

Pupil premium strategy statement Peak School



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-225
Date this statement was published	October 24
Date on which it will be reviewed	July 2025
Statement authorised by	Jo Howarth
Pupil premium lead	Jo Howarth
Governor / Trustee lead	Hanna Bottomley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,560

Part A: Pupil premium strategy plan

Statement of intent

At Peak School, we are committed to ensuring that all our pupils, regardless of their background or barriers to learning, achieve their full potential. The Pupil Premium funding is allocated to help us close the attainment gap between disadvantaged pupils and their peers. Our intention is to use this funding strategically to:

Intent

Enhance Teaching Quality:

- Invest in professional development for staff to improve classroom practice and outcomes for pupils
- Implement high-quality teaching and learning strategies that benefit all pupils.

Targeted Academic Support:

- Provide additional support to accelerate learning, through one-to-one and small group interventions.
- Utilize specialist teachers and teaching assistants to support pupils who need extra help.

Wider Strategies for Wellbeing and Engagement:

- Address non-academic barriers such as attendance, behaviour, and emotional wellbeing.
- Offer extracurricular activities that support pupils' social, emotional, and cultural development.

Parental Engagement:

- Strengthen communication and engagement with parents/carers to support learning at home.
- Provide workshops and resources to help parents support their children's education.

Implementation

- **Assessment and Monitoring:** Regularly assess and monitor the progress of pupils eligible for the Pupil Premium to ensure interventions are effective.

- **Data-Driven Decisions:** Use data to identify gaps and target resources effectively.
- **Collaboration:** Work with staff, parents, and external partners to provide a holistic support network for our pupils.

Impact

We aim to achieve the following outcomes through our Pupil Premium strategy:

- Narrow the attainment gap between disadvantaged pupils and their peers.
- Improve attendance and punctuality rates.
- Increase the engagement of parents/carers in their children's education.
- Enhance the overall wellbeing and school experience of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Quality of Education Recent changes in leadership, curriculum adjustments, and staff transitions have resulted in requirements for staff CPD.
2	Communication and Language Development: Many pupils EHCPs demonstrate that they have difficulties in communication and language, affecting their ability to engage with the curriculum and express their needs. There is a lack of NHS Speech and Language Therapy support due to commissioning.
3	Social and Emotional Wellbeing: Disadvantaged pupils struggle with social skills and emotional regulation, impacting their ability to interact positively with peers and staff.
4	Attendance and Punctuality: Attendance issues arise due to various factors, including health challenges, family circumstances, or difficulties with engagement. Persistent absence is an focus to support all pupils to attend.
5	Access to Resources and Support:

	Limited access to educational resources and support at home can hinder learning.
6	Behavioural Challenges: Some pupils exhibit challenging behaviours that impact on their learning and the learning of others, often linked to unmet emotional or sensory needs.

