



School overview

Metric	Data
School name	Bank View School
Number of learners in school	425 (including 6 th form) 383 of statutory age (September 2024)
Proportion (%) of pupil premium eligible learners	38.6% (Sept 2024 data) Primary 58.4% (Sept 2024 data) Secondary From DFE site <i>Version 1 December 2024</i>
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Publish date	December 2024
Review date	November 2025
Statement authorised by	Juliette Gelling
Pupil premium lead	Claire Pattison / Andy Wrigg
Governor lead	Bob Davies

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

Schools can use the pupil premium to support other learners, 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 2024-25	Amount
Pupil premium funding allocation this financial year	178,460
Pupil premium funding carried forward from previous years	0
Total budget for academic year	178,460

Statement of Intent

Bank View is a special school on three sites, Croxteth, Fazakerley and Speke.

All our learners have an Education and Health Care plan (EHCP) Our school data shows 62.3% (calculated from inhouse data) of our intake are eligible for the Deprivation pupil premium. This is a slight increase from the previous year.

The average for Liverpool primary schools is 34.7% and secondary schools 40%. Nationally 42.8% of learners in primary special schools and 48.9% of learners in secondary special school are eligible for the Deprivation Pupil Premium. We are below national average for special schools for primary and above national average for secondary for special schools,

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

- A personalised pathway with academic attainment appropriate to the learners starting point
- Learners develop transferable skills, have capacity to manage their own wellbeing and use appropriate self-regulation strategies
- Progression to and retention in education
- Employability options including internships
- Social and cultural experiences
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With such a large proportion of pupils being eligible for the pupil premium, we believe that the most successful way to reduce any attainment gap is to apply a whole school approach

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 learners to access a broad and balanced curriculum and ensuring we are meeting their EHCPs

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



We will also provide disadvantaged learners 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.

Schools with expert teaching, a stretching curriculum, high standards of behaviour and attendance are the entitlement of every child – especially the most vulnerable.

Tom Rees, CEO of Ormiston Academies Trust

Challenges

1	Learners 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	There is evidence to suggest that learners 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.
3	Learners 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.
4	Learner's potential disengagement with reading and writing due to specific learning difficulties and previous experiences could present as a barrier to progress. Learner's can also struggle to engage in the maths curriculum due to negative previous experiences. Functional based maths skills are vital for adulthood and so pupil reluctance to engage could be a significant barrier. Pupil's ability to generalise key skills across contexts can also present as a barrier to continued progress, this can be due to limited life experiences outside of school.
5	Learners can have poor independence skills, confidence, resilience and the ability to problem solve in everyday situations and require support at every stage of the curriculum to ensure they are ready for their 'next step'
6	Learners present with high levels of anxiety
7	Attachment and trauma is an issue for a number of learners and this can impact profoundly on the ways in which learners 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 learners in receipt of pupil premium and those not in receipt of the grant.
10	Each of the 3 school locations are 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. Current cost of living crisis and impact this will have on families and their capacity to support enrichment activities
11	We acknowledge the ongoing challenge presented by partial school closures during the COVID-19 pandemic, accessing online learning was a challenge for many of our families and learners.

Strategy aims for disadvantaged learners – wider outcomes

Intended Outcome	Success Criteria
To improve attendance and behaviour of learners attracting PP, especially those registering as PA's.	<p>Robust and supportive behaviour plans in place for identified learners leading to fewer incidents of inappropriate behaviour being recorded for those. Continued development of personalised support plans linked to ECHP outcomes and individual needs.</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>Enhancement of the school offer of emotional literacy strategies 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>Attachment trauma informed approach is reflected across school policies and practice.</p> <p>Behaviour and relationship policy embedded in school to reflect this training.</p>
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 learners knowing and remembering more.</p> <p>PP learners 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>

