

Pupil premium Plan 18/19

PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Currently Bank View has no students in the second category.

The PPG per pupil for 2018 to 2019 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300

Ever 6 Free School Meals (FSM)

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for FSM since May 2012, as well as those first known to be eligible at January 2018.

1. Summary information				
School	Bank View School			Together we B elieve we can learn V alue each other and work to S ucceed.
Academic Year	2018 / 2019	Total PPG budget	97,240 (from DFE website)	
Total number of pupils	202 (28 in KS 5)	Number of pupils eligible for PP	99 (from DFE website) 6 PPP grant	

2. Current attainment	
<p>All pupils eligible for the Pupil Premium have an Education, Health and Care Plan which is reviewed annually as part of the review process. Pupils are working below age related expectations. All pupils have complex learning difficulties and have had varied experiences dependent on their background.</p>	
3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Students working below age related exceptions, all children have an EHCP
B.	Lack of resilience / social, emotional and mental health issues / attachment issues experienced by some pupil premium students.
C.	ASD / ADHD is a barrier for some pupil premium students
D.	Pupils struggle with their independence, confidence, resilience and the ability to problem solve in everyday situations
External barriers	
E.	Poor home learning environments / high levels of deprivation.
F.	Families challenged to manage SEN and lack of enrichment experiences
G.	Poor health and fitness
H.	Low attendance rates - lack of value some parents place on education

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Pupil premium students at BVHS continue to make progress that is the same or better than their peers	Pupil premium students make as much progress as those not eligible for pupil premium in all areas
B.	PP pupils 'falling behind' are identified early and appropriate intervention is implemented to enable catch up.	PP pupils identified make rapid progress and gap is diminished.
C.	Pupil premium students are engaged in learning, have a positive experience of school. Mentors in the arc providing support.	Pupil premium students attendance is a good or better than those not eligible for pupil premium. Pupil premium student are as likely or more likely to make a successful transition when they leave.
D.	PPG student's at all key stages are able to apply knowledge from the classroom to real life settings. Students have access to a curriculum which develops their functional skills. Pupils follow a life skills curriculum.	PP pupils perform as well or better than their peers in functional skills at end of key stage 4. PP pupils retention in college is a good or better than their peers
E.	PP pupils to access a broad and stimulating range of experiences and opportunities. Students have access to a curriculum enriched with wider opportunities in drama, music and sports.	Pupil premium pupils access enrichment activities. Each pupil in receipt of PPG has the opportunity to access enrichment and cultural activities
F.	PP pupils and their families to have targeted support from the school's family support worker.	Successful 12 week intervention addressing any social/educational issues. Families are sign posted and supported by other agencies if appropriate
G.	Pupil premium students are targeted for sporting activities, after school clubs and music lessons. Opportunities for specialist PE lessons for all students.	PP students are more likely to attend after school clubs.
H.	Focus on working with students and their families to improve attendance.	Reduce students in receipt of PPG being classed as persistent absentees. Attendance data show no difference between students in receipt of PPG and their peers

Overall aim:

The targeted and strategic use of the pupil premium grant will support us to achieve our personalised pupil offer for this group of students by:

- providing a broad and balanced curriculum that offers opportunities for externally recognised accreditation and therapeutic support
- offering a range of group and individual interventions designed to support those with identified needs.
- extending experiences including those to prepare them for the next step of their lives through college/work experience and a life skills curriculum
- raising pupil's aspirations through widening experience and creating a positive view of learning.
- **Social and emotional learning:** Students developing a better understanding, strategies and skills that support a positive sense of self and manage their own emotions. Research shows this has a positive impact on students' academic achievement

5. Planned expenditure				
Desired outcome	Action / approach	Cost v impact	Staff lead	
To ensure that rates of progress for PP pupils are in line, or exceeds, their peers	Subject teachers will compose intervention programmes appropriate to individual pupils with the support of subject coordinators.	Low cost for high impact	MA /CP	
	Clear personalised pathways for students		MMg / CP	
	Staffing to be carefully utilised to ensure appropriate skills across the school.			
	Adaptations to be made to the curriculum to take into account the changing cohort.			
	Quality feedback given to students across the school		Low cost for high impact	CP
	To further enhance the role of the teaching assistants across the school to develop and recognise best practice. Pupils receive high quality effective support. Development of skilled questioning			
Total budgeted cost			BTPA £1,750	
Evidence: Pupil premium pupils progress as well as non-pupil progress pupils. Continued support for new staff in the implementation of feedback and marking policy. Appraisal cycle documentation. Completion of BPTA. Skilled Questioning Inset				
Impact to date:				
Dec 2018				
April 2019				
Sept 2019				

Desired outcome	Action / approach	Cost v impact	Staff lead
PP pupils “falling behind” are identified from school data and appropriate intervention is implemented to enable catch up	Targeted small group intervention catch-up, In reach, SALT, Social Skills. Timetabling to allow for higher attainment student groupings in numeracy and literacy 'Best Practice with Teaching Assistants Award'.	1:1 support is moderate impact for high cost but can give improvements of 5 months.	MA /CP MMG
Total budgeted cost			£24,435
Evidence: 3 x per year progress data checks, report on the impact of interventions in each subject, end of key stage 2, 4 and 5 pupil progress data, Feedback at EHCP reviews, Annual end of year progress analysis, Completion of BPTAA,			
Impact to date:			
Dec 2018			
April 2019			
Sept 2019			