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
Social and Emotional Wellbeing: Pupils will demonstrate improved social skills and emotional regulation, leading to positive interactions with peers and staff.	Reduction in dysregulated behaviour including anxious behaviour Positive feedback from teachers and peers regarding social interactions. Pupils report feeling more confident in social settings
Attendance and Punctuality: Pupils' attendance and punctuality will improve, ensuring consistent access to learning opportunities.	Attendance rates improve overall Reduction in levels of persistence absence Regular communication with families results in proactive solutions to attendance barriers.
Access to Resources and Support: Pupils will have equitable access to educational resources, enabling full participation in school activities and learning.	Measurable improvement in academic learning outcomes Pupils have access to necessary technology and learning materials.
Behavioural Challenges: Pupils will exhibit reduced challenging behaviours and increased engagement in learning activities.	Behavioural incidents decrease by 50% Pupils demonstrate increased time on task during lessons. Regular updates to MARBL and behaviour support plans reflect successful strategies and interventions
Parental Engagement: Parents will be more engaged and supportive of their child's education, enhancing pupils' learning experiences and outcomes.	Increased attendance at parent workshops and school events Positive feedback from parents about the school in general and their child's learning Regular and effective two-way communication between school and home is established.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 41,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Facilitate professional development for teachers through subject leadership and peer observation opportunities by employing an additional Teaching Assistant to release teachers to attend CPD and work collaboratively to improve their teaching (£16,000)</i>	According to the Education Endowment Foundation (EEF), peer observation and professional development enhance teaching quality and student outcomes.	1, 4
<i>Ensure that teachers can be released to attend key meetings such as AR's and PEP's to foster successful partnership work with parents. Teaching Assistant employed to release teachers (£16,000)</i>	DFE guidance and the SEND COP 2015 both outline the importance of teachers and parents working together to improve outcomes for pupils.	1,4
<i>Purchase laptops and iPads to improve access to learning resources (£7,500)</i>	Technology access has been shown to facilitate learning, especially for students who lack resources at home.	4
<i>Ensure the library is well-stocked with diverse and engaging resources (£2,000)</i>	Access to a variety of reading materials is crucial for literacy development and fostering a love of learning.	4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 28,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engage a Speech and Language Therapist (SALT) for one day per week to ensure that every pupil has a communication system with training and resources to support staff and pupils. (£10,000)</i>	SALT interventions have a robust evidence base for improving communication skills, particularly in special educational needs contexts.	
<i>Hire an Occupational Therapist for one day per week to provide CPD for all staff and support individual pupils in the area of sensory processing. (£10,000)</i>	Occupational therapy is proven effective in enhancing functional skills and addressing sensory needs, thus mitigating behavioral challenges.	5
<i>Employ a Music Therapist for one day per week to work with selected pupils (£8,400)</i>	Music therapy supports emotional regulation and social interaction, contributing to improved social and emotional wellbeing.	2, 5

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

Budgeted cost: £ 39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement the Thrive Approach with 2 staff members becoming certified practitioners (£4,500)</i>	The Thrive Approach is supported by research demonstrating improvements in pupils' social and emotional wellbeing, which correlate with enhanced academic performance.	2, 5
<i>Recruit an additional pastoral team member to enhance behavioural support across the school (£26,000)</i>	Evidence suggests that increased pastoral support can significantly reduce behavioural incidents and foster a positive school environment.	6
<i>Host three parent engagement events annually to enhance their understanding of emotional support strategies (£1,000)</i>	Parent involvement is critical for student success; workshops increase parents' capacity to support their children's emotional needs, leading to better learning outcomes.	6

<i>Continue investment in the Zones of Regulation programme (£2,000)</i>	The Zones of Regulation is an evidence-based framework that aids pupils in developing self-regulation and emotional control.	2, 5
<i>Employ a pastoral assistant for one day each week to work with pupils, families and staff to support good attendance (£6,000)</i>	The DfE's guidance on "Working Together to Improve School Attendance" highlights that schools should work collaboratively with families and other agencies to remove barriers to attendance. This guidance encourages schools to develop positive relationships with parents/carers and to provide support that addresses the underlying issues affecting attendance.	3

Total budgeted cost: £ 109,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To achieve a good level of progress for pupils within all curriculum and subject areas, whilst aiming to improve attainment

Impact

At Peak School, we remain committed to ensuring our pupils achieve a good level of progress across all curriculum and subject areas. Over the past year, we have undertaken several strategic initiatives aimed at enhancing learning outcomes and improving attainment.

While the journey towards fully meeting our objectives continues, we have laid a strong foundation through targeted interventions and enhanced support mechanisms. We have focused on identifying individual learning needs and providing tailored assistance to pupils, aiming to foster a positive learning environment that encourages growth.

Our dedicated staff have engaged in professional development to refine instructional strategies, ensuring that teaching approaches are both evidence-informed and responsive to pupil needs. Additionally, collaborative efforts with parents and carers have been strengthened, aligning home and school support for our pupils' educational journeys.

As we move forward, we remain resolute in our pursuit of excellence, continuously evaluating and adapting our strategies to meet the evolving needs of our pupils. We are optimistic about the incremental progress made and remain dedicated to achieving our long-term goals.

PP students will make progress in both their receptive and expressive communication skills, as a result of staff CPD in communication strategies specific to the needs of their class and pathway.

Impact

At Peak School, we are committed to enhancing the communication skills of our Pupil Premium (PP) students through targeted professional development for our staff. This year, we have focused on equipping our educators with advanced communication strategies tailored to the unique needs of each class and learning pathway.

