

The government has allocated our Academy a sum of money called 'Pupil Premium'. This is to improve the educational chances of students who may find circumstances outside of school challenging due to financial hardship or other issues. The three identified groups are students who are entitled to free school meals, students who have a parent working for the armed forces and those children in local authority care.

Our Pupil Premium Philosophy

The Quest Academy is committed to ensuring that all of our students achieve their potential, develop fully and are ready to positively contribute to society. To that end we recognise that some students may need additional resources and support to achieve their personal goals and ambitions. Through 'Quality First Teaching' The Quest Academy aims to provide learning opportunities of the highest quality for all of its students.

The Quest Academy's pupil premium philosophy is driven by the following key priority:

To narrow the disadvantage gap by addressing barriers to learning and inequalities such that we raise the attainment of those pupils in low-income households.

In order to achieve our key priority all faculties at The Quest Academy aim to deliver 'Quality First Teaching' through:

- Highly focused lessons with sharp objectives;
- High demands of student involvement and engagement with their learning;
- High levels of interaction for all students;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups;
- An expectation that students will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate students.

It is by the foundations established through wave 1 interventions, 'Quality First Teaching' outlined above, when supplemented by targeted additional support strategies that we aim to:

1. Improve the levels of attainment and progress of disadvantaged students.
2. Close the attainment gaps between our disadvantaged students relative to The Quest Academy and national averages.
3. Ensure disadvantaged students have full access to the curriculum.

Our students are from a diverse range of different ages, backgrounds, abilities and needs. The essential point is to ensure that disadvantage does not hinder potential. This may require additional classes, staffing, equipment or opportunities and the Academy seeks to meet the need on an individual and group basis.

Pupil Premium progress will be rigorously and regularly tracked. Every student is assessed on a half termly basis for all subjects. This data will be used by pastoral and curriculum teams to identify underachievement. Pupil Premium students who are identified as underachieving will then have a variety of targeted intervention that is individual to their needs to support them back on track.

Quest Academy Pupil Premium Summary Information

Summary Information 2018 - 19				
School	The Quest Academy			
Academic Year	2018 - 19	Total PP Budget		
Total number of funded pupils (based on preceding year's census)	296	£276K	Year 11	45
			Year 10	70
			Year 9	65
			Year 8	54
			Year 7	73

Summary Information 2017 - 18				
School	The Quest Academy			
Academic Year	2017 - 18	Total PP Budget		
Total number of funded pupils (based on preceding year's census)	293	£274k	Year 11	38
			Year 10	52
			Year 9	52
			Year 8	80
			Year 7	71

Summary Information 2016 - 17				
School	The Quest Academy			
Academic Year	2016 - 17	Total PP Budget		
Total number of funded pupils (based on preceding year's census)	277	£297k	Year 11	38
			Year 10	47
			Year 9	58
			Year 8	50
			Year 7	84

Summary Information 2015 - 16				
School	The Quest Academy			
Academic Year	2015 - 16	Total PP Budget		
Total number of funded pupils (based on preceding year's census)	252	£261k	Year 11	42
			Year 10	46
			Year 9	45
			Year 8	57
			Year 7	62

Quest Academy Headline Results Comparison

Measure	2018		
	Non PP	PP	Gap
Progress 8	0.26	0.04	-0.22
Attainment 8	41.3	41.61	-0.31
English Progress score	0.47	0.28	-0.19
Maths Progress score	0.40	0.12	-0.28

Measure	2017		
	Non PP	PP	Gap
Progress 8	0.42	0.25	-0.17
Attainment 8	47.84	43.35	-4.49
English Progress score	0.28	0.02	-0.26
Maths Progress score	0.42	0.24	-0.18

Measure	2016		
	Non PP	PP	Gap
Progress 8	0.22	0.09	-0.13
Attainment 8	44.24	41.71	-2.53
English Progress score	0.27	0.12	-0.15
Maths Progress score	0.44	0.35	-0.09

Attendance

Academic year	PP	Non PP	Gap
2014 - 15	94.6%	96.4%	-1.8%
2015 - 16	94.8%	96.3%	-1.5%
2016 - 17	94.7%	96.0%	-1.3%
2017 - 18	93.7%	95.2%	-1.5%

The data above shows a small gap between the performance and attendance of Pupil Premium students and others, data for all groups is above the national average and the gap between these groups is lower than the national average. There is, however a gap, and it's the strategies outlined in this document that attempts to completely close that gap.

Literacy and Numeracy intervention

Along with quality first teaching, extra support is available for students that join the Academy with lower than desired literacy and numeracy skills, identified students are also assessed for dyslexia. The following support is then available:

- Literacy support covering all key area including reading, spelling, handwriting and reading.
- Dyslexia support
- EAL support – beginners, intermediate and advanced levels
- Numeracy support.

These sessions are delivered by the Higher Level Teaching Assistants.

During the Autumn 2017 term 60 students were involved across all the various interventions. In the Summer term 2018 all the students were reassessed with 75% making good progress in literacy and numeracy and no longer requiring any additional support.

How we are planning to continue improvement this year.

Research informed practice:

The academy seeks to ensure that the strategies employed to address the educational underachievement of disadvantaged pupils is driven by the latest educational research. We are aware that the body of evidence is ever-growing and we seek to review our strategies annually to ensure that practice is in line with research.

