



Pupil premium strategy statement

School overview

Metric	Data
School name	Bank View School
Number of pupils in school	272 (including 6 th form) 259 (not including 6 th form)
Proportion (%) of pupil premium eligible pupils	62.5% (Sept 2022 data)
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023 (updated from plan produced 2021-2022) 2023 - 2024
Publish date	December 2022
Review date	September 2023
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	£144,515
Recovery premium grant (RPG) this academic year	£117,004
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£261,519

All students at Bank View are entitled to a recovery premium grant (RPG) which must be used to:

- support the quality of teaching
- provide targeted academic support, and
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Statement of Intent

Bank View is a special school based in North Liverpool on two sites. All our students have an Education and Health Care plan (EHCP) 62.5% of our intake are eligible for the Deprivation Pupil Premium. This is a slight drop from the academic year 2021 -21 which is not reflected locally or nationally. The average for Liverpool primary schools is 35.3% and secondary schools 40.7%. This is a 3% increase in primary school and 13% increase in secondary schools from last academic year. Both of these figures are over 10% higher than the national figures.

Nationally 42.2% of students in primary special schools and 49.2% of students in secondary special school are eligible for the Deprivation Pupil Premium.

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 and personal and social development
- 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	The education, wellbeing and wider aspects of development of many of our population have been affected by the impact of the partial school closures during the COVID-19 pandemic, accessing online learning was a challenge for many families and students.
3	There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.
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	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'
6	Students present with high levels of anxiety
7	Attachment and trauma is an issue for a number of students and this can impact profoundly on the ways in which students learn and how they interact with each other.
8	Pupil's vulnerability when faced with complex social dilemmas, such as the use of social media, could present as a barrier.
9	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.

10	<p>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.</p> <p>Current cost of living crisis and impact this will have on families and their capacity to support enrichment activities</p>
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Strategy aims for disadvantaged pupils – wider outcomes

Intended Outcome	Success Criteria
<p>To improve attendance 3 of pupils attracting Pupil premium (PP), especially those registering as Persistent absentees (PAs)</p>	<p>Robust and supportive behaviour plans in place for identified students leading to fewer incidents of inappropriate behaviour being recorded for those. Introduction of Boxall profile for students with behaviour support plans.</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>
<p>To improve behaviour of pupils attracting PP, especially those registering as PA's.</p>	<p>Completion of Hearts project by school so all stakeholders have an excellent understanding of the impact attachment trauma has on students and their ability to engage in learning and interact positively with others.</p> <p>All our practice in relation to meeting the needs of young people with trauma and attachment is informed by our knowledge and understanding of its impact on young people and is seen as best practice. We meet the needs of our most complex students.</p> <p>Behaviour Leadership policy developed to reflect this training.</p>

<p>To offer enrichment activities designed to engage and motivate and broaden our pupil's experiences.</p>	<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> <p>Students are exposed to a range of careers so they are able to make informed choices for when they leave Bank View</p>
<p>Improved literacy skills leading to improved access to the curriculum</p>	<p>Outstanding pupil outcomes across the curriculum for students at the end of KS 2 and 4</p>
<p>Support for and offering of extra-curricular activities</p>	<p>All pupils able to share their experiences, improve their self-esteem and develop social skills that will support a successful transition to the next step</p>
<p>To promote the Social, Emotional and Mental Health and well-being of pupils in receipt of PP funding.</p>	<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, staff and parent surveys. Staff observations and feedback.</p> <p>Increased participation in enrichment activities, particularly amongst disadvantaged pupils</p>

	Bank View's trauma and attachment practice is developed and embedded by completing the Hearts Programme. This will benefit the mental health and well-being of all.
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>Families requiring support identified and supported through EHAT</p> <p>Achievement of Parent Partnership Award</p> <p>Reviewed and Updated parent section on the school website.</p> <p>Consultation with parents on curriculum and behaviour policy</p>
Students metacognition and self-regulated learning is developed	<p>Bank View becomes a Thinking School</p> <p>Pupils can motivate themselves to engage in and improve their learning</p>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality phonics teaching and increased opportunities to read within the school day will improve student's ability to read, 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</p>
<p>CPD for staff on Rosenshine principals, teacher appraisal target (2022-23) enabling staff to develop skills to enable them to understand how pupils learn, implement classroom strategies and support pupils whilst learning complex materials.</p>	<p>Evidence indicates that high-quality teaching is the most important strategy schools can have to improve pupil attainment. Expert teachers use a variety of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-qualityteaching/</p>	<p>1, 2</p>
<p>3 middle leaders and 3 senior leaders completing a Transforming Teaching programme</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, 2</p>
<p>Curriculum cluster leads post having significant impact</p>	<p>Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.</p>	<p>1,2</p>

