



## Pupil premium strategy statement

### School overview

Metric	Data
School name	Bank View School
Number on BVS roll	272 (including 6 <sup>th</sup> form)
Academic year or years covered by statement	2021 – 2022 2022 - 2023
Publish date	December 2021
Review date	September 2022
Statement authorised by	Juliette Gelling
Pupil premium lead	Claire Pattison
Governor lead	Bob Davies

Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.

### Example

Schools can use the pupil premium to support other pupils, for example, if they:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,150 (deprivation pupil premium)
Recovery premium funding allocation this academic year	£10,222.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,000
<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	£146,172,50

## Statement of Intent

Bank View is a special school based in North Liverpool. All our students have an Education and Health Care plan (EHCP) 67.6% of our intake (excluding 6<sup>th</sup> form) are eligible for pupil premium. The average for Liverpool across all sectors is 31%, primary 32%, secondary 27% and special schools 57%. Nationally 20.8% of pupils are eligible.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. We will aim to see no variance in the offer for those from disadvantaged backgrounds and those not by ensuring

- A personalised pathway with academic attainment
- Progression to and retention in education
- Students develop transferable skills and have capacity to manage their own well being
- Employability options including internships
- Social opportunities

Evidence suggests that pupil premium is most effective when spending is targeted across 3 areas, teaching, targeted academic support and to support non-academic issues which impact on success in school.

At the heart of our approach is high-quality teaching, including targeted support, based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as wave one high-quality first teaching.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and preparation for the next step is available to all.

Our strategy is integral to our school development plan with its focus on improving literacy skills, personal and social development for all and broadening our pupil's experiences and minds with our personalised curriculum offer.

## Challenges

1	Students are working below age related expectations, all children have an EHCP due to learning difficulties and often have additional barriers to learning e.g. ASD and ADHD.
2	Impact of missed education and anxieties due to Covid 19.
3	Students present with high levels of anxiety
4	Students often have poor personal and social skills, e.g. low self-esteem, lack of resilience, poor communication. Most have social, emotional and mental health issues.
5	Attachment trauma is an issue for a number of students.
6	The school is located within an area that would be classed as having high levels of deprivation. This deprivation and the challenge for some families to manage challenging behaviours linked to their child's SEN can lead to a lack of enrichment/cultural experiences.
7	Low attendance rates and the lack of value some parents place on education academic year. Support currently means absence rates are the same for pupils in receipt of pupil premium and those not in receipt of the grant.
8	Independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure students are ready for their 'next step'
9	Pupil's vulnerability when faced with complex social dilemmas, such as the use of social media, could present as a barrier.

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
To ensure that rates of progress for students are in line, or exceeds, their peers	Pupil progress data shows no difference for students in receipt pupil premium than those not	July 2022
Students develop functional skills in literacy, numeracy and ICT.	Participation in enrichment and life skills lessons. More students reading for pleasure, especially amongst the primary students.	July 2022
PP pupils in KS4 make at least expected progress and achieve a range of external accreditation and qualifications including in vocational subjects	Pupil progress data – pupil outcomes at KS4. Key stage 2 to 4 measures.	September 2022
Students are able to make informed choices about their next step and have high aspirations	Completion of Careers accreditation. Uptake of supported internship placements. Year 11 and 6 <sup>th</sup> form students begin appropriate placements in September 2022. Retention in college placements on leaving Bank View.	November 2022

## Strategy aims for disadvantaged pupils – wider outcomes

Intended Outcome	Success Criteria	Target date
To improve attendance and behaviour of pupils attracting PP, especially those registering as PA's.	<p>Robust and supportive behaviour plans in place for identified students leading to fewer incidents of inappropriate behaviour being recorded for those</p> <p>Use of restorative practice to address issues at school and at home, leading to a speedy resolution, leading to improved attendance in school</p> <p>Use of zones of regulation to support pupil's in their ability to self regulate reducing their levels of anxiety meaning they attend school</p> <p>No difference in PA attendance between those in receipt of PP and those not</p>	Ongoing  July 2022
To offer enrichment activities designed to engage and motivate and broaden our pupil's experiences.	<p>Progress made in terms of personal and social development leading to greater engagement in the curriculum leading to pupils knowing and remembering more.</p> <p>PP pupils will access stimulating and rich curriculum based activities in school and educational visits which will broaden their mind set creating aspirations and providing opportunities where current local guidance allows.</p> <p>Pupil talk with confidence and enthusiasm about their experiences in school</p>	July 2022
Improved literacy skills leading to improved	Outstanding pupil outcomes for students at the end of KS 2 and 4	Ongoing

access to the curriculum		
Support for and offering of extra-curricular activities	All pupils able to share their experiences and develop social skills that will support a successful transition to the next step	Ongoing
To promote the Social, Emotional and Mental Health and well-being of pupils in receipt of PP funding.	<p>Pupils have reduced anxieties enabling them to self-regulate and manage their behaviours. They are able to quickly reengage in learning</p> <p>Reduced number of incidents of inappropriate behaviour recorded.</p> <p>Qualitative data from student voice, student and parent surveys and staff observations.</p> <p>Increased participation in enrichment activities, particularly amongst disadvantaged pupils</p>	July 2022
To maintain and develop supportive relationships between school and families, and engage parents and carers in school life and the education of their children.	<p>Number of parents of students in receipt of pupil premium attending BVS parenting courses</p> <p>Families with family support worker involvement show improved engagement with school.</p> <p>Phone contact and visits maintained during current restrictions</p> <p>Families requiring support identified and supported through EHAT</p>	July 2022