In light of recommendations in Ofsted literature and Sir John Dunford's recommendations (previously the government's national pupil premium champion) the most effective strategies at reducing the underachievement of disadvantaged students are identified as:

- Literacy
- Metacognition and Self-regulation
- Feedback
- Peer Tutoring

In deciding the specific intervention strategies to maximise the improvement in attainment and progress of our disadvantaged students, in the first instance, we have accessed the research of the Education Endowment Fund (see: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/>).

We have accessed and reviewed documents from the DFE and Ofsted:

- The Pupil Premium, How schools are spending the funding successfully to maximize achievement: Ofsted (2013)
- The Pupil Premium, How schools are using the Pupil Premium to raise achievement for disadvantaged pupils: Ofsted (2012)
- Evaluation of Pupil Premium Research Report: Department for Education (July 2013).

We have also reviewed the following articles, documents and resources:

- Demonstrating Pupil Premium Impact: ASCL (2014)
- Teaching Assistants – A guide to good practice: Oxford Schools Improvement (2014)
- A Practical Guide to the Pupil Premium: Marc Rowland (2014)

The principles contained within have shaped the waves of processes, strategies and interventions that aim to improve the attainment and progress of The Quest Academy's disadvantaged students.

Wave 1 – Quality First Teaching:

We will continue to drive forward the effective practices of 'Quality First Teaching' that have resulted in disadvantaged student achievement and progress gaps narrowing this academic year. These include the continuation and refinement of the following whole school initiatives:

- a) A whole school CPD programme based on the Lesson Study model. All members of staff work with a small group of colleagues in their Faculty and explore ways of improving a specific strand of pedagogy (Autumn term 2016 = Marking and Feedback). The groups explore academic research and then apply it to a target group of underachieving students, most notably our disadvantaged and SEN pupils. Each group works together over the course of an academic term and then presents their findings to all academy staff such that best practice can be shared.
- b) Analysis and accountability at each data harvest where staff are required to analyse their data with a specific focus on disadvantaged pupils. All staff are aware of the need to actively raise the attainment of their disadvantaged groups (see wave 2 for actions following data harvest).
- c) A whole school ethos where the expectation is that all teachers develop into highly skilled practitioners that aim to deliver outstanding lessons by having high expectations of all learners, especially pupils from disadvantaged backgrounds, and insisting on high levels of engagement. Teachers should actively target disadvantaged pupils and act on department-led intervention strategies.

Therefore, our expectations are that all teachers:

- Have high expectations of all their disadvantaged students.
- Use academic and action research to inform their practice.
- Use data to inform differentiation and intervention so that all disadvantaged students are appropriately challenged and supported in lessons.
- Insist that disadvantaged students are fully and appropriately engaging with home learning tasks.
- Strive to improve the standards of pupils' literacy, both orally and in writing.
- Use the academy's behaviour and reward system to foster a culture of achievement and resilience.
- Review the progress of disadvantaged students at data harvest periods and identify and implement the appropriate wave 2 interventions.

A review of the impact of the strategies is regularly carried out (most recently Autumn Term 2018). The cost and impact are reviewed – see the summary table below:

£ - low cost / £££ - High cost

✓ - judged to have a low impact / ✓✓✓ - judged to have a high

Strategy	Cost	Impact	Comments
1-2-1 Tutoring	£££	✓✓✓	4 students currently receive 1-2-1 literacy tutoring each term This has reduced from previous years as we were not seeing impact in some cases – we are now far more strategic when identifying the students
Small group tutoring	££	✓✓✓	HLTAs/LSAs work with small groups of students under the leadership of a teacher and/or numeracy/literacy leads
Parental involvement	£	✓	16 parents attended the Parenting Workshops offered in 2016 – 17 This has been discontinued as impact was negligible
Reducing class size	£££	✓✓✓	Average class size (Years 7 – 11) is 23.4
Summer school	£££	✓✓	43 students attended the two day Summer School in August 2018
Mentoring/counselling	££	✓✓✓	During the Autumn Term 2018 12 students receive 1-2-1 mentoring/counselling from external agencies
Deployment of unused Cover Supervisors	£££	✓✓✓	Four Cover Supervisors have been employed to cover absent staff, but when not covering have a timetable of support
Peer reading schemes	£	✓✓✓	A large number of students are involved in the peer-reading scheme and have been paired up with older students to read regularly. This has been rolled out to far more students following its success last year
Additional literacy/EAL support	££	✓✓✓	57 students receive support (Autumn 2018). Last year's programme returned an 18 month improvement in reading ages. We have doubled the capacity for this support following the benefits seen last year
Additional numeracy support	££	✓✓✓	14 KS3 students are benefiting from this support (Autumn 2018). Students remain on the programme until they can use the 4 rules.

Catch-Up Funding:

The Academy receives approximately £18K a year allocated as 'catch-up funding' to help support students in Year 7 that have been identified with low levels of numeracy and literacy. This funding is used to provide various initiatives including:

- The Stepping Stones programme to improve literacy
- The Maths Symphonia programme
- Dyslexia Support Group
- The whole school literacy work
- The coordinator of Numeracy and Literacy posts
- HLTAs with a focus on Numeracy and Literacy

The effectiveness of these strategies are regularly reviewed through the use of reading age tests and monitoring of progress in English and maths.