systems has changed from Odyssey to Earwig and this shows 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 accelerated progress in English and positive progress in Maths and Science when compared with the whole school. This is a robust indicator that Reading Pathways Personalised Learning and targeted programmes of study and support at all levels have had a positive impact on attainment alongside other school learning structures. Pupil premium and CIC 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 CIC learners which correlates by the reduction in behavioural incidents (please see the educational data breakdown).

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/pupils.

There are still some legacy issues surrounding Covid-19 which has had a significant impact on learners' attendance, concentration attainment and crucially learners Social emotional and mental health. The school's ability to effectively support all the learners need is stretched, however the experienced staff group have strived to offer the best possible educational and support based opportunities through regular CPD and updates on current issues within the educational sector. 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, small groups, to one to one and through a range of mediums.

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 as well as a new safeguarding and attainment system in Earwig. This can be a catalyst for further progress to be made in 2023/24 academic year with the level of data and analysis available to staff. A whole school initiative of dyslexia screening followed by Cognitive assessments has been a valuable process to not only identify need but offer insight in the direction of the future curriculum. 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 and suggestions specific to learners to increase educational attainment. Initially

there were issues with 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. This system, is now embedded and effective and allows for autonomy and transparency and enables educational data based on intended impact, how they intend to implement it and actual impact which is recorded on a range of systems e.g. Odyssey (to become Earwig), Iris, internal moderation etc to be linked.

Additional spend 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.

Maths Pupil Premium vs. Non-Pupil Premium Data:



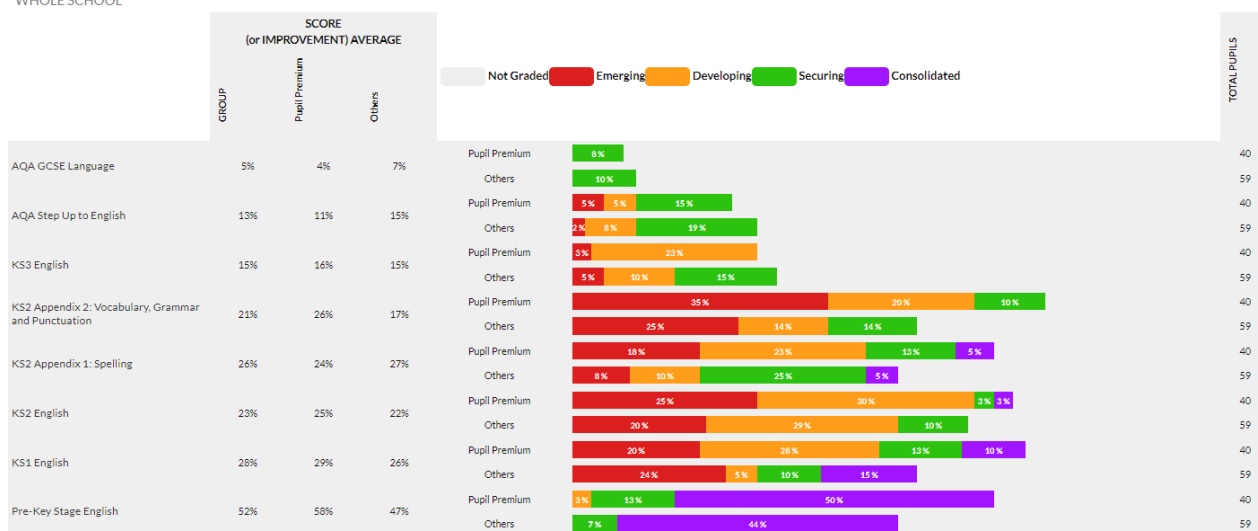
The following graph breaks down the working levels of pupil premium learners compared to those learners who are not awarded pupil premium in Mathematics. At the time of this data analysis, there are 40 pupils on roll who are eligible for pupil premium and 59 who are not.

