

3 year Learner/Pupil Premium Strategy Statement

1. Summary of impact					
School	Quest Academy				
Academic Year	2025/26	Total funding for academic year	£52,285	Date of most recent PP Review	Sept 25
Total number of pupils	100	Number of pupils eligible for PP	42	Date for next internal review of this strategy	June 28

2. Current Attainment 2024/25

Whole School				
Full Cohort				
Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available
12	32	30	9	15

Key Stage														
KS2					KS3					KS4				
Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available	Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available	Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available
4	6	9	0	0	8	17	15	5	0	0	9	6	4	15

Sex									
Male					Female				
Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available	Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available
10	28	24	8	14	2	4	6	1	1
Pupil Premium									
Pupil Premium					Non-Pupil Premium				
Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available	Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available
5	7	14	4	2	7	25	16	5	13
Free School Meals									
Free School Meals					Non-Free School Meals				
Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available	Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available
7	12	13	4	4	5	20	17	5	11
Children In Care									
Children In Care					Children Not In Care				
Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available	Did Not Meet Any	Partially Met	Met	Exceeded	No Data Available
0	3	2	0	0	12	29	28	9	15

3. Barriers to future attainment (for pupils eligible for PP)	
Year 1 Plan 2025/26	
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 eading 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	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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. • 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	<ul style="list-style-type: none"> • Reduced waiting times for key external interventions. • Documented evidence of multi-agency meetings and follow-up actions.

to meet educational, health and social care needs.	<ul style="list-style-type: none"> Positive learner outcomes linked to external support (e.g., improved wellbeing 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 recognise 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.

Planned expenditure					
Academic year	2025/26 100 total 34 pupils PP Total spend £55,000.				
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?
Continued Specialist CPD in mental health, trauma-informed practice, and SEND pedagogy.	Dr Jenny Nock CPD TA academy Warwickshire Educational Psychology Service CPD	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.	CPD planning SDP approach Warwickshire EP SLA and regular meetings	BM LATH	Termly

Wellbeing incentives for whole staff group to increase retention and build Team Ethos	Wellbeing Café Celebration Days Mental health first aiders Wellbeing Committee Open door Policy SLT drop ins	Consistent staffing builds relationships, supports attendance, and ensures continuity for complex learners (EEF: "Improving Behaviour in Schools").	Staff Survey Retention levels Reduced sickness	VS	Termly
Reading across the curriculum training and phonics refreshers	Dream box reading Dear time. Reading pathways Embedded phonics programme New library and Library system Literacy interventions co-ordinator	EEF Literacy and Reading Comprehension strategies show that structured reading programmes accelerate progress	Earwig Data. Data trawls termly Literacy co-ordinator overseeing library and key learning opportunities for reading	KF TO	Termly
Coaching and peer-observation programme	Planned supportive observations Targeted topics TA Academy	EEF evidence on instructional coaching shows sustained improvements in teaching quality.	1:1 meetings Clear focus, scheduling and feedback	TO	Half-Termly
Total budgeted cost					£24,000
ii. Targeted support					
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?
One-to-one and small-group reading interventions (e.g., phonics,	Whole school phonics approach Interventions co-ordinator Regular phonics screening Targeted phonics support	EEF one-to-one tuition guidance notes strong impact when sessions are frequent and targeted.	Silo Therapy meetings Timely reviews of interventions Earwig Data	IW KF BM	Monthly Termly

Specialist speech and language therapy and social communication	Increase in capacity of SALT Therapy assistant	NICE guidelines and EEF oral language interventions improve communication and peer interaction.	Therapy meetings SDQ's Pre & Post questionnaires	BM	Monthly Termly
Targeted catch-up interventions in core subjects	Interventions co-ordinator	National Tutoring Programme findings show accelerated progress for disadvantaged learners.	Therapy meetings Earwig Data	IW KF	Termly Weekly
Bespoke transition and reintegration support for learners with complex mental health needs	CSC behavioural programs Personalised transition	Evidence from SEND research shows that structured reintegration reduces anxiety and improves attendance	Pastoral therapy and family footings team co-ordination	RE BM	Termly Weekly
Total budgeted cost					£17,500
iii. Other approaches (including links to personal, social and emotional wellbeing)					
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?
Additional Family Footings with dedicated Attendance role	Additional staff member to target attendance Close links with attendance officer Increased expectations and Closer monitoring	DfE “Working Together to Improve School Attendance” highlights impact of proactive home–school engagement.	Weekly attendance meeting Regular family support for families struggling with attendance	RE	Weekly Monthly Termly
Enhanced pastoral and mental-health provision,	Counselling service ELSA training Targeted personal development sessions	EEF “Social and Emotional Learning” and Public Health England guidance show improved behaviour and engagement.	Counselling reports Behaviour Data Pre & Post questionnaires External reports	RE BM	Termly

