

# Pupil premium strategy statement- Quest Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

*Abbreviations: KS- Key Stage; PP- Pupil Premium; ADP- Academy Development plan; HPA, MPA, LPA- High, Middle and Low Prior Attainers*

## School overview

Detail	Data
School name	The Quest Academy
Number of pupils in school	971
Proportion (%) of pupil premium eligible pupils	41.91%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 (3 academic years)
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A Crofts
Pupil premium lead	T Beecham
Governor / Trustee lead	Local Governing Body Collectively

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,675
Recovery premium funding allocation this academic year	£97,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£447,655

# Part A: Pupil premium strategy plan

## Statement of intent

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 need additional resources and support to achieve their personal goals and ambitions. The effects of the extended period of “home learning” disproportionately affected Disadvantaged Students and the response to this has been proportionality intensive for Disadvantaged Students. Through regular contact home, ensuring engagement in home learning, and access to necessary facilities, the mitigation of these impacts has been a key priority and focus.

We believe that the best way to support students is to precisely identify learning gaps and take decisive action to address them; predominantly this takes place through ‘Quality First Teaching’. It is often the most vulnerable students that benefit the most from high standards, high expectations and outstanding teaching, assessment and feedback. To this end, The Quest Academy aims to provide learning opportunities of the highest quality for all of its students.

Our students are from a diverse range of 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 need on an individual and group basis. 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 disadvantaged 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 disadvantaged students will accept responsibility for their own learning and work independently, and are given necessary help to achieve this;
- Regular use of encouragement and authentic praise to engage and motivate students;
- Reduced class sizes in key and foundational areas of the curriculum.

The resources used to achieve the above disproportionately benefit Disadvantaged Students, and are supplemented by intensive targeted interventions including:

- 1-1 and small group academic mentoring;

- A focus on Disadvantaged Students when considering progress and ensuring completion of work and attendance at additional catch-up sessions;
- Taking additional steps to ensure consistent and on-going dialogue with the parents/carers of Disadvantaged Students.

Together, these strategies 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.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attendance of Disadvantaged Students has been adversely and disproportionately impacted by the pandemic.
2	The cohorts of students entering the school are increasingly academically able. The attainment of Disadvantaged Students HPA students has not been as high as the non-HPA or non-Disadvantaged Students.
3	Literacy levels of PP students are lower than non-Disadvantaged Students. This has implications for learning across the academic spectrum.
4	Disadvantaged Students are less likely to receive academic guidance at home. There is therefore a need to engage and inform parents of Disadvantaged Students, and to provide supplementary support and individualised academic support for targeted Disadvantaged Students.
5	Retention of Disadvantaged Students into Q6 is not as high as it could, and should, be.
6	Disadvantaged Students were disproportionately highly impacted by the pandemic. They are at a lower level in the core curriculum (particularly literacy and numeracy skills). They were less likely to engage in Home Learning during their non-Disadvantaged Students counterparts. This is likely to continue to be the case for those needing to self- isolate.

## 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
1. Attendance of PP improves	<ul style="list-style-type: none"> <li>Evidence from EWO attendance data shows this is in-line with that of non- Disadvantaged Students, across a range of attendance evidence.</li> </ul>
2. Progress of HPA Disadvantaged Students improves	<ul style="list-style-type: none"> <li>Evidence from 4-Matrix and external examination data shows that this is increasingly close to that of non-disadvantaged students and non-HPA students. This is true across a range of Year Groups, and the curriculum offer.</li> </ul>
3. Gaps in literacy levels between non-Disadvantaged Students and Disadvantaged Students close during students' time at Quest.	<ul style="list-style-type: none"> <li>Evidence from literacy strategy assessments, both of individual Disadvantaged Students as they go through the school, and also at each Year Group level.</li> </ul>
4. Disadvantaged Students receive necessary guidance and support to become independent in their learning.	<ul style="list-style-type: none"> <li>Teacher report data is consistent between disadvantaged students and non-Disadvantaged Students.</li> <li>Class observations show that this is improving.</li> <li>Analysis of Blended and Remote learning shows that Disadvantaged Students completion of work is of a similar standard and rate to non-Disadvantaged Students.</li> </ul>
5. Disadvantaged Students are ambitious in their post-16 aspirations and realise this through their destinations for further study.	<ul style="list-style-type: none"> <li>50% of Disadvantaged Students, and 80% of those who achieve the required GCSE grades, are retained into Q6.</li> </ul>
6. Completion rates of Home Learning are in line with those of Disadvantaged Students.	<ul style="list-style-type: none"> <li>Evidenced from teacher report data.</li> <li>Analysis of Blended and Remote learning shows that Disadvantaged Students completion of work is of a similar standard and rate to non-Disadvantaged Students.</li> <li>All students have access to a laptop and the internet to be able to effectively progress their learning outside the classroom.</li> </ul>

