

Pupil premium strategy statement – Quest Academy

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	43
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023.24 – 2024.25 – 2025.26
Date this statement was published	December 2024
Date on which it will be reviewed	August 2025
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	£48,638.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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>	£0
Total budget for this academic year	£48,638.00

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 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: £ 16,000

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, 9
Manga High.	Continued improvement and increased online scores, used also as home learning and increases exposure in engaging way	3, 5, 9
External services for lunch and after school clubs	Improved health of PP pupils including social interaction and peer support.	2, 3, 4, 9
Extension of personalised learning options.	Dedicated interventions to improve SEMH related to interests.	
Football team and links with local teams.	SEN football network developed	

<p>Employed Phase Leaders and Phase Assistants</p> <p>Extension of roles and responsibilities of staff (subject specific)</p>	<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>	<p>2, 3, 4, 5, 9</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personal programmes of support targeted to individual needs through intervention. New intervention structure planned</p>	<p>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</p>	<p>2, 3, 4, 5, 8, 10</p>
<p>Bespoke support timetables through Personalised learning with 1:1 support for specific learner needs. Tailored therapy needs Alternative provision and online tutoring</p>	<p>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.</p>	<p>2, 3, 4, 5, 8, 10</p>
<p>Increase in Specialist support from EP, CP, OT, SALT</p>	<p>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</p>	<p>2, 3, 4, 5, 8, 10</p>

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

Budgeted cost: £ 10,000

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: £ 38,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

When reflect on the impact of Pupil premium from the previous academic year, the results are again very positive in closing the gap. The percentage of current PP learners making and exceeding expected progress in core subjects was similar in comparison to the last academic year. Our internal tracking systems Earwig illustrates that individual learners in Key Stage 2, 3 & 4 are making expected or higher progress from their varying academic and chronological starting points.

Pupil Premium learners have made enhanced progress in Science, positive progress in Maths and English when compared with the whole school. This is a robust indicator that Interventions, Reading Pathways Personalised Learning, targeted programmes of study and individualised 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 in comparison to Non-pupil premium learners. Additional positive impacts on learner's attainment came from the supportive environment and behavioural processes are evident in the SDQ scores which 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).

Even though, as a school we offer a range of personal programmes and levels of support no single intervention provides a complete solution to the diverse educational and SEMH issues. As a school it is therefore been identified that a combined approach offers the best opportunity for learners to succeed and make progress. With a range of universal, targeted and specialist programmes often individualised to the learners needs, which has an array of effects from an educational benefit, SEMH improvements, increased engagement and development of life skills. This also gives learners the ability to access strategies that can be transferred across situations and settings.

The school's ability to effectively support all the learner's needs is positive, through the experienced staff group who have regular high-quality training, professional development opportunities and updates on current issues within the educational sector via a range face of face, targeted group work and on line mediums.

With the introduction of Both CPOMs and Earwig there has been greatly improved methods to capture and record data. This indicates 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 2024/25 academic year with the timeframe and level of data and analysis available to staff.

Over the last year we have built on the number and range of academic and SEMH programmes of study that have been effective in ensuring 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 used to improve rewards after listening to pupil views that requested these to become more of an incentive

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 for learners.

Data Analysis

A structured three-stage process has been established to collect and analyze data on all learners, focusing on summative assessments. Additionally, ongoing formative assessments are conducted regularly throughout the academic year to ensure learners stay on track to achieve their goals.

Phase 1: Baseline Assessment

Overview: During the transition process and the first two terms at Quest, learners undergo an initial assessment phase.

Details:

- This process establishes a Baseline Assessment to identify learners' starting points.
- Results are stored in Earwig, where the system compiles a detailed profile of each learner's knowledge and skills over time.
- These baseline scores are used as a reference for future comparative analysis.
- Phase 2: Comparative Yearly Performance

Overview: After completing one full academic year at Quest, learners' progress is tracked by comparing their attainment across years.

Details:

- Scores achieved in all curriculum areas during the previous academic year are recorded in Earwig as the Last Year score.
- This data allows educators to evaluate and compare learners' academic progress over consecutive years.

Phase 3: Target Setting and Monitoring

Overview: Teachers establish personalized progress targets for each learner to ensure meaningful goal-setting.

Details:

- A Year-End Expectation score is assigned to each learner for every subject, providing individualized targets based on their unique progress rates rather than national metrics.
- Throughout the year, Earwig updates progress forecasts, helping teachers determine whether learners are on track or require additional support to meet their targets.
- This process ensures that progress tracking is tailored, meaningful, and actionable.

Key Insights

Data Coverage:

- New learners and Key Stage 4 learners were not included in this dataset, as their data is still being compiled.
- The pupil premium sample includes 29 learners in Maths and Science and 20 learners in English. The non-pupil premium sample includes 66 learners in Maths and Science and 43 learners in English.

