

36 Pupil premium strategy statement (AP)

1. Summary information					
School	The Quay School			Type of Need	SEMH, Behaviour, Anxiety, ASD
Academic Year	2021/22	Total PP budget	£33,902	Date of most recent PP Review	Dec 2021
Total number of pupils	102	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Dec 2022

2. Current attainment		
to complete below section!	Pupils eligible for PP	Pupils not eligible for PP
% of pupils making at least expected progress in Reading	70%	73%
% of pupils making at least expected progress in Writing	70%	73%
% of pupils making at least expected progress in Speaking & Listening	70%	73%
% of pupils making at least expected progress in Maths	65%	73%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Communication, Speech and Language Needs (ELSA support)	
B.	Anxiety – attachment, low self-esteem and confidence	
C.	Behavioural needs leading to serious incidents	
External barriers		
D.	Social isolation, complex family structure, risk taking behaviour	

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved communication skills.	Pupil reports demonstrate progress
B.	A reduction in anxiety and improved confidence – Personal Learning Goals	PLG achieved and reports from staff regarding pupil anxiety levels
C.	Improved behaviour in school and at home. Monitoring of serious behaviour incidents on SIMS and feedback from parents.	Reduced behaviour incidents for the identified children.
D.	Improved Social Skills. (Personal Learning Goals)	PLG achieved and reports from staff regarding social skill development

5. Planned expenditure

Academic year

2021/22

The three headings below enable schools to demonstrate how they are using the Pupil 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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To offer all pupils an exciting, well balanced curriculum that meets their needs and helps them to overcome barriers thus giving them equal opportunities. Pupils need to be safe, feel safe and so have the confidence to challenge themselves so that they can reach their full potential. We want all pupils to learn together in the pursuit of happiness so that they can independently make a positive contribution to their communities.	We are constantly developing and growing our curriculum. A curriculum that focused on closing gaps and stretching pupils to support next steps. Supported by enrichment through Aweigh School.	This is the fundamental universal offer for ALL pupils at TQS and creates a secure platform for developing individualised learning through Quality First Teaching.	<p>Development of identified curriculum areas: KS3 curriculum through Literacy/Numeracy and Topic Work.</p> <p>Embedding GCSE, Vocational and Key Skill academic work for KS4 pupils.</p> <p>Consolidation of Aweigh School as part of our timetable.</p>	<p>Joe Curtis</p> <p>Helen Cottrell</p> <p>Lee Wilkins</p> <p>Jo Gimson</p> <p>Middle Leaders</p>	<p>Data-drop each term</p> <p>COSTS: Aweigh School staff £33,092 Mini-bus use: £665 Training Budget = £1500</p>
Total budgeted cost					£35,257

ii. 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?
Mental health and wellbeing of pupils and their families to be given additional priority following Covid-19.	<p>Alongside our universal offer of tutoring, Learning Mentor Mentoring, Target setting and integrated PSHE TQS gives targeted interventions of:</p> <p>Therapeutic Interventions:</p> <p>ELSA Talk about friendship group (small group work)</p>	As well as developing the current good practice across the school, we wish to build on support for mental health and wellbeing of pupils following Covid-19.	Base leaders will coordinate support	<p>Russell Arnold</p> <p>Joe Curtis</p> <p>Helen Drew (ELSA)</p> <p>Dione Jenner (ELSA).</p>	<p>Costs:</p> <p>36 hours of staff time for mentoring £425</p>
Improve reading age, accessibility to the curriculum and supporting key area of catch-up due to Covid-19	<p>Reading Interventions: Covid-Catch-up 1:1 guided reading with a dedicated staff member using Accelerated Reading:</p> <p>Early/Star Readers Reading Catch-up</p>	Reading and Comprehension enable access to curriculum materials and support independent learning. This is equally true for the joy of reading and supporting life skills in the community.	<p>Use of the Nationally Recognised Accelerated reading which encourages age appropriate, interest based and RA access to books alongside with assessment and analysis.</p> <p>Purchasing of KS3 & 4 reading materials.</p> <p>In-class support of Trust Wide initiative.</p>	<p>Sharon Mallon</p> <p>Bryony Curtis-Turner</p>	<p>COSTS:</p> <p>10 hours of LM per week: £4812</p>
Enable learning outside of the classroom whilst	<p>Outdoor School</p> <p>Off site.</p>	As a school, we value all that the Outdoor School brings to our curriculum and have invested in	Fully staffed with qualified and experienced Outdoor Instructors and dedicated Learning Mentors.	<p>Jo Gimson</p> <p>Jack Galloway</p>	<p>COSTS:</p> <p>Dedicated LM: £25377</p>