Desired outcome	Action / approach	Cost v impact	Staff lead
PP pupils to access a broad and stimulating range of experiences and opportunities and have a positive experience of school	To provide PP pupils with an opportunity to experience unfamiliar learning settings and activities within the local area. Enrichment timetable Diversity week Targeted students for military school programme for resilience. Cultural opportunities e.g. Da-Da, Royal Court Drama Club, Bankfest, visiting musicians Careers programme which satisfies the 'Gatsby Benchmarks' Use of Start programme embedded in school	Collaborative or cooperative learning is low cost for moderate impact	MA /CP/ MMG
Total budgeted cost			£6,000
Evidence: Pupil Progress Report. Arc report. Behaviour Leadership. Staff/pupil evaluations of themed weeks. Data on placements off students leaving Bank View School			
Impact to date:			
Dec 2018			
April 2019			
Sept 2019			

Desired outcome	Action / approach	Cost v impact	Staff lead
Students demonstrate a readiness to learn and improved engagement.	Pupil premium children targeted to attend children philosophy groups. Pupil premium children chosen for 1:1 music sessions, massage, relaxation, yoga sessions. (Transferable skills and engagement in other areas around school). Support, proactive and reactive through mentors based in the Arc. 2 additional mentors Military schools PP students targeted for play therapy support Introduction of peer massage programme with younger students Behaviour leadership strategies to be embedded and rewards appropriate to cohort identified Self-regulation scale introduced	Children's philosophy for children low cost for high impact Meta cognition and self-regulation gives high impact for very low cost	CP LFe, JA
Total budgeted cost			£32,700
Evidence: Arc data and report. NAS visit reports. Pupil progress data. Behaviour report			
Impact to date:			
Dec 2018			
April 2019			
Sept 2019			

Desired outcome	Action / approach	Cost v impact	Staff lead
Students have positive mental health and wellbeing and build resilience	Support, proactive and reactive, through mentors based in the Arc. Pupils able to self-refer to arc for support and guidance Pupil voice, school council, student steering committee. Staff trained to use lego therapy Health and Well bring week in school Mental Health lead practitioner delivering play therapy to targeted pupils	Children’s philosophy for children low cost for high impact	CP LFe
Total budgeted cost			£22,358
Evidence: Pupil progress report, Arc report, Evaluation of health and wellbeing week (staff and pupils) Achieve health and well-being award with Local network			
Impact to date:			
Dec 2018			
April 2019			
Sept 2019			

Desired outcome	Action / approach	Cost v impact	Staff lead
To provide clubs, educational visits, music lessons.	Staff will ensure PP pupils access a rich and stimulating curriculum, catering for individual need and abilities. Transport home provided from clubs Arts award at Key Stage 3 PP pupils given the opportunity to have lessons with peripatetic music teaching service	Children's philosophy for children low cost for high impact	CP LFe
Total budgeted cost			£2,500
Evidence: Enrichment recording sheets Pupil evaluations of enrichment offer All pupil premium students have opportunity to attend after school clubs. Achievement of arts mark. SLICE report			
Impact to date:			
Dec 2018			
April 2019			
Sept 2019			

Desired outcome	Action / approach	Cost v impact	Staff lead
To promote the importance of regular attendance and ensure the attendance of students in receipt of the pupil premium grant is as good or better than their peers	Individual rewards in place Whole school rewards – ½ termly Targeted support for individuals Support packages for students with attendance below 90% Form tutors to take an active role in speaking to students and parents/carers about attendance - use of school planner Staff to support bringing students into school Promotion of and adherence to Liverpool City council 'Every day Matters'		CP
Total budgeted cost			£1,000
Evidence: Attendance report. Pupil Progress report, ARC report			
Impact to date:			
Dec 2018			
April 2019			
Sept 2019			

Desired outcome	Action / approach	Cost v impact	Staff lead
To ensure that rates of progress for PP pupils are in line, or exceeds, their peers	Additional teaching staff member to facilitate small group / individual sessions. All staff familiar and confident in use of B squared		CP / JS
Total budgeted cost			£3,000
Evidence: Improved pupil progress data. Improved behaviour and engagement			
Impact to date:			
Dec 2018			
April 2019			
Sept 2019			

Desired outcome	Action / approach	Cost v impact	Staff lead
PP pupils to access a broad and stimulating range of experiences and opportunities.	Military school Access to forest schools Weekly music sessions from a specialist teacher Additional teaching staff member on Friday to facilitate small group / individual sessions.	Access to arts participation gives an impact of +2 months Collaborative or cooperative learning is low cost for moderate impact Outdoor learning gives moderate impact for moderate cost.	CP / JS
Total budgeted cost			£2,000
Evidence: Improved behaviour and engagement			
Impact to date:			
Dec 2018			
April 2019			
Sept 2019			

Desired outcome	Action / approach	Cost v impact	Staff lead
PP and their families needing support receive a focused intervention from a family support worker.	Family support worker Families signposted to services PP and their families access appropriate support and interventions		CP / LFe
Total budgeted cost			£4,000
Evidence: Improved behaviour and engagement			
Impact to date:			
Dec 2018			
April 2019			
Sept 2019			

Pupil premium plus grant

Number of students eligible for Pupil premium plus grant	6	Together we B elieve we can learn V alue each other and work to S ucceed.
Total grant		

Pupil premium plus spending is decided in consultation with family/ carers and other professionals at annual review meetings or CLA meetings. Where possible school encourages the use of this grant to facilitate enrichment activities for example, supporting drama courses, speech and language support and tutoring for exams.