

# The Peak Academy Pupil Premium Strategy 2019/20

1. Summary information			
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£36,465
<b>Total number of pupils</b>	70	<b>% of pupils eligible for PP</b>	65%
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£ 37,400
<b>Total number of pupils</b>	69	<b>Number of pupils eligible for PP</b>	40

The Peak FSM	National FSM	National Special FSM
2019-20	Jan 2019	Jan 2019
43%	15%	37.5%

	2018/19		2019/20	
	Pupils eligible for PP (58%)	Pupils not eligible for PP (42%)	Pupils eligible for PP (64%)	Pupils not eligible for PP (36%)
	50%	50%		
	40% (100% for those able to take GCSE)	28.6% (40% for those able to take GCSE)		
	20%	42.9%		

	(33% for those able to take GCSE)	(60% for those able to take GCSE)		
	SEMH Needs including ACES and Attachment and Trauma			
	Attendance			
	Inclusion – accessibility of learning			
	Lack of strong parental guidance/boundaries County lines and gang culture			

<b>2. Desired outcomes</b> ( <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 munthum wheel 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
<b>3. Planned expenditure £36,465.00</b>		

Academic year		2019/20			
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 2019- 20)
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	Ensure Personalised learning approach is adopted for inclusivity.  Evidence and need shown in Outcomes, attainment, SEMH measures eg Muntham wheel  Documentation of reviews	Regular learning walks, book scrutiny and data drops.  Fortnightly line management meetings with TAs.  TAs provide Outcome cards which Line-manager has on file.	AP 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
Behaviour improves and decreases well under the line of control over time	Behaviour Interventions	To identify pupils of concern and implement a strategy to support.  Use of sleuth to evidence outcomes.	Daily analysis Behaviour workshops CPD	AP Behaviour identifies and Directs interventions	Consistently under the line of control 0 exclusions 14.6% class disruption which is below the target of 15%.
Identify where additional 1-1 tutoring can be implemented for CiC pupils	Provide revision sessions to raise achievement.  Target PP students underachieving to attend	Targeted intervention in liaison with class teacher will focus on gaps in leaning and complement current learning	Feedback from 1-1 tutors and assessments of pupils throughout the year to measure progress	VP Teaching and Learning	

Refined Personalised individual interventions to support specific need.	EHCP Outcomes used as a tool to underpin Teaching and Learning, planning and differentiation.  Resources and TA time (14 TAs – 2 Hours) £370.16 per year	Identification of specific needs through EHCPs and PEPs used to underpin planning for personalised Teaching and Learning and Inclusion.  LASS used as a baseline assessment ensuring accurate deployment of differentiation. Use of subject specific Baselines, FFT5 predictors	Progress against outcomes measured through EHCPs, Performance data, Engagement with learning and Muntham wheel.  Learning walks  Fortnightly targeted questioning at line management meetings	Intervention manager	At EHCP meetings At PEP meetings Data drops show progress towards predictions Sleuth data shows improvement in Behaviour Muntham wheel shows progress in areas of SEMH
Literacy intervention Programme	Provide provision to support pupils in engagement and progress  £300 per delegate x2	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	Maths lead	3 weekly testing through maths lessons

## 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	Evaluation of Effectiveness
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Support/ nurture of PP students associated with SEMH improve attendance, reduce	A range of Interventions: Speech and Language etc  Nurture provision to	Early identification of need through Baseline data, LASS testing, EHCPs, EP reports etc	Attendance and behaviour data shows upwards trajectory. Academic data tracked through regular data drops Student feedback	AP Curriculum, Progress & Outcomes AP – Behaviour SL – Attendance HL – Nurture	Transition to main school linked to behaviour points, muntham wheel, academic progress
Additional Attendance staffing to improve attendance of PP students	Weekly analysis of PP students Interventions and monitoring of impact of interventions  £10047.20 per year	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
Provide support for vulnerable pupils to support: behaviour, attendance and attainment. Mental health concerns appropriately referred on to other agencies,	Full time School based counsellor Lunch time sessions  Cost £16,738.65  Multi-agency group	Support pupil's mental health needs.	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 ie.CYPS, housing MAPE referrals made where	SL, WG	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  Cost £1310	Clarity, accurate and current assessment of needs to ensure correct intervention is applied to ensure inclusion.  Direct link to appropriate CPD eg 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 Muntham wheel analysis shows progress in
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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	Evaluation of effectiveness
Pupil Premium accounted for	Business Manager retains detailed cost around expenditure. Clear record of spend for each pupil	Transparency of expenditure	Interventions Manager liaises with Business manager and members of SLT to ensure appropriate interventions are in place.  Progress measures show impact of intervention and spend	SE/JB	At EHCP meetings At PEP meetings Data drops show progress towards predictions Sleuth data shows improvement in Behaviour Muntham wheel shows progress in areas of SEMH
Address needs around: social, emotional and mental health	Weekly mentoring  £25 per hour	Support key pupils who are struggling in a school environment.  Talking therapy used with strategies to support a pupil given.	Weekly meetings Sleuth data Values analysis	AP Behaviour	Sleuth data shows an improvement in specified area Pupils can self-regulate and manage behaviour.
Improve careers advice, guidance and experiences for PP students.	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 2020 Independent advice at EHCPs Visiting speakers provide AIG	SP JB	Purposeful destinations with early identification. From year 10.

Continue to support students by offering breakfast in order to ensure pupils are receptive to learning.	Breakfast provided for students  5 regular pupils all PP £1000 for the year	Ensure pupils are set for the day.  Supports pupils on medication and young carers.	Record sheets being collated Regula contact home	WG	Sleuth data shows less incidents in the morning.  Pupils start the day positively
To ensure inclusivity in all extra-curricular activities including: rewards, trips eg Farm and residential.	Available: £86.95 per pupil x44 PP Pupils	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.	WG	Rewards being accessed by all  Trips being organised for pupils.
PP students to be part of Student Council	Ensure PP students are represented  Refreshments £50	9 PP 2 non-PP	Participation and actions from meetings with pupil council minuted	JB SL	Proportionate representation of student voice across the whole school community.  Elected Head Pupil is CiC
<b>Total budgeted cost</b>					<b>£36,465</b>
<b>Total PPG Allocated 2019/20</b>					<b>£36,465</b>