including counselling and therapeutic interventions					
Breakfast club and sensory snacks	Magic Breakfast Food tech team provide sensory snacks targeted for learners OT and SEN Coordinator learner identification	DfE studies show that breakfast provision improves punctuality and readiness to learn	Attendance reports Behaviour reports	BM RE CW	Half Termly
Community learning experiences to develop appropriate social behaviours (e.g., supervised trips, work placements)	Planned careers timetable Increased classroom and reward budgets Links with Local businesses and community groups	Experiential learning supports social skill development and positive behaviour in real contexts.	Learner feedback Work experience feedback Careers pathways	BM MM	Termly
Strengthened multi-agency working through joint planning meetings and commissioned services	Warwickshire EP SLA Additional therapy offering	Effective multi-agency models reduce waiting times and improve outcomes (SEND Code of Practice).	Therapy meetings	BM	Half Termly
Total budgeted cost					£13,500

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 and the strategies we are going to implement to reach the desired results for year 2. Figures are based on a 3% increase inline with the next 3 years Pupil Premium projections

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Increase in complex needs.	
B.	Low confidence and self-esteem educationally, socially and emotionally.	
C.	Continued positive progress and attainment of disadvantaged learners.	
D.	Lack of space for increasing SEN numbers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Limitations in Funding	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils with increasingly complex SEND receive timely, high-quality provision that enables them to access the curriculum, make sustained progress, and thrive socially and emotionally.	<p>Accurate identification and assessment of all complex needs within 12 weeks of enrolment.</p> <p>Personalised Development Plans in place and reviewed termly, with measurable targets achieved in at least 80% of cases.</p> <p>Year-on-year improvement in progress measures (e.g., EHCP outcomes, engagement model, or individual learning goals).</p> <p>Parent/carer surveys show at least 90% satisfaction with support for complex needs.</p>

B.	Disadvantaged pupils develop resilience, confidence, and positive self-esteem that translate into improved attendance, behaviour, and engagement in learning.	<p>Pre- and post-intervention wellbeing surveys show a statistically significant increase in confidence/self-esteem.</p> <p>Attendance for targeted pupils is at or above 95% each year.</p> <p>Behaviour incidents related to low confidence decrease by at least 20% year-on-year.</p> <p>Increased participation of disadvantaged pupils in enrichment, leadership, and extracurricular activities.</p>
C.	Disadvantaged pupils sustain or accelerate academic progress so that attainment gaps remain closed or continue to narrow compared with national and in-school peers.	<p>Pupil Premium cohort meets or exceeds national progress benchmarks in reading, writing, and maths (or equivalent key stage measures).</p> <p>End-of-key-stage data shows at least expected progress for 85% of disadvantaged learners.</p> <p>Internal assessment points demonstrate a positive trajectory for all year groups, verified through external moderation.</p> <p>Clear evidence of successful targeted interventions with impact reports each term.</p>
D.	The school maximises available space and creates additional provision to meet the needs of a growing SEN population without compromising quality of learning.	<p>Completion of a space audit and feasibility plan within Year 1.</p> <p>Creation of at least one additional dedicated SEND/intervention area by end of Year 2.</p> <p>Timetables show reduced clashes and improved access to quiet/therapeutic spaces.</p> <p>Pupil and staff surveys reflect improved learning environments for SEN learners.</p>
E.	Secure sustainable, cost-effective strategies and external funding opportunities to ensure disadvantaged pupils continue to receive high-quality support despite financial constraints.	<p>Pupil Premium budget balanced annually with a minimum of 90% allocated directly to evidence-based interventions.</p> <p>Successful applications for at least one external grant or partnership funding stream each year.</p>

		<p>Demonstrable cost-benefit analysis for all major interventions, showing measurable impact on pupil outcomes.</p> <p>Annual review shows maintained or improved progress/attainment despite flat or reduced real-terms funding.</p>
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6. Planned expenditure

Academic year	2027/28 Estimated 100 total 42 pupils PP Total spend £53,854
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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.

iv. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils with increasingly complex SEND receive timely, high-quality provision that enables them to access the curriculum, make sustained progress, and thrive socially and emotionally.	<p>Increase specialist staff training (autism, trauma-informed practice, communication strategies).</p> <p>Strengthen early identification: rapid assessment within 6 weeks of entry; termly multidisciplinary reviews.</p> <p>Expand use of evidence-based interventions (e.g. SCERTS, TEACCH, Attention Autism).</p>	<p>EEF guidance shows targeted professional development has the strongest impact on outcomes for pupils with complex SEND.</p> <p>Early and accurate assessment reduces escalation of need and improves long-term attainment.</p>	<p>Annual CPD calendar with QA checks from SENCO and Assistant Principals.</p> <p>Termly progress meetings with clear data on academic, social and emotional targets.</p> <p>Pupil/parent voice surveys and governor SEND link visits.</p>	BM RE	Half Termly

