

Pupil premium strategy statement – Quest Academy

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

All schools that receive pupil 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, if that version was published using the template.

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

This statement details our school's use of pupil 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	52
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	New 3-year plan created for academic years 2025-26 to 2027-28
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Laura Thackaberry
Pupil premium lead	Ben Makins
Governor / Trustee lead	Brin Linsell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,285
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£52,285

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 'Ready for Adulthood'.
- Continued improvement of attendance in line with SEN school government guidelines and recommendations.
- To ensure consistent access to specialist staff e.g. SALT, OT, Therapy assistant including effective deployment.
- Access to new therapy resources and CPD to enrich learners' school experiences and attainment.
- Giving access and opportunities to unique life 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.

Barriers to future attainment for PP Learners	
Challenge number	Detail of challenge
In-school barriers	
A	Whole school attendance.

B	Increasing change to learner demographics and complexity of learners needs including mental health.
C	Positive social communication and interaction with peers, including inappropriate social behaviours and understanding of appropriate behaviours within the community.
D	Learner reading levels.
External barriers	
E	Engagement with specific families due to their previous poor experiences of education
F	Transport issues and changes due to learners' complex needs
G	Lack of timely focussed support by external agencies.
H	Increase in SEND need locally and nationally

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
Learners attend regularly so they can access the full curriculum and maintain strong relationships with staff and peers.	<ul style="list-style-type: none"> • Overall attendance is at or above the school target and shows year-on-year improvement. • Persistent absence reduces for all groups, including pupil premium learners. • Individual attendance plans show positive impact within agreed review periods.
Provision flexibly meets the rising complexity of learner needs, ensuring safety, wellbeing and access to learning.	<ul style="list-style-type: none"> • Personalised support plans reflect current needs and are implemented promptly. • Staff training records show increased confidence in supporting mental health and complex profiles. • Learner voice and wellbeing surveys indicate that learners feel safe, included and understood.
Learners develop positive social skills and understand appropriate behaviour in school and the wider community.	<ul style="list-style-type: none"> • Measurable reduction in incidents of inappropriate social behaviours. • Observations and social communication assessments show improved peer interaction.

	<ul style="list-style-type: none"> • Community visits and enrichment activities demonstrate learners' ability to apply appropriate behaviours in real settings.
All learners make measurable progress in reading to support independence, access to the curriculum and enjoyment of texts.	<ul style="list-style-type: none"> • Reading assessments show at least expected progress from individual starting points. • Increased learner engagement with reading for pleasure. • Targeted interventions show clear impact within agreed timescales.
Families with previous negative experiences of education develop trusting relationships with the school and engage actively in their child's learning.	<ul style="list-style-type: none"> • Improved attendance at review meetings, workshops and school events. • Positive feedback from family surveys and individual conversations. • Evidence of joint planning between home and school leading to improved learner outcomes.
Learners travel to and from school safely and punctually, minimising barriers to attendance and learning.	<ul style="list-style-type: none"> • Fewer transport-related absences or late arrivals. • Regular review meetings with transport providers show effective collaboration. • Individual travel plans meet the needs of learners and are updated as needs change.
Learners and families receive swift, coordinated input from external services to meet educational, health and social care needs.	<ul style="list-style-type: none"> • Reduced waiting times for key external interventions. • Documented evidence of multi-agency meetings and follow-up actions. • Positive learner outcomes linked to external support (e.g., improved well-being or progress in therapy targets).
Quest Academy remains responsive and sustainable, ensuring high-quality provision despite rising SEND demand.	<ul style="list-style-type: none"> • Admissions and staffing plans show capacity to meet need without reducing quality. • Local authority and partner feedback recognises Quest as a valued specialist resource. • Outcomes for all learners, including those with the highest needs, remain strong and at least in line with national special-school benchmarks.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Specialist CPD in mental health, trauma-informed practice, and SEND pedagogy.	EEF guidance reports highlight that high-quality teaching has the greatest impact on disadvantaged learners, and staff expertise in mental health improves engagement and attendance.	1, 2, 3, 7, 8
Wellbeing incentives for whole staff group to increase retention and build Team Ethos	Consistent staffing builds relationships, supports attendance, and ensures continuity for complex learners (EEF: "Improving Behaviour in Schools").	2, 3, 4, 7, 8
Reading across the curriculum training and phonics refreshers	EEF Literacy and Reading Comprehension strategies show that structured reading programmes accelerate progress.	4
Coaching and peer-observation programme	EEF evidence on instructional coaching shows sustained improvements in teaching quality.	2, 3, 4