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

Budgeted cost: **£20,986.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading leads to develop and improve phonics teaching across the school in line with DfE guidance.</p> <p>The leads will engage with SIL and Laura Kay</p>	<p>The EEF shows that phonics has a positive impact of +5 months progress for a small cost.</p>	<p>1, 2, 8</p>
<p>CPD for staff on Rosenshine principals</p>	<p>Staff develop skills to enable them to understand how pupils learn, implement classroom strategies and support pupils whilst learning complex materials.</p>	<p>1, 2</p>
<p>Restructure and new leadership post created.</p> <p>Employment of teacher to support literacy and numeracy</p>	<p>Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.</p> <p>(Guidance Pupil premium DFE)</p>	<p>1, 6, 8</p>
<p>Coaching training through the NLLN (North Liverpool Learning Network)</p> <p>Liverpool 21 Hub</p>	<p>Curriculum co-coaching.</p> <p>Instructional coaching is one of the best evidenced forms of Professional Development. It has the potential to have a significant impact on teachers' practice and therefore on pupil outcomes.</p> <p>'Research Schools'</p>	<p>1, 4, 5, 9</p>



Oracy training for all staff to develop speaking and listening skills. Opportunities for peer coaching where needed. Lesson Study	Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well. (Guidance Pupil premium DFE)	1, 4
Curriculum development to continue and an assessment system adopted to reflect these changes	Huh - Mary Myatt and John Tomsett Christine Counsell training	1, 8
Progression assessment model developed and implemented	The Craft of Assessment: Michael Childs Christine Counsell training	1, 8
Training programme for existing and new TAs e.g. social stories and comic strips and managing anxieties	Making Best Use of Teaching Assistants EEF online course	1,2,3,4

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

Budgeted cost:£83,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>                      And in small groups:  <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Purchase of a day per week of Speech and Language Therapist (SALT) time</p>	<p>Oral language interventions                      Developing communication skills has been shown to have a impact on access to the curriculum and positive outcomes in adulthood.  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

## Wider strategies for current academic year

Budgeted cost: £41,714

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium pupils to access a broad and stimulating range of experiences and opportunities including music specialists, military school.	<p>These activities offers students a chance to engage in resilience and team building to support engagement and social/emotional learning.</p> <p><a href="http://educationendowmentfoundation.org.uk">EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Non-cognitive_skills_literature_review_1.pdf">Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	6, 8
Students to access external cultural opportunities – ‘Beyond the City’ Programme	<p><a href="http://educationendowmentfoundation.org.uk">EEF (educationendowmentfoundation.org.uk)</a></p>	6, 8
<p>Programmes to support improved attendance – 1:1 and small group support, contact with parents, EWO support school and families, support for parent through the Wellbeing Hub (including bespoke parenting courses) and family support worker</p> <p>Consistent application of the attendance policy</p> <p>Reactive strategy from attendance officer with support from EWO and Wellbeing Hub.</p> <p>Fortnightly meetings with SLT</p> <p>Attendance discussed at safeguarding meetings.</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p><a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p> <p>Research shows that if parents engage with their child’s education, the attainment of the child will increase by 15% no matter what the social background of the family</p>	3, 6, 7, 9

	<p><a href="https://www.eef.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/news/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	
<p>Tailored therapeutic programmes to support improved engagement.</p> <p>Developing metacognitive and self-regulation skills in all pupils</p>	<p>Metacognition and self-regulation helps pupils to become independent learners and manage emotions and as a result promotes well being.</p> <p><a href="https://www.eef.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5, 6
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>Sensory integration supports students to increase engagement and access more learning. It enables them to self-regulate and develop learning behaviours.</p> <p><a href="https://www.eef.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 8
<p>Zones of regulation to be used across the school to develop pupils awareness of emotions and support their self-regulation</p>	<p>Using Zones of Regulation supports pupils' decision-making skills, interaction with others and their self-regulation of emotions. Evidence suggests that children from disadvantaged backgrounds have weaker SEL skills. Evidence suggests that SEL interventions are likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://www.eef.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4, 8

	<a href="#">Education Endowment Foundation   EEF</a>	
<p>Careers advice - TAGS to support students and families in making good choices.</p> <p>Careers and the world of work embedded into the curriculum in all key stages</p>	<p>BVS data shows the vast majority of students successfully transition to college / next placement</p> <p>Talentino resources embedded and in school</p>	8
<p>Travel training pupils to use public transport. This will involve CPD and release time for two staff members.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p><a href="https://publishing.service.gov.uk">Department for Education (publishing.service.gov.uk)</a></p>	8