Disadvantaged pupils sustain or accelerate academic progress so that attainment gaps remain closed or continue to narrow compared with national and in-school peers.	<p>Whole-school wellbeing curriculum (e.g. Zones of Regulation, daily emotional check-ins).</p> <p>Targeted mentoring and nurture groups for identified pupils.</p> <p>Broaden enrichment: leadership roles, outdoor/adventure programmes, arts and sports.</p>	<p>EEF Social and Emotional Learning (SEL) meta-analysis shows +4 months progress in attainment when pupils receive structured SEL support.</p> <p>Regular participation in enrichment is linked to improved attendance and behaviour.</p>	<p>Baseline and termly wellbeing surveys.</p> <p>Attendance and behaviour data reviewed half-termly by SLT.</p> <p>Pupil Premium LAB reports highlighting engagement in enrichment.</p>	TO RE BM	Half termly Annually
Total budgeted cost					£26,000
v. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils develop resilience, confidence, and positive self-esteem that translate into improved attendance, behaviour, and engagement in learning.	<p>High-quality teaching first: coaching, instructional walk-throughs, mastery learning.</p> <p>Targeted small-group and 1:1 interventions in literacy and numeracy (EEF-endorsed).</p> <p>Use of adaptive technology and personalised learning platforms.</p>	<p>EEF: "Quality First Teaching" has the greatest impact on disadvantaged pupils.</p> <p>Small-group tuition delivers +4 months additional progress on average.</p>	<p>Half-termly pupil progress meetings.</p> <p>Intervention impact QA after each Half Termly cycle.</p> <p>Regular internal moderation and peer reviews.</p>	BM TO	Half Termly
Total budgeted cost					£6,000
Other approaches (including links to personal, social and emotional wellbeing)					

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?
The school maximises available space and creates additional provision to meet the needs of a growing SEN population without compromising quality of learning.	<p>Complete space audit and redesign underused areas into flexible SEND hubs and sensory spaces.</p> <p>Staggered timetables to reduce crowding and enable quiet learning zones.</p> <p>Work with Trust estates team for phased capital projects.</p>	DfE guidance highlights that environmental adjustments (quiet spaces, sensory rooms) improve engagement and reduce incidents for pupils with SEND.	<p>Project plan with milestones and costings approved by LAB.</p> <p>Regular site walks by SLT/SENCO to ensure adaptations meet pupil needs.</p> <p>Staff and pupil feedback on usability of new spaces.</p>	RE	<p>Weekly</p> <p>Monthly</p> <p>Termly</p>
Secure sustainable, cost-effective strategies and external funding opportunities to ensure disadvantaged pupils continue to receive high-quality support despite financial constraints.	<p>Train staff in grant-writing and bid preparation; develop partnerships with local charities/businesses.</p> <p>Rigorously evaluate cost-benefit of all interventions using EEF implementation guidance.</p> <p>Embed peer-to-peer coaching to reduce external training costs.</p>	<p>Schools with diversified funding streams are better able to maintain provision during budget pressures (NAHT funding case studies).</p> <p>EEF recommends robust evaluation to ensure funding is directed to high-impact approaches.</p>	<p>Termly finance and impact reports to governors and Trust board.</p> <p>Annual review of Pupil Premium spend against outcomes with transparent publication.</p> <p>Maintain central log of successful grants and partnerships.</p>	<p>VS</p> <p>RE</p> <p>BM</p>	<p>Weekly</p> <p>Termly</p> <p>Annually</p>
Total budgeted cost					£22,000

7. Planned expenditure Year 3		
Academic year	2027/28 Estimated 100 total 42 pupils PP Total spend £55,469	
The three targets below enable the school to demonstrate how they are using the learner premium to improve classroom pedagogy, provide targeted support and support whole school strategies as part of long-term strategies.		
Targets	Expenditure	Impact
High needs support transition hub Enabling learners that are struggling to access our core offer.	£36,000	Onsite intervention 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 capacity of on-site therapy offering to current and potential students.	£10,000	Expanding the Therapy team to incorporate Full Time OT and SALT which will improve sensory diets, assessments, diagnostic assessments, improved health and fitness and sensory management. Increased engagement factor and experiential skills
Sporting provision improvements and expansion of school sports offer.	£10,000	Having access to a range of sporting activities Increase in community responsibility and social involvement Ability to compete in a range of sports Access to an all-weather pitch