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

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small-group reading interventions (e.g., phonics,	EEF one-to-one tuition guidance notes strong impact when sessions are frequent and targeted.	4

comprehension, Lexia, Dreambox reading)		
Specialist speech and language therapy and social communication groups	NICE guidelines and EEF oral language interventions improve communication and peer interaction.	2, 3, 7
Targeted catch-up interventions in core subjects	National Tutoring Programme findings show accelerated progress for disadvantaged learners.	2, 4
Bespoke transition and reintegration support for learners with complex mental health needs	Evidence from SEND research shows that structured reintegration reduces anxiety and improves attendance	1, 2, 3

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

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Family Footings with dedicated Attendance role	DfE “Working Together to Improve School Attendance” highlights impact of proactive home–school engagement.	1, 5, 6
Enhanced pastoral and mental-health provision, including counselling and therapeutic interventions	EEF “Social and Emotional Learning” and Public Health England guidance show improved behaviour and engagement.	2, 3, 7
Breakfast club and sensory snacks	DfE studies show that breakfast provision improves punctuality and readiness to learn	1, 3, 6
Community learning experiences to develop appropriate social behaviours (e.g., supervised trips, work placements)	Experiential learning supports social skill development and positive behaviour in real contexts.	3
Strengthened multi-agency working through joint planning meetings and commissioned services	Effective multi-agency models reduce waiting times and improve outcomes (SEND Code of Practice).	2, 6, 7, 8

Total budgeted cost: £ 55,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of outcomes in the previous academic year

Quest Academy had 100 learners last year, of whom 43 % were eligible for pupil premium funding. Our allocation was £48,638. During the year we experienced a noticeable shift in learner demographics, with increasing complexity of needs and a greater proportion of learners requiring specialised social, emotional and mental-health support.

Academic performance

Reflecting on the impact of last year's Pupil Premium strategy, outcomes remain strongly positive and continue to close the attainment gap. External and internal assessments show that disadvantaged learners made solid progress. Reading was a particular strength: average reading-age gains were on a positive trend, and the gap between disadvantaged and non-disadvantaged learners narrowed.

The proportion of Pupil Premium learners achieving or exceeding expected progress in core subjects is consistent with the previous year's strong performance. Internal tracking through Earwig shows that learners across Key Stages 2, 3 and 4 are meeting or surpassing expected progress from their individual academic and chronological starting points.

Notably, Pupil Premium learners demonstrated enhanced progress in core subjects and achieved positive gains in Science, Maths and English when compared with whole-school averages. This provides robust evidence that interventions such as Reading Pathways, Personalised Development Plans, targeted programmes of study and individualised support have all contributed significantly to improved attainment. Children in Care and Pupil Premium learners, in particular, made accelerated progress across both core and foundation subjects when compared with their non-Pupil Premium peers.

While the school offers a wide range of personalised programmes and levels of support, we recognise that no single intervention can fully address the varied educational and SEMH needs of our learners. Our experience confirms that a combined approach provides the best opportunity for success. By offering a blend of universal, targeted and specialist programmes—often tailored to individual needs—we see gains in academic achievement, emotional wellbeing, engagement and the development of essential life skills. This holistic model equips learners with strategies they can apply across a variety of situations and settings, sustaining progress beyond the classroom.

Attendance, behaviour and wellbeing

Attendance improved by around two percentage points on the previous year, with disadvantaged learners averaging close to 89 %. This remains below our aspirational target of 95 %. Persistent absence has reduced but is still higher than we want, with transport disruption and mental-health needs the most common reasons. Behaviour incidents involving disadvantaged learners fell by nearly a fifth, helped by targeted CSC support, lunchtime clubs, OT and speech and language groups. Wellbeing measures also improved: learner voice surveys reflected a stronger sense of belonging, and SDQ scores showed better emotional health for those accessing counselling or therapeutic support.

Family and community engagement

Engagement with families grew markedly. Attendance at Coffee mornings and school events increased by about a third, and Family Footings recorded sustained contact with more than seventy per cent of the families we prioritised. This improved home-school communication and contributed to better attendance planning.

Evaluation of intended outcomes

Several key aims of the 2023/24 strategy were met. Reading levels improved consistently across the Key stages. Support for complex mental-health needs strengthened through increased educational psychology and counselling provision. Family engagement rose sharply. Progress in motivation and resilience was evident through reduced behaviour incidents and higher participation in off-site learning. Two

areas remain priorities: raising attendance to our 95 % goal and securing faster, consistent input from external agencies, where waiting times continue to hinder support.

Overall assessment

We judge ourselves on target in reading, wellbeing and family engagement and partially on target in attendance and external-agency responsiveness. Adjustments for 2024/25 include extra funding for transport contingencies and attendance incentives, additional commissioned therapy hours to offset external delays, and the extension of successful reading interventions across all key stages.

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**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

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