	Learners are exposed to a range of careers so they are able to make informed choices for when they leave Bank View
Improved literacy skills leading to improved access to the curriculum	Outstanding pupil outcomes for learners at the end of KS 2 and 4
Support for and offering of extra-curricular activities	All learners able to share their experiences and develop social skills that will support a successful transition to the next step
To promote the Social, Emotional and Mental Health and well-being of learners in receipt of PP funding.	<p>Development of our behaviour and relationship curriculum encompassing knowledge and skills from</p> <ul style="list-style-type: none"> • Trauma informed approach • Emotional literacy offer • Thinking moves • The meta learner • Zones • Restorative practice • Sensory support <p>Our behaviour and relationship curriculum will enable Learners to maintain sustained periods of engagement in learning and facilitate positive interactions with others.</p> <p>Reengage positively following periods of disengagement</p> <p>Staff are able to draw upon the specialist expertise of a multi-disciplinary to understand and support learners presentationReduced number of incidents of inappropriate behaviour recorded.</p> <p>Qualitative data from student voice, student and parent surveys and staff observations.</p>

Pupil premium strategy statement 2024 –2027

	Increased participation in enrichment activities, particularly amongst disadvantaged learners
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 learners 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>SeeSaw is well used across all three sites to communicate with parents.</p>
Learners metacognition and self-regulated learning is developed	<p>Bank View becomes a Thinking School</p> <p>Learners can motivate themselves to engage in and improve their learning</p>
All learners have access to an appropriate personalised pathway through school	<p>KS4 outcomes and destinations for those in receipt of pupil premium and those not</p> <p>Curriculum development to reflect needs identified in the EHCP outcomes and the increasing range of SEND</p> <p>All staff access the appropriate induction and CPD packages to ensure they have the appropriate skills to manage a broadening variety of needs</p> <p>Identified learners have access to bespoke literacy and numeracy intervention programs</p>

Teaching (CPD, recruitment and retention)

Budgeted cost: £50,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust induction package and handbook ensuring all staff are able to use monster phonics</p> <p>English leads to develop Integrate tools such as speech-to-text software, word processors with spell check, and graphic organisers. Train learners and staff on the effective use of these technologies.</p> <p>CPD for staff on effective writing strategies for SEND students.</p>	<p>The EEF shows that phonics has a positive impact of +5 months progress for a small cost.</p>	1, 2
<p>Staff understand the acquisition of language, so they know where learners are working and are able to support their development and set language targets</p>	<p>Based on research linked to Alex Quigley: Closing the gap : Alex Quigley</p> <p>Effective delivery of phonics intervention to support learner's language and literacy development. Phonics EEF</p> <p>Monster phonics package: Monster Phonics - Enhanced Systematic Synthetic Phonics</p>	1
<p>Induction process includes all access all aspects of our behaviour and relationship curriculum.</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</p>	1, 2

	<p>knowledge and knowledge of their learners, positively impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-qualityteaching/</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 learners</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	
Pedagogical framework is regularly referenced and shared with new staff to ensure quality first teaching and common strategies, including language	<p>Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged learners. By doing so, schools will inevitably benefit non-eligible learners as well.</p> <p>(Guidance Pupil premium DFE)</p>	1, 2
SLT and leadership team established across all three sites with clear responsibilities outlined able to support the growth in pupil numbers.	<p>Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged learners. By doing so, schools will inevitably benefit non-eligible learners as well.</p> <p>(Guidance Pupil premium DFE)</p>	1,2
<p>Coaching training through the NLLN (North Liverpool Learning Network) and attending SIL specialist courses.</p> <p>Time for subject departmental meetings</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>	1,2



	<i>'Research Schools'</i>	
<p>Robust appraisal cycle facilitated by leadership team and supported with time for working with colleagues</p> <p>Allow ECTs to observe experienced teachers and learn from their practices.</p> <p>Offer training sessions and workshops specifically designed for ECTs to support their development.</p>	<p>Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged learners. By doing so, schools will inevitably benefit non-eligible learners as well.</p> <p><i>(Guidance Pupil premium DFE)</i></p>	1,2,3,
<p>Curriculum and an assessment system embedded. Ensure learners can access the curriculum, engage with lesson content and participate in their learning and provide the conditions for learners to develop learning behaviours.</p>	<p>Huh - Mary Myatt and John Tomsett</p> <p>Christine Counsell training</p> <p>Ambition Institute programme</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2,5