Maths lead to begin post in January 2023	By doing so, schools will inevitably benefit non-eligible pupils as well. (Guidance Pupil premium DFE)	
Coaching training through the NLLN (North Liverpool Learning Network) Liverpool 21 Hub	Curriculum co-coaching. 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. 'Research Schools'	1,2
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)	1,2,3,
Curriculum development to continue and an assessment system adopted to reflect these changes. Ensure pupils can access the curriculum, engage with lesson content and participate in their learning and provide the conditions for students to develop learning behaviours.	Huh - Mary Myatt and John Tomsett Christine Counsell training Ambition Institute programme Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	1,2,5
Progression assessment model developed and implemented	The Craft of Assessment: Michael Childs Christine Counsell training Ambition Institute programme	1,2
Bank View to become an Attachment and trauma Responsive School.	Summary-Attachment-Awareness-work.pdf (ox.ac.uk)	4,5,6,7,8

<p>Staff have the understanding and skills to develop their pupils metacognitive knowledge</p>	<p>EEF states this can give equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5,6,7,10</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £69,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a blend of 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Purchase of a two days per week of Speech and Language Therapist (SALT) time. Therapists will develop programme to deliver to leavers.</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. EEF (educationendowmentfoundation.org.uk)</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>1,2,3, 4,5,10</p>

Wider strategies for current academic year

Budgeted cost: 150,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil premium pupils to access a broad and stimulating range of experiences and opportunities including music specialists and military school.</p>	<p>These activities offers students a chance to engage in resilience and team building to support engagement and social/emotional learning.</p> <p>EEF (educationendowmentfoundation.org.uk)</p> <p>Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4,5,6,7 8,9,10</p>
<p>Students to access external cultural opportunities – ‘Beyond the City’ Programme</p>	<p>EEF (educationendowmentfoundation.org.uk)</p>	<p>4,5,10</p>
<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 Consistent application of the attendance policy Reactive strategy from attendance officer with support from EWO and Wellbeing Hub. Fortnightly meetings with SLT 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>Supporting children with special educational needs and disabilities NSPCC</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>	<p>9</p>

	<p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	
<p>Tailored therapeutic programmes to support improved engagement.</p> <p>Developing metacognitive and self-regulation skills in all pupils</p> <p>Counselling offer, both 1:1 and small group work.</p>	<p>Metacognition and self-regulation helps pupils to become independent learners and manage emotions and as a result promotes well being.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	4,5,6,7,8
<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>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1,2,5
<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.</p> <p>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>	1,2,4,5

	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Education Endowment Foundation EEF	
<p>Communicating with and supporting parents</p> <p>Developing online systems, accessibility and ease of using website.</p>	New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)	9,10
<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>Talentino resources embedded and in school</p> <p>Students have opportunities to experience college setting</p>	https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/careers-education	5,9,10
<p>Travel training pupils to use public transport.</p> <p>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>Department for Education (publishing.service.gov.uk)</p>	5

Outcomes for disadvantaged pupils (progress to pupil premium plan 2021-22)

Aim	Evidence of impact	Target date	Review September 2022
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	Review July 2022 Ongoing	Pupil progress report 2021-22
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.	Review July 2022 Ongoing	Reading period introduced across school Sept 2022. Continued enrichment lessons for Key stage 3 students
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.	Review September 2022 Ongoing	Pupil progress report 2021-22
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 th form students begin appropriate placements in September 2022. Retention in college placements on leaving Bank View.	November 2022	All leavers have begun college courses (Oct 2022)
To improve attendance and behaviour of pupils attracting PP, especially those registering as PA's.	Robust and supportive behaviour plans in place for identified students leading to fewer incidents of inappropriate behaviour being recorded for those Use of restorative practice to address issues at school and at home, leading to a speedy	Ongoing Review July 2022	Attendance report 2021-22 Appointment of pastoral HLTAs with responsibility for the attendance of their key stage (September 2022)

	<p>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>		Key focus will be to address PA's within their Key Stage.
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>	<p>Ongoing</p> <p>Review July 2022</p>	<p>94% of parents either strongly agree or agree that their child is happy at this school.</p> <p>Parent questionnaire 2022</p>
Improved literacy skills leading to improved access to the curriculum	Outstanding pupil outcomes for students at the end of KS 2 and 4	Ongoing	<p>Literacy lead appointed.</p> <p>Literacy HLTAs appointed and 1:1 and small group support delivered.</p>

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	Reintroduce clubs – after school. Support with transport
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, parent and staff surveys. Staff feedback and observations.</p> <p>Increased participation in enrichment activities, particularly amongst disadvantaged pupils</p>	<p>July 2022</p> <p>Ongoing</p>	<p>Behaviour report 2021 -22</p> <p>Introduce Boxhall profile</p> <p>Rewrite behaviour policy</p> <p>The NAS report noted that Where particular good practice was observed, staff supported students to identify their own regulation activities which they accessed independently or with support from staff within the calm areas of classrooms, on the corridors, in the sensory spaces or outside (NAs report June 2022)</p> <p>Sensory circuit is established and students are able to identify the zone they are in so activities are focused to ensure students are ready to learn.</p>

			92% of parents either agree or strongly agree that the school makes sure its pupils are well behaved (Parent questionnaire 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>Families requiring support identified and supported through EHAT</p>	Ongoing	<p>Focus of academic year 2022-23 this will include:</p> <p>Updating website.</p> <p>Introducing Seesaw across the school (completed by Oct 2022)</p> <p>Completion of Parent Partnership Award</p>