While we are on a continuous journey to achieve our objectives, we have seen encouraging signs of progress. Our staff have actively participated in CPD sessions, gaining valuable insights and techniques to support both receptive and expressive communication skills among students. These training sessions have fostered a deeper understanding and responsiveness to the diverse communication needs of our pupils.

In classrooms, teachers are increasingly implementing these strategies, creating more inclusive and communicative learning environments. This proactive approach is gradually enhancing pupils' ability to express themselves and comprehend information effectively.

We acknowledge that progress in communication skills can be subtle and gradual; however, our ongoing commitment to professional development and strategic implementation positions us well for continued improvement. We are encouraged by the preliminary outcomes and remain dedicated to building on these foundations for the benefit of our students.

All staff will access specialist support and training to develop the tools to aid pupil sensory, physical and emotional regulation

Impact

At Peak School, we are dedicated to equipping our staff with the necessary tools and knowledge to effectively support the sensory, physical, and emotional regulation of our pupils. This year, we have prioritized access to specialist support and training, aimed at enhancing our educators' ability to address these crucial aspects of pupil development. While the full impact of these initiatives is still unfolding, we are pleased with the strides we have made. Our staff have engaged in comprehensive training sessions, gaining specialized skills and strategies to better support our pupils' diverse regulation needs. These sessions have been instrumental in fostering a more supportive and responsive classroom environment.

Teachers are increasingly incorporating these techniques into their daily practice, allowing them to better identify and address the individual regulatory needs of pupils. This proactive approach is gradually creating a more balanced and conducive learning atmosphere for all students.

We recognize that developing regulation skills is a continuous process, and our commitment to providing ongoing specialist support remains strong. We are encouraged by the positive changes we have observed and remain focused on building on these advancements to further benefit our pupils' holistic development.

Staff are confident in working with pupils with physical and medical needs

Impact

At Peak School, we are dedicated to ensuring our staff are confident and well-equipped to support pupils with physical and medical needs. Throughout the year, we have implemented targeted initiatives to bolster staff skills and confidence in this essential area.

While we continue to work towards our comprehensive goals, we have observed encouraging developments. Our staff have participated in specialized training sessions designed to enhance their understanding and management of physical and medical needs within the school environment. These sessions have provided valuable insights and practical strategies, empowering our educators to deliver more tailored support. The increased confidence among staff is reflected in their proactive approach to addressing the unique needs of our pupils. By fostering a collaborative atmosphere and encouraging open communication, we have created a supportive network that enhances both staff and student experiences.

As we move forward, we remain committed to providing ongoing training and resources, ensuring our staff are well-prepared to meet the evolving needs of our pupils. We are optimistic about the progress made and look forward to building on these achievements to further enhance our inclusive educational environment.

Pupils will access a wide range of curricular and extra-curricular activities and experiences to support personal development, cultural capital and physical/mental wellbeing.

Impact

At Peak School, we are committed to enriching our pupils' personal development, cultural capital, and physical and mental wellbeing through a diverse array of curricular and extra-curricular activities. This year, we have made significant strides in expanding the opportunities available to our students.

While our journey to fully realizing this objective continues, we have successfully broadened the spectrum of activities accessible to pupils. Our school has introduced various new experiences that cater to diverse interests and developmental needs, encouraging pupils to explore and grow beyond the traditional curriculum. For example, we held a 'Healthy week' in the summer term where pupils were encouraged to try new activities/foods etc. to raise their awareness of the importance of being healthy. We have provided 'RE' enrichment days where pupils have been able to immerse themselves in the cultures of a range of religions.

Staff have played a crucial role in facilitating these opportunities, providing pupils with unique experiences that foster personal growth and cultural awareness. From arts and sports to mindfulness, these activities have positively impacted our students' holistic wellbeing.

As we look ahead, we remain dedicated to continually enhancing the breadth and quality of activities offered, ensuring all pupils can benefit from these enriching experiences. We are encouraged by the progress made and are excited to build on these foundations for the continued development of our students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Careers Programme	Talentino
Maths Scheme	White Rose Maths
Maths Scheme	Maths for Life
PE Scheme	Get Set 4 PE
ICT programme	Purple Mash
SSP	Jolly Phonics