Targeted academic support (additional support – small group / 1:1)

Budgeted cost: £130,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a blend of mentoring and school-led tutoring for learners. A significant proportion of the learners who receive tutoring will be disadvantaged.</p> <p>Offer to include:</p> <ul style="list-style-type: none"> • HLTA intervention program • Maths and literacy interventions, small group and 1:1 • Externally sourced 1:1 and small group tuition • Access to an appropriate online offer <p>Tutoring offer that meets needs of our increasingly complex cohort and learners exhibiting EBSA.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining learners or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2, 4</p>

<p>5 day a week SALT offer with therapists bringing different areas of expertise</p> <p>Upskilling school staff with quality CPD</p>	<p>Oral language interventions</p> <p>Developing communication skills has been shown to have a impact on access to the curriculum and positive outcomes in adulthood.</p> <p>EEF (educationendowmentfoundation.org.uk)</p> <p>There is evidence to suggest that learners 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>1,2,3,5,6,11</p>
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Wider strategies for current academic year

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of a multidisciplinary team enabling a dynamic response to individual need.</p> <p>Staff have the opportunity to discuss and reflect on their practice with learners.</p>	<p>Multi-disciplinary approaches used to meet the needs of learners in special schools</p>	1,2,3,4,5,6,7,8,9,10, 11
<p>Tailored therapeutic programmes to support improved engagement.</p> <p>Counselling offer, both 1:1 and small group work.</p> <p>Staff are skilled in applying strategies shared by our therapeutic colleagues in and around school, including those which form our behaviour relationship curriculum.</p>	<p>Counselling can help our learners make sense of what's going on in their life and find ways of coping when things are hard. Counselling & Therapy Parents Guide To Support YoungMinds</p> <p>Sensory support can ensure our learners are ready to engage in classroom activities. Creating successful sensory circuits • SEN Magazine</p> <p>Impact of SI applications in ASD Scientific evidence of ASI as an approach to OT in Autism - ASI Wise</p> <p>Sensory research is essential in advancing our understanding of approaches and making evidenced based decisions on strategies. Sensory Research</p>	5,6,7,8, 9

<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism.</p> <p>Sensory rooms on all three sites upgraded.</p> <p>4 day a week sensory OT appointment</p> <p>Staff training and sensory support team expanded.</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 learners with sensory needs.</p> <p>Sensory integration supports learners 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> <p>The Power of Multi-Sensory Rooms in Schools</p>	<p>1,2,6</p>
<p>Behaviour and relationship curriculum developed used and embedded across school and phases.</p> <ul style="list-style-type: none"> • Trauma informed approach • Emotional literacy offer • Thinking moves • The meta learner • Zones • Restorative practice • Sensory support 	<p>Using Zones of Regulation supports learners' 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 learners to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Metacognition and self-regulation helps learners 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> <p>Education Endowment Foundation EEF</p>	<p>1,2,5,6</p>

Pupil premium strategy statement 2024 –2027

<p>Pupil premium learners to access a broad and stimulating range of experiences and opportunities including music specialists, military school and external cultural opportunities.</p>	<p>These activities offers learners 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>5,6,7, 8, 9,10</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</p> <p>Consistent application of the attendance policy</p> <p>Reactive strategy from attendance officer with support from EWO and Wellbeing Hub.</p> <p>Attendance discussed at fortnightly meetings with pastoral HLTAs and SLT.</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>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>9, 10</p>
<p>Communicating with and supporting parents</p> <p>Developing online systems, accessibility and ease of using website.</p>	<p>New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)</p>	<p>10, 11</p>

<p>Careers advice - TAGS to support learners 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>Learners have opportunities to experience college setting</p> <p>Supported internship opportunities broadened</p>	<p>Learner opportunities for careers experiences and guidance tracked through the principle of the Gatsby benchmark:</p> <p>What are the Gatsby Benchmarks? Find out. Xello</p> <p>Careers education EEF</p>	<p>6, 10, 11</p>
<p>Travel training learners 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 learners social and employment opportunities:</p> <p>Department for Education (publishing.service.gov.uk)</p>	<p>6</p>