



Pupil premium report 2020-21

School overview

Metric	Data
School name	Bank View School
Number on BVS roll	243 212 eligible for pupil premium (37 in primary department)
Total funding	£144,670
Pupils eligible for pupil premium and pupil premium plus	65.4%
Pupils eligible for free school meals at any time during the past 6 years	57.6% (In English special schools this figure is 43.8%)
Academic year	2020 to 2021
Headteacher	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

The planned strategy of spending on pupil premium had to change to meet the demands of supporting students due to Covid 19. Bank View School remained open to all students throughout the pandemic.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Outcomes								
<p>To ensure that rates of progress for students are in line, or exceeds, their peers All students are able to access an online offer if being asked to self-isolate</p>	<p>Pupil progress data shows no difference for students in receipt pupil premium than those not</p>	<p>Google classroom was set up for secondary student and Seesaw for primary students. All students were supported so they were able to access classwork whether this was by delivering paper copies or support with ICT e.g. being given laptops and dongles. Students in receipt of pupil premium outperformed their peers.</p> <p><u>End of Key Stage 4 Data.</u></p> <table border="1" data-bbox="1133 842 1809 1034"> <tr> <td colspan="2">Number in year 11 cohort: 27</td> </tr> <tr> <td>Whole year point score</td> <td>34.5</td> </tr> <tr> <td>Pupil Premium</td> <td>37</td> </tr> <tr> <td>Non Pupil premium</td> <td>32</td> </tr> </table> <p>(scores calculated via Bank View scoring system using externally accredited exam results)</p> <p>KS3 and 4 in school data More pupils in receipt of pupil premium achieved at or above expected progress in maths.</p> <ul style="list-style-type: none"> • 77% of pupils in receipt of pupil premium achieved at or above expected progress in English (84%) • 76% of pupils in receipt of pupil premium achieved at or above expected progress in Maths (70%) 	Number in year 11 cohort: 27		Whole year point score	34.5	Pupil Premium	37	Non Pupil premium	32
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		<p>41% of the pupils in the primary department are in receipt of pupil premium.</p> <p>Pupil premium students outperformed their peers in reading and science.</p> <ul style="list-style-type: none"> • 100% of pupils in receipt of pupil premium made above or expected progress in reading (74%) • 73% of pupils in receipt of pupil premium made expected or above expected progress in writing (77%) • 73% of pupils in receipt of pupil premium made expected or above expected progress in maths (68%) • 79% of pupils in receipt of pupil premium made expected or above expected progress in science (86%)
Students develop functional skills in literacy, numeracy and ICT.	<p>Participation in enrichment and life skills lessons.</p> <p>Improved love of reading, especially amongst the primary students.</p> <p>Functional skills/life skills accreditation</p>	<p>Enrichment offer had to be amended due to Covid restrictions however staff continued to offer opportunities to use functional literacy, numeracy and ICT in the classroom.</p> <p>All students in year 11 achieved either a qualification in Further Learning for Employment or Preparation for Life and Work</p> <p>High quality resources purchased to support primary curriculum themes.</p> <p>Time given to primary and English staff to develop the reading plan.</p> <p>88% achieved a FS qualification in English and Maths at either entry level 1, 2, 3 or Level 1.</p>
PP pupils in KS4 make expected progress and achieve a range of externally accredited literacy and numeracy qualifications	Pupil progress data. Key stage 2 to 4 measures.	<p>88% achieved a FS qualification in English and Maths at either entry level 1, 2, 3 or Level 1.</p> <p>All students achieved a FS qualification in maths.</p> <p>There is no difference in the data for those in receipt of pupil premium and those not in receipt.</p>

<p>Students are able to make informed choices about their next step and have high aspirations</p>	<p>Completion of Careers accreditation. Uptake of supported internship placements. Year 11 and 6th form students begin appropriate placements in September 2021. Retention in college placements on leaving Bank View.</p>	<p>Covid 19 has effected the supported internship programme. We have a placement in the base provision. 26 students left Bank View, 11 of these were in year 11. 21 went onto local colleges courses. 1 to employment, 1 to an apprenticeship and 1 student is registered as NEET.</p>
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Strategy aims for disadvantaged pupils – wider outcomes

Aim	Evidence of impact	Outcomes						
<p>To improve attendance and behaviour of pupils attracting PP, especially those registering as PA's</p> <p>Students have a successful return to school after extended absence of some due to Covid 19 restrictions</p>	<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>	<p>Support given in September 2020 to identified students who staff felt may struggle to return. HLTA appointed to work with SLT and support attendance.</p> <p>Restorative practice embedded within school, with staff using restorative language consistently across school. HLTA appointed to support this.</p> <p>School remained open to all students due from Jan – March 2021. Those who chose not to take up the place had weekly visits, work and wellbeing packs / letter.</p> <p>There is minimal difference in attendance between students in receipt of pupil premium and those not</p> <table border="1" data-bbox="1126 987 1733 1163"> <thead> <tr> <th></th> <th>% attendance</th> </tr> </thead> <tbody> <tr> <td>Pupil premium</td> <td>77.7</td> </tr> <tr> <td>Whole school</td> <td>78.5</td> </tr> </tbody> </table>		% attendance	Pupil premium	77.7	Whole school	78.5
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<p>To offer enrichment activities designed to engage and motivate</p>	<p>Progress made in terms of personal and social development leading to greater</p>	<p>Covid 19 impacted on the enrichment offer in terms of educational visits. Outdoor visits, where risk assessments allowed, did take place. Students in receipt of pupil premium outperformed their peers at the end of KS4.</p>						

	<p>engagement in the curriculum leading to improved pupil progress.</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>Use of picture news in form time to widen pupils knowledge</p>
<p>Support for extra-curricular activities</p>	<p>All pupils able to share their experiences and develop social skills that will support a successful transition to the next step</p>	<p>After school clubs were not able to take place. End of year activities did take place. Staff supported development of social skills – adult support in unstructured times to promote positive play.</p> <p>College days were arranged remotely and staff supported with college visits and travel training.</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>HLTA for restorative practice was appointed.</p> <p>4 full time mentors providing reactive and proactive support.</p> <p>These staff provided regular support to re-engage students in learning.</p>
<p>To maintain and develop supportive relationships between school and families, and engage parents and</p>	<p>Number of parents of students in receipt of pupil premium attending Connect 5 courses</p>	<p>Covid restrictions limited the opportunity for parental visits.</p> <p>Staff continued to support families with regular phone calls and welfare visits.</p> <p>School sign posted and contacted other agencies to support families.</p>

<p>carers in school life and the education of their children.</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>Open door policy to provide support for families and carers.</p> <p>Family support worker supporting with complex families.</p> <p>Seesaw has proved a valuable resource in promoting parents understanding of learning in the classroom and as a method of them approaching school for support and advice.</p>
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