

Pupil premium strategy statement

School overview

Metric	Data
School name	The Peak Academy
Pupils in school	59
Proportion of disadvantaged pupils	40
Pupil premium allocation this academic year	£41
Academic year or years covered by statement	2021-22
Publish date	September 2022
Review date	September 2023
Pupil premium lead	Andy Vinton
Governor lead	Sandy Chase

Disadvantaged pupil performance overview for last academic year

KS4 English	GCSE 1X Grade 4 / 3 x grade 3 / 2x grade 2 / 1 x grade 1
KS4 Maths	GCSE 1 X Grade 6 / 1 x grade 5 / 1 x grade 4 / 1 x grade 3 / 2 x grade 2 / 1 x grade 1.
KS4 Other (Progress 8)	-1.54 Whole school. Top 4% all special schools.
KS3 Writing	100% made progress
KS2 Reading	100% made progress
KS3 Maths	100% made progress

Strategy aims for disadvantaged pupils

Aim	Evidence of Impact	Target date
Pupils to make ARE progress in Reading, Maths & Writing -	Pupil progress data and pupil progress meetings	June 2023
Expand therapeutic offer to further support pupil need and outcomes of EHCP	Therapeutic offer and provision map scrutiny	June 2023
Reduce the usage of RPI	Sleuth / CPOMS	July 2023
Reduce the use of fixed term exclusions	Exclusion data	July 2023

Barriers to closing the gap

No.	In the section below describe the possible barriers that PP students may be faced with when trying to close the attainment gap. This could include things such as: lower literacy levels, poor attendance, and low self-esteem.
1	All pupils attending the Academy have an EHCP (Education, Health and Care Plan), some with multiple diagnoses/co-morbidity.
2	Pupils have a complex profile which may limit academic progress without the appropriate differentiation, resources and reasonable adjustments.
3	Social inclusion of pupils, social anxiety.
4	Attachment and early year's trauma profile.
5	Complex SLCN barriers related to diagnosis.
6	Complex cognition and learning profile. Difficult to access to a traditional (primary and) secondary curriculum.

Teaching priorities for current academic year (2022-23)

Measure	Activity
Priority 1	To develop personalised approaches to meeting the presenting needs of the child diagnosis of SEMH +.
Priority 2	Expanding the schools literacy and numeracy intervention model.
Priority 3	Introduce Pastoral support interventions model across the school.
Barriers to learning these priorities address	Closing the gap within reading and literacy. Target the presenting needs of the pupil through ELSA and SLCN trained staff
Projected spending	£26 370

Wider strategies for this academic year (2022-23)

Measure	Activity
Increase the schools therapeutic offer	Additional therapies in bespoke supportive environment.
Enhance the social inclusion of all pupils.	Increased resources and support during social times – development of new play / social inclusion based activities and areas – building PEAK core values; Resilience / independence / trust / respect.
Provide further Literacy interventions for pupils.	Purchase further interventions to promote literacy skills.
Provide further literacy interventions for pupils that are not phonetically based.	Purchase of Nussy, Rapid Readers, Read Write inc resources to improve access to the curriculum and work on key aspects of impairment within literacy.
Projected spending	£15,000

Monitoring & Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Appointment of CPD lead. Appointment of Literacy lead. Work with Trust central lead. Effective use of Inset days and directed time to upskill staff in best SEND/SEMH practice
Wider strategies	Attendance. Engaging the families facing most challenges, support pupils with mental health issues.	Pastoral student services and Therapy team working closely with families, the LA and other agencies to bring pupils into school and engage in learning. Continued access to counselling.

Review: last year's aims and outcomes

Aim	Cost	Outcome
To improve learning behaviours of pupils to allow them to access the curriculum and achieve better outcomes	15000	Positive outcomes for pupils especially in Maths Progress 8 0.04. Whole school -1.58
All PP pupils will have access to emotional and well being support to allow them to continue making progress with learning	15000	Support available – more diverse model now under development within bespoke supportive environment.
All pupils will have a wider understanding of what is available for them to support in their progression to adulthood 0%NEET for PP	15000	0%NEET for PP achieved. Transition post 16 achieved and being monitored.