

## Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023-24 academic year) 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 effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Peak School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2023- 2024
Date this statement was published	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Nicola Price Interim Executive - Headteacher
Pupil premium lead	Richard Jackson
Governor / Trustee lead	Claire Chidzey-Carn

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,255
Recovery premium funding allocation this academic year	£ 26,018
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 50,273

## Part A: Pupil premium strategy plan

### Statement of intent

#### **School context**

Peak School is a special school for pupils aged 2-19 and caters for pupils with a diverse range of Special Educational Needs (SEN). When making decisions about Pupil Premium (PP) funding it is important to consider the context of the school and the subsequent challenges pupils may face. All of the pupils at Peak School have impairments in communication, social interaction, and cognition, in addition to these impairments pupils may also have physical impairments, medical needs and sensory processing issues. A number of pupils at Peak have suffered trauma as a result of their life experiences including their learning disability.

#### **Strategy**

We use the Pupil Premium funding to support us to achieve and sustain positive outcomes for disadvantaged pupils. We recognise that our pupils can have physical impairments alongside communication, cognition, and sensory processing amongst others. A range of SEND impairments and external factors, can influence pupil attainment. In addition to using attainment data, the PP strategy is also developed according to pupil's greatest barriers to learning.

Our PP strategy is driven by the needs and strengths of each young person, informed by data, identification of barriers and formal and informal assessments. At the heart of our approach is the development of high-quality teaching for all coupled with a wide range of targeted and specialist support. Our strategy is focused on the needs of disadvantaged pupils but will also benefit all pupils in our setting where funding is spent on whole-school approaches. We have used the latest research from the Education Endowment Fund (EEF) to put in place specific evidence based plans.

#### **Key principles of the strategy plan**

Research from the Education Endowment Foundation (EEF) shows good quality teaching is the greatest lever to improving attainment, so the primary aim of our PP strategy plan is to develop teacher expertise. Funding will also be given to CPD to help improve teaching and learning for all students across our pathways. Wider strategies include improving students' self-regulation and independence skills, through direct work with an Occupational Therapist (OT) and Speech and Language Therapists (SaLT).

## Disadvantaged pupil barriers to success

This details the key barriers to success that we have identified among our disadvantaged pupils.

1	Students may have impairments in communication, cognition and, sensory processing.
2	Challenging or trauma induced behaviours leading to behavioural incidents which can impact the academic and personal progress of pupils.
3	Social, emotional, mental health and wellbeing challenges.
4	A wide range of physical and medical needs.
5	Ongoing training needs for staff teams to ensure a comprehensive understanding of SEND and are appropriately skilled to undertake their role and deliver the Peak curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Communication difficulties. Non-verbal pupils, limited use of language/signing and presenting with social interaction difficulties.
2	Behavioural difficulties in the form of challenging, self-injurious behaviour and emotional regulation.
3	Complex learning difficulties that require specialist teaching approaches.
4	Physical and medical needs, which in turn leads to difficulties accessing enrichment activities and experiences in the community.
5	This year we have 1 ECT and two recently qualified teachers therefore we need to ensure that Quality First Teaching is high alongside staff knowledge and skills in all curriculum areas to ensure the best possible outcomes for pupils.
6	Parental support to enable meeting of needs across settings within the areas of communication and regulation.

## 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
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<p>To achieve a good level of progress for pupils within all curriculum and subject areas, whilst aiming to improve attainment where possible.</p>	<p>To ensure that Teaching quality is at the highest level through evidence related to the schools QA.</p> <p>To have a robust and high quality CPD offer in place for all staff within school.</p> <p>To have a robust training needs audit in place.</p> <p>To ensure that all subject co-ordinators develop expertise in their area</p> <p>To ensure that whole school interventions and curriculums are adequately resourced across school.</p> <p>To ensure that all pupils who require adaptations to the curriculum content delivered to support their needs have this in place.</p> <p>To deliver targeted interventions based on informed data to support accelerated progress</p>
<p>All 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.</p>	<p>To continue to improve the SaLT provision by introducing Communication champions across pathways.</p> <p>To have developed use of communication applications on devices across school.</p> <p>To provide SaLT within school that is well line managed with pupils prioritised effectively.</p> <p>To extend communication support to parents/carers of pupils with communication needs.</p> <p>To embed Zones of Regulation across the curriculum to support emotional regulation and communication.</p> <p>To evidence therapy provision, intervention and impact using Progress 5.</p> <p>To ensure effective communication and language strategies in place in classrooms and the wider school environment to provide a total communication environment.</p>
<p>All staff will access specialist support and training to develop the tools to aid pupil sensory, physical and emotional regulation.</p>	<p>To provide an OT within school that is well line managed with school and individual cases prioritised effectively.</p> <p>To ensure that all pupils who require adaptations to the curriculum delivered to support their needs have this in place.</p> <p>To have developed therapy approaches within school to support pupil self-regulation.</p> <p>To develop the school environment to support pupil self-regulation.</p> <p>To prove all staff with informed and effective training linked to their role.</p>