The Maths assessment framework is broken up in to stages in line with our modified offer of the National Curriculum. On the right of the stages you can see the score average of pupil premium and non-pupil premium learners. On the far right you can see a breakdown of the learners' average levels of mastery at each stage of the

As can be seen by the chart, there is a higher proportion of pupil premium that have been assessed compared to non-pupil premium learners at stages 1-4, and there are more non-pupil premium learners that have been assessed than pupil premium learners 5-9. The same proportion of learners have been assessed at stage 10 and no learners have been assessed at stage 11. This is largely due to the lower school being disproportionately made up of lower school learners.

As a result of this, there is a higher percentage of learners who are assessed as 'emerging' against most of the stages of the Mathematics framework. However, in most stages of the assessment framework, whilst non-pupil premium learners generally appear to outperform pupil premium learners, there are not significant differences between these cohorts.

English Pupil Premium vs. Non-Pupil Premium Data:



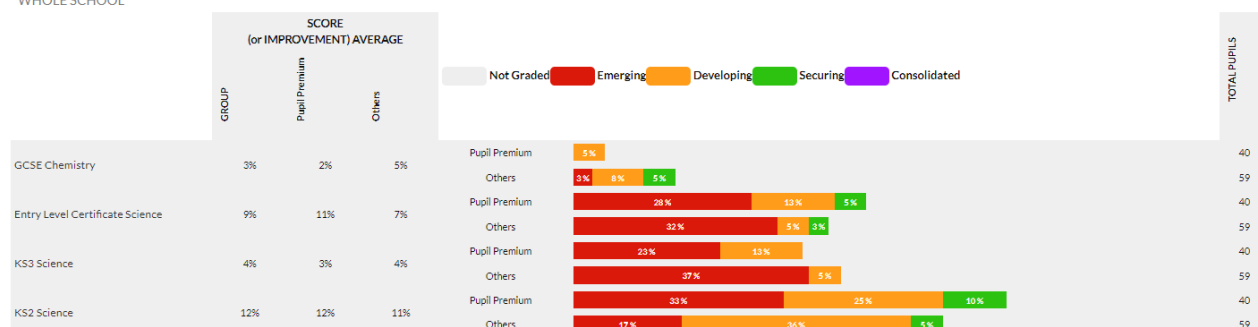
The following graph breaks down the working levels of pupil premium learners compared to those learners who are not awarded pupil premium in English. At the time of this data analysis, there are 40 pupils on roll who are eligible for pupil premium and 59 who are not.

The English assessment framework is broken up in to stages in line with our modified offer of the National Curriculum, with our qualification pathways at KS4 divided in to 'GCSE language' and 'Step Up to English'. On the right of the stages you can see the score average of pupil premium and non-pupil premium learners. On the far right you can see a breakdown of the learners' average levels of mastery at each stage of the

As can be seen by the chart, despite the lower school being disproportionately made up of lower school learners, pupil premium learners are generally outperforming those of non-pupil premium learners in all stages of the curriculum. The only areas of the curriculum in which non-pupil premium learners have a higher score average than those of pupil premium learners are the 'KS2 Spelling Appendix', and 'GCSE English Language'

This is likely as a result of the investment we have made to develop Reading across the school from reading interventions, targeted phonics, Letterbox (home support), reading pathways etc.

Science Pupil Premium vs. Non-Pupil Premium Data:



The following graph breaks down the working levels of pupil premium learners compared to those learners who are not awarded pupil premium in Science. At the time of this data analysis, there are 40 pupils on roll who are eligible for pupil premium and 59 who are not.

The Science assessment framework is broken up in to stages in line with our modified offer of the National Curriculum, with our qualification pathways at KS4 divided in to 'GCSE Chemistry' and 'Entry Level Certificate'. This year some learners will also be accessing the 'GCSE Biology' qualification as well, but there is currently no attainment data available for this qualification. On the right of the stages you can see

the score average of pupil premium and non-pupil premium learners. On the far right you can see a breakdown of the learners' average levels of mastery at each stage of the

As can be seen by the chart, there are no significant differences between the working levels of pupil premium learners compared to those learners who are not eligible for pupil premium.

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
Bug Club
Equal Education
Circles Network
Twinkl
Manga High
Kits academy
Hamilton
Relate

Service pupil premium funding (optional)

*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***

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.