

# The Peak Academy Pupil Premium Strategy 2020/21

1. Summary information			
Academic Year	2020/21	Total PP budget	<b>£41,455</b>
Total number of pupils	71	Number of pupils eligible for PP	43
Academic Year	2019/20	Total PP budget	£36,465
Total number of pupils	70	Number of pupils eligible for PP	<b>65%</b>

The Peak FSM	National FSM	National Special FSM
2020-21	Jan 2021	Jan 2021
57%	<b>17.3%</b>	<b>40%</b>

2. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria
<b>A.</b> SEMH outcome -	Pupils can achieve their EHCP outcomes and are able to build on the Peaks key values of trust, humility, excellence and respect. This will enable pupils to build their resilience leading into post 16 and beyond. Marginal gains evidenced through the PASS Survey helping staff to identify and address areas of development.
<b>B.</b> Curriculum incorporates greater link with employability and careers	Curriculum intent is available at <a href="https://www.thepeakacademy.org/learning-and-education/curriculum/curriculum-overview">https://www.thepeakacademy.org/learning-and-education/curriculum/curriculum-overview</a> Within this document it states “The curriculum focuses on the individual and creates opportunities for them to achieve across a wide and varied offer of qualifications and subjects. Resulting in pupils being able to access and be successful in purposeful destinations when they leave The Peak”
<b>C.</b> Teaching and Learning responds to needs of individuals	Sequence of learning builds knowledge and skills towards a desired end point. CPD supports ongoing development for staff linked to the 4 main aims. EHCP outcomes met. Pupils attainment meets or exceeds predictions in all SEMH areas.
<b>D.</b> Improved Attendance	Attendance to improve to national average for PP

### 3. Planned expenditure £

Academic year

2020/21

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	Evaluation of effectiveness (to be evaluated over 2020-2021)
In class support and small group interventions to improve progress rates and address gaps in learning	Effective utilisation of TAs in all lessons to support individuals through directed support.  Focus on Personalised Learning approach utilising EHCP Resources £100	Ensure Personalised learning approach is adopted for inclusivity.  Evidence shown in Outcomes, attainment, SEMH measures eg Pass survey  Documentation of reviews	Regular learning walks, book scrutiny and data drops.  Line management meetings with TAs CPD with TA's  EHCP Rag rate targets	DR Curriculum, Progress and Outcomes directs timetable.  Intervention Manager	Progress measured in line with key performance indicators  Outcomes on EHCPs FFT5 Predictions. Formative and Summative assessments Termly Data Drops

<p>Behaviour improves and decreases well under the line of control over time</p>	<p>Extra capacity within the Pastoral team.</p> <p>Behaviour Interventions with pastoral team</p> <p>Menu of behaviour interventions sourced and delivered</p> <p>Cost of £17,000 Cost of resources £100</p>	<p>To identify pupils of concern and implement a strategy to support</p> <p>Use of Sleuth to evidence outcomes.</p>	<p>Daily analysis Behaviour workshops CPD</p>	<p>AS Behaviour identifies and Directs interventions</p>	<p>Consistently under the line of control</p> <p>Incidents decreasing over academic year</p>
<p>Use of external 1-1 support for CIC pupils to support improving outcomes</p>	<p>Provide revision sessions to raise achievement.</p> <p>Target PP students underachieving to attend</p> <p>Cost?</p>	<p>Targeted intervention in liaison with class teacher will focus on gaps in learning and complement current learning</p>	<p>Feedback from 1-1 tutors and assessments of pupils throughout the year to measure progress</p>	<p>PEP designated teacher</p>	
<p>Refined Personalised individual interventions to support specific need</p>	<p>EHCP Outcomes used as a tool to underpin Teaching and Learning, planning and differentiation.</p> <p>Resources and TA time (10 TAs – 2 Hours) £370 per year</p>	<p>Identification of specific needs through EHCPs and PEPs used to underpin planning for personalised Teaching and Learning and Inclusion</p>	<p>Progress against outcomes measured through EHCPs, Performance data, RAG rating, My profile, Engagement with learning and PASS survey.</p> <p>Learning walks</p>	<p>Intervention manager</p>	<p>At EHCP meetings At PEP meetings Data drops show progress towards predictions Sleuth data shows improvement in Behaviour PASS survey shows increased scores</p>