	To evidence therapy provision, intervention and impact using Progress 5.
Staff are confident in working with pupils with physical and medical needs.	<p>To provide all staff working with pupils with physical and medical needs with essential training linked to their role.</p> <p>To create clear lines of support for staff working with pupils with physical and medical needs.</p> <p>To introduce medi-tracker to track training and reporting.</p>
Pupils will access a wide range of curricular and extra-curricular activities and experiences to support personal development, cultural capital and physical/mental wellbeing.	<p>To provide evidence of enrichment activities through community planning and Progress 5 documentation.</p> <p>Compass + tracker evidences links with local community, services and employers.</p> <p>To have lunchtime clubs which develops the talents and interests of pupils.</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in communication strategies specific to the needs of each individual and class.	<p>Informed by pupil plans</p> <p>Communication skills is one of Peak school's curriculum drivers and is an integral life skill for our pupils.</p> <p>Communication impairments is one of the key barriers to learning for students at Peak school.</p>	3,4,5,6
Specialist Occupational Therapist to audit and provide CPD in emotional, physical and sensory regulation.	<p>Informed by pupil plans</p> <p>Self-regulation/management is one of Peak school's curriculum drivers and is an important life skill for our pupils</p> <p>Emotional, physical and sensory impairments are key barriers to learning for pupils at Peak school.</p>	2,3,5,6
Staff across the four pathways will access further	Informed by CPD development plan	3,5

training and CPD in specialist teaching techniques bespoke to pathways and complex needs.	Specialist teaching techniques support the development of pupils with a wide range of needs and provides the appropriate challenge and experiences. Staff surveys evidence progression of staff skills and knowledge.	
Appropriate training for lead teachers and time to review and improve the current curriculum in line with pathway expectations.	Pathway specific approaches support the development of pupils with a wide range of needs and provides the appropriate challenge and experiences.	3,5

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

Budgeted cost: £ 9,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
SaLT	Development of whole school <i>zones of regulation</i> . Assessing pupils' one to one to provide advice and consistency of approach and support. Targeted support for students to develop speech and language.	1,2,3,4,5,6,
OT	Development of whole school <i>zones of regulation</i> . Assessing pupils' one to one to provide advice and consistency of approach and support. Targeted support for students to develop speech and language.	1,2,3,4,5,6
Interventions informed by Progress 5 data	Proactive and informed interventions linked to key school data.	1,2,3,4,5,6

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support Team Teach trainers to put training into practice	The school has robust support systems in place for supporting pupils who can present with challenging behaviours. The increase in pupil numbers has required additional trainers to support in this area.	2

<p>To extend enrichment activities across pathways.</p>	<p>Informed by pupil and pathway plans            To extend the Careers provision and build upon pupils cultural capital            To access facilities and enrichment activities that are not available within school</p>	<p>4,5</p>
<p>To develop the school learning environment to support pathway specific approaches.</p>	<p>Environment reflects and supports implementation of pathway specific approaches in line with curriculum policy.</p>	<p>1,2,3,4</p>
<p>To ensure that the library is well stocked with a wide range of books that are phonetically matched to a pupil's reading ability.</p>	<p>Phonics and reading audit.            EEF Research on the effective implementation of a synthetic phonics programme.</p>	<p>5</p>
<p>To provide parental forums and in school/online meetings to support with use of strategies across settings: curriculum (reading), behaviour and communication.</p>	<p>EEF Parental Engagement</p>	<p>6</p>

**Total budgeted cost: £ 50,273**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

During academic year 2022-23 pupil premium spending enabled Peak School to enhance pedagogical approaches and implementation of quality first teaching within our PMLD pathway. Class teachers within this area have developed the engagement model and have cascaded new learning and knowledge to support staff to enhance their pedagogy and support for pupils. To further support pupil engagement the PMLD classroom environment has been improved and pupils are using this space effectively. The environment is now better suited to meeting sensory needs of pupils within this pathway.

A new Maths scheme has been implemented and resources purchased to support teaching and learning within this subject. In September 2023 INSET training took place to introduce the scheme and resources and to support all staff to use the scheme and resources to improve Maths outcomes across key stages. We have also extended out IT provision and purchased eight additional iPads that support assessment and delivery of IT across classes.

To further extend the curriculum and enrichment opportunities for pupils the school employs a SaLT one day per week through a service level agreement. The SaLT works directly with pupils and supports staff to embed communication approaches within the class environment.

A music teacher was employed for two mornings per week through the Derbyshire Music Partnership and deliver tailored session across classes and whole school group. Further community access was provided in the form of access the Whistle Stop Café (soft play) funded for one morning per week and also horse riding session provided to class groups on a half-termly rota.

The school have now trained all staff in Team Teach Level 2 and have four staff trained as Team Teach trainers. Trainers have been supporting classes to implement de-escalation strategies and approaches to supporting pupils across the curriculum. The school no longer use PRACT-SCIPr-UK.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Jolly Phonics	Talentino



Get Set 4 Education	White Rose Maths
Maths for Life	Purple Mash

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas. The development of expertise in specific areas enables trained staff to support the professional development of other practitioners within school.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality assure the funded provision to secure better outcomes for pupils over time.