Progress Trends for Pupil Premium Learners:

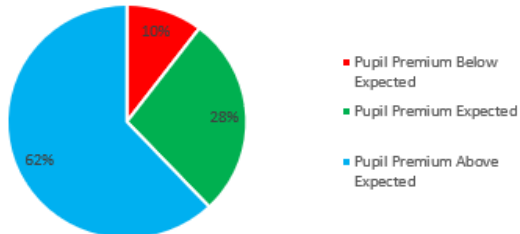
- 60% exceeded expected progress, significantly outperforming the 35% of non-pupil premium learners who achieved similar progress.
- Maths: Progress rates were comparable between pupil premium and non-pupil premium learners.
- Science: 48% of pupil premium learners achieved expected progress compared to 39% of non-pupil premium learners.

This structured data analysis approach provides robust insights into learner progress and ensures that interventions and support are data-driven, targeted, and impactful.

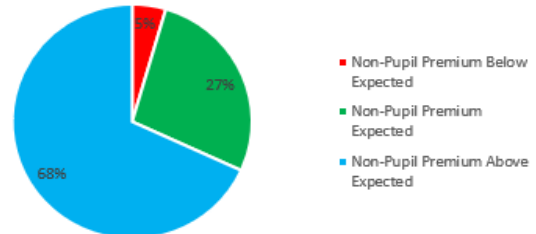
Maths Pupil Premium vs. Non-Pupil Premium Data

Pupil Premium					
Pupil Premium			Non-Pupil Premium		
Below Expected	Expected	Above Expected	Below Expected	Expected	Above Expected
3	8	18	3	18	45

A Chart to Show the Overall Progress for Pupil Premium Learners in Maths 2023/24



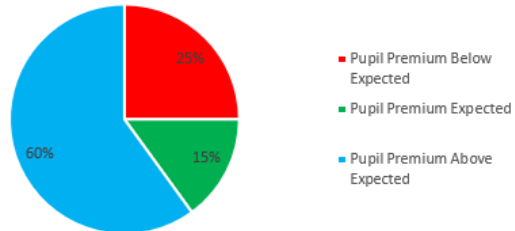
A Chart to Show the Overall Progress for Non-Pupil Premium Learners in Maths 2023/24



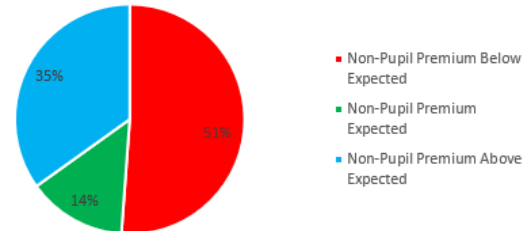
English Pupil Premium vs. Non-Pupil Premium Data:

Pupil Premium					
Pupil Premium			Non-Pupil Premium		
Below Expected	Expected	Above Expected	Below Expected	Expected	Above Expected
5	3	12	22	6	15

A Chart to Show the Overall Progress for Pupil Premium Learners in English 2023/24



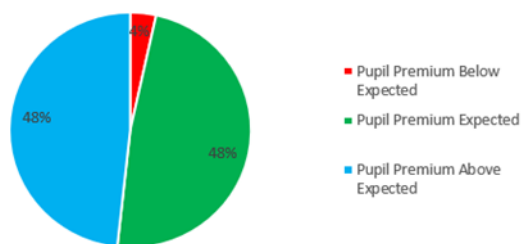
A Chart to Show the Overall Progress for Non-Pupil Premium Learners in English 2023/24



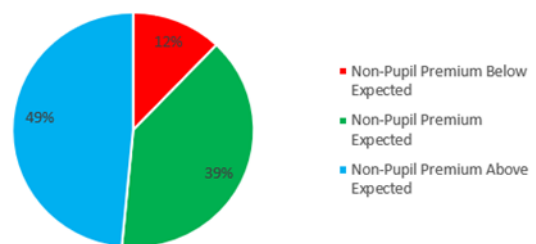
Science Pupil Premium vs. Non-Pupil Premium Data:

Pupil Premium					
Pupil Premium			Non-Pupil Premium		
Below Expected	Expected	Above Expected	Below Expected	Expected	Above Expected
1	14	14	8	26	32

A Chart to Show the Overall Progress for Pupil Premium Learners in Science 2023/24



A Chart to Show the Overall Progress for Non-Pupil Premium Learners in Science 2023/24



Leavers Data

Both pupil premium and non-pupil premium learners achieved well in qualifications and at the bare minimum left Quest with grades that enabled them all to engage in their chosen Post-16 next steps. Due to the personalised pathways for qualification subjects all learners left with both English and Maths at either Entry Level, Function Skills or GCSE.

There were additional highlights in Science (GCSE 4s and 5s, in both Chemistry and Biology), Art (GCSE 4) and computing (Level 1), health and fitness (level 2 distinction) and food and cookery skills (level 1). This was a range of both Pupil premium m and non-pupil premium learners however demonstrates the whole school impact of the Pupil premium funding.

Externally provided programmes

Programme
White Rose
Bug Club
Equal Education
Circles Network
Twinkl
Manga High
Kangaroo Maths
Lexia
Jigsaw
Relate