Literacy intervention Programme	Provide provision to support pupils in engagement and progress  Purchase of Resources for literacy interventions £1000	National programme recognised to support progress in reading age. Needs identified for RWI following assessment. Evidence in outcomes	Weekly engagement tracker QA of sessions by CW Data from assessments	English lead	Reading ages
Numeracy Intervention programme	Numeracy sessions introduced weekly for all pupils	Number bonds are foundational to numeracy development	CPD given QA of sessions by JH Numeracy plan in place across the academic year	Maths lead	3 weekly testing through maths lessons
Expected Spends					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Evaluation of Effectiveness</b>
Language development to impact on the pupil's social interactions, behaviour and academic skills	1-2-1 out of class intervention with external resources  Cost £245 per day				

Support/ nurture of PP students associated with SEMH improve attendance, reduce FTE and improve academic outcomes	A range of Interventions: Speech and Language etc  Nurture provision  Nurture breakfast £200 for the year	Early identification of need through Baseline data, CATS/LASS testing, EHCPs, EP reports etc	Attendance and behaviour data shows upwards trajectory. Academic data tracked through regular data drops Student feedback Parental engagement Use and impact of external resources.	DR Curriculum, Progress & Outcomes AS – Behaviour SL – Attendance HL - Nurture	Transition to main school linked to behaviour points, Pass Survey, academic progress
Additional Attendance staffing to improve attendance of PP students	Weekly analysis of PP students Interventions and monitoring of impact of interventions	Additional capacity to support  Multi agency meetings  Collection of pupils if not in attendance  Alternative provision follow up am and pm	To help students increase their attendance. All students with attendance below 95%.  Line management by safeguarding  Regular meetings	SL	Termly attendance data for all PP pupils Weekly attendance tracker
Support pupils well-being and mental health with concerns appropriately referred to other agencies	Full time School based counsellor  Lunch time sessions  Multi-agency group  £18,000	Support pupil's mental health needs and well being Identify needs that external agencies can support with	Monitoring of attendance, behaviour and outcomes of targeted PP students.  Regular contact with parents/carers. Advice, intervention and guidance given to parents/carers regarding how to get appropriate multi agency support i.e. CAMHS	SL, AS, LA	All referrals followed up and ensure they are actioned.  Staff support in place to attend multi agency meetings  Improved family relationships

Provide support and diagnosis for identified pupils through use of Educational Psychologist	Targeted hours for PP students who are most vulnerable  £270 per pupil	Clarity, accurate and current assessment of needs to ensure correct intervention is applied to ensure inclusion.  Direct link to appropriate CPD e.g Attachment and Trauma, Foetal	Staff utilise reports and actions / outcomes from Educational Psychologist to inform differentiation and secure planning for teaching and learning	Interventions Manager	At EHCP meetings At PEP meetings Data drops show progress towards predictions Sleuth Data shows improvement in Behaviour My Profiles show movement towards EHCP targets
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Evaluation of effectiveness</b>
All pupils have access to hot meal to support and promote healthy eating and healthy living.	School dinners have a variety of choices with no fees for pupils	All pupils have the right to eat a healthy meal. Pupils need to have the energy to be successful in their learning.	Free school meals for all pupils	AV	
All Pupils including PP move on to meaningful and purposeful post 16 provision.	Focus on PP students Independent AIG and School AIG  Cost neutral	All pupils follow an appropriate curriculum leading to purposeful destinations. A range of interventions utilised in preparation for a successful transition	Y11 to have 1-1 careers advice meetings No PP student to be NEET Targeted intervention by Prospects Jan 2021 Independent advice at EHCPs Visiting speakers provide AIG	DR LA	Purposeful destinations and early identification from Year 10.
All pupils have access to enrichment and rewards to support their success' and	Trips and sleuth rewards updated Outdoor ed used to build social skills and Peak values	To support pupils experiencing learning in an out of school context.  To develop the school values and pupil resilience	All PP students have accessed extra-curricular/trips.  All trips planned through emerge	AS	Rewards being accessed by all  Trips being organised for pupils

well being eg Trips, Weekly rewards	£3000 Swimming £70 per pupil Skylark 270 per pupil				
Student council to have PP student representation	Ensure PP students are included and active part of Student Council  Refreshments £50	PP students improve their own communication skills whilst representing the Academy	Participation in meetings across the academic year	SL, AS	PP students are represented at a minimum of 50%
<b>Total budgeted cost</b>					<b>£41,455</b>
<b>Total PPG Allocated</b>					<b>£41,455</b>
<b>Total PPG Grant 2020/21</b>					<b>£41,455</b>