## 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: £ 298437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achievement coordinator to lead a targeted programme for HPA and Disadvantaged students	Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking & reflection tool. Part 4- School leaders train and support staff to deliver and sustain quality first learning for all pupils. Professional development for teachers is prioritised, whilst training and support for early career teachers and recruitment and retention are also considered as an important part of the strategy.	2, 3, 5
CPD time for developing student independence and resilience in learning. Also sharing plans for Disadvantaged Students.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4, 5, 6,
Structure of the KS3 core curriculum enables enhanced core skills in literacy and numeracy, providing a solid foundation for learning.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>  The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a>  To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and	2, 3, 6

	<p>representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/ks2-ks3-maths-guidance-2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking &amp; reflection tool. Part 1- Staff have a shared language around high expectations - no use of limiting language eg. "low-ability", "bottom set".</p> <p>Part 5- Pupil Premium strategy is based on a whole school approach; solutions are not just a single initiatives confined to isolated pockets of the school; instead they are a range of different strategies that reflect the complexity.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 149218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring sessions for key individuals as identified from progress data to improve resilience and engagement across subject areas.	Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking & reflection tool- Sections 1, 2 and 3	4, 6
Subject specific mentoring with key, targeted individuals, through School Led Tutoring	Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking & reflection tool- Sections 1, 2 and 3	4, 6
Senior Tutor Mentoring	Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking & reflection tool- Sections 1, 2 and 3	4, 2, 3, 6
ACO additional time for developing plans for	Research schools network- Using evidence to improve pupil premium	4, 1, 6

targeted Disadvantaged Students.	outcomes   Benchmarking & reflection tool- sections, 1, 2, 6	
SENCO capacity and expertise	Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking & reflection tool	1, 3, 4, 6
Deputy Pastoral Director.	Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking & reflection tool- sections 1, 2, 6	1, 2,
Targeted careers support for Disadvantaged Students to raise aspirations for post-16 study.	Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking & reflection tool- sections 1 “Disadvantaged students are on a trajectory to access KS5 where appropriate.”	5, 4

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

Budgeted cost: £ 149218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Tutor- to ensure the transition process addresses learning gaps which have arisen as a result of different experiences of the pandemic, and students make a flying start to secondary school.	Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking & reflection tool sections 1, 5	1, 2, 3, 4
EWO to provide increased level of support for improving attendance.	Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking & reflection tool- sections 1, 6	1
Leadership capacity- ACOs to have increased capacity for working with families on attendance, in conjunction with the EWO.	Research schools network- Using evidence to improve pupil premium outcomes   Benchmarking & reflection tool- sections 1, 6	1, 4

**Total budgeted cost: £ 379500**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The strategy outlined closely aligns with our Academy Development Plan (ADP) and ensures equality of access to the curriculum for all students. Beyond this, strategies outlined and implemented in the ADP specifically have Disadvantaged Students in mind and are designed to ensure progress and outcomes for Disadvantaged Students are at least in line with those of non-Disadvantaged Students.

Disadvantaged students were, undoubtedly, disproportionately negatively affected by the pandemic; a pattern we feel acutely with our cohorts.

The structure of the Key Stage 3 curriculum continues to be effective in narrowing the gaps between Disadvantaged and non-disadvantaged students, facilitating gaps in knowledge to be identified quickly, and decisive and effective action to close them taken swiftly.

Whilst outcomes for Year 11 (indicative Progress 8) were still comfortably within the “national average” range, we expect them to improve in the next academic year. Use of Tutoring and Mentoring will be increased this year, with a focus on Disadvantaged and High Prior Attaining students to ensure gaps which widened during the pandemic are closed rapidly. Internal data indicates that these interventions were effective last year and these are being broadened and extended this year.

Attendance, behaviour and pastoral support post- pandemic continue to be a significant barrier to learning. Whilst indicators in all of these areas have stabilised somewhat there is still a significant need for investment and work to regain ground from the pandemic and this is a key area of work and investment for us.. Behaviour and conduct in school is good and broadly in line with that prior to the pandemic, but attendance has not yet recovered and is a key area of focus this year. We are therefore using pupil premium funding to target strategies which promote and increase attendance, provide close pastoral support for individuals and groups in greatest need, alongside those aimed at raising academic performance and progress.