supporting regulation strategies.		qualified Outdoor Instructors and LM's.	Activities fully risked assessed and identified to support Life Skills and AQA unit Awards.		Budget Costs: £1000
Pupils to explore and experience vocational options of interest to themselves. Individualised learning.	Vocational Enrichment on Fridays meets individual needs of all vulnerable pupils as able to follow interests thus making curriculum relevant.	Pupils in enjoy following areas of special interest where this is possible. Many pupils learn by vocation and kinaesthetic learning. Pupils have a learning respite from the rigours of the academic curriculum.	Staff teach to their own strengths and vocational option. Pupils can change every half-term if they choose to. AQA units have been introduced. Reviewed each half-term for viability.	Lee Wilkins	COSTS: Vocational Budget from Curriculum: £1000
Meaningful and positive engagement with families that enable participation in target setting, implementation and reviews.	Parents are invited into school half-termly. They meet with SLT/Teachers for school updates and a review of pupil work/progress. Parents meet with LM, Pupils to review targets set.	TQS works with the holistic pupil, families know their child in a way that schools never will. We are not goal setting for school but for life.	Coordinates meetings and encourage parental attendance.	Bae Leaders	Administrator costs: 1 hours a week (annual cost): £542
To support pupils to access education missed during covid-19 lockdowns.	LM support and targeted tutoring sessions	Publicised as a means of supporting pupils by DfE.	Careful selection of Pupils from those considered vulnerable and as having the need for additional support.	Joe Curtis	LM costs (3 pupils x 1 hour a week): £1503

Total budgeted cost					£34,659
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iii. Other approaches					
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?
A range of support will be offered for individuals and groups of pupils where a need has been identified.	Continued identification of need and response with additional support available to pupils. Such as: Free School Uniform Free School Trips Free Breakfast	Developing the current good practice across the school, and improving our support for mental health and wellbeing of pupils following Covid -19 pandemic.	Careful delivery and tracking will demonstrate the impact on these pupils. Additional interventions will be identified as necessary and training provided to ensure successful implementation.	Russell Arnold Joe Curtis Tutors	Data-drop each term COSTS: School uniform £700 School trips £1000 Breakfast costs £3800
Pupils are more able to self-regulate and lower arousal levels, enabling a 'just right state' for learning.	Daily breaks/activities Time out sessions with staff	Giving pupils the tools to self-regulate	Time given every lesson to every pupil.	Classroom teachers & Tutors	Minimal additional Costs
Total budgeted cost					£5,500

6. Review of expenditure

Previous Academic Year

2020/21 – all feedback is reflective of the impact of Covid-19 on schools.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
To offer all pupils an exciting, well balanced curriculum that meets their needs and helps them to overcome barriers thus giving them equal opportunities. Pupils need to be safe, feel safe and so have the confidence to challenge themselves so that they can reach their full potential. We want all pupils to learn together in the pursuit of happiness so that they can independently make a positive contribution to their communities.	We are constantly developing and growing our curriculum. A curriculum that focused on closing gaps and stretching pupils to support next steps. Supported by enrichment through Aweigh School	Most pupils made expected or above progress. Attendance and engagement remained high prior to the impact of Covid-19	TQS pupils best engage in school. Remote learning is a poor substitute. For pupils who struggle with medical or behavioural issues, this is not surprising.	Whole School costs inc: COSTS: Aweigh School: £33,092 Mini-bus use: £665 Training: £1500
Improved communication	ELSA staff	Pupils identified through their base line testing are given the support required.	ELSA support has been able to address many of the individual communication concerns. The school as is working towards a whole school approach to communication needs.	£7530
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost

All pupils will be enabled to make at least expected progress through interventions selected to reduce their barriers to learning.	In class, LM lead 1:1 and small group interventions	Progress data shows progress for vulnerable pupils and increased attendance compared to attendance at previous settings.	TQS use of LM's and ELSA staff to better enable interventions to be coordinated and consistent.	£4009
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
To support the social, emotional wellbeing of pupils and their families	Parent Group	Parent group and Parent contacts proved to be a successful provision for pupils and their families with a wide range of issues including behaviour management and communicating successfully. This enabled a meaningful target setting process.	This is an ongoing provision which is highly valued and needed.	Tilly Pender costs: For 2 hours per half term. £189
Improved mental health for identified students	Mentoring of all vulnerable pupils to ensure that they are supported in achieving set targets.	Targets became a 'living' part of the school day and a way of measuring core skill progress.	Consistent target setting of SMART targets needed developing to ensure accurate reporting of progress.	COSTS: 9 hours of LM weekly: £4510
Enable learning outside of the classroom whilst supporting regulation strategies.	Aweigh School	As a school, we value all that the Aweigh School brings to our curriculum and have invested in staff	Additional Outdoor Staff were needed	Jo Gimson COST: Appointments Included above

7. Additional detail
None

