



Pupil premium strategy statement 2023-24

School overview

Metric	Data
School name	Bank View School
Number of pupils in school	340 (including 6 th form)
Proportion (%) of pupil premium eligible pupils	46.3% (Sept 2023 data) Primary 59.4% (Sept 2023 data) Secondary
Academic year/years that our current pupil premium strategy plan covers	2003 – 2024 (2022-2023 plan updated)
Publish date	December 2023
Review date	November 2024
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 2022-23	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 academic year	£261,519

Detail – 2023-24	Amount
Deprivation Pupil Premium allocation this academic year (2023-24) (197 secondary students on roll – Sept 2023)	£148,740
Recovery premium grant (RPG) this academic year	£120,634
Pupil premium (and recovery premium*) funding carried forward from previous years	0
Total budget for this academic year	£269,374

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 on three sites, Croxteth, Fazakerley and Speke.

All our students have an Education and Health Care plan (EHCP) 57.1% of our intake are eligible for the Deprivation pupil premium. This is a slight drop from the academic year 2022 -23.

The average for Liverpool primary schools is 35.2% and secondary schools 40.3%. Both of these figures are over 10% higher than the national figures.

Nationally 42.1% of students in primary special schools and 49% 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 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 and cultural experiences

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	Students 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	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>

Strategy aims for disadvantaged pupils – wider outcomes

Intended Outcome	Success Criteria
<p>To improve attendance and behaviour of pupils attracting PP, especially those registering as PA's.</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>Completion of Hearts project by school so all stakeholders have a strengthened understanding the impact of attachment trauma has on students and their ability to engage in learning and interact positively with others. 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. 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</p>	<p>Outstanding pupil outcomes for students at the end of KS 2 and 4</p>

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
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> <p>Bank View's attachment and trauma aware practice is developed and embedded by completing the Hearts Programme to benefit everyone's mental health and well-being</p>
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 Award</p> <p>Updated parent section on the school website.</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 (CPD, recruitment and retention)

Budgeted cost: £41,540

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</p>
<p>CPD for staff on meta-cognition 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>Transforming Teaching programme disseminated to staff</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>Cluster / phase leads established.</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>

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
Robust appraisal cycle facilitated by cluster leads and supported with time for working with colleagues	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 and an assessment system embedded. 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 embedded	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
Staff have the understanding and skills to develop their pupil's metacognitive knowledge	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 Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1,2,4,5, 6,7,10

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

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 three 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, 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>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>9</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 embedded 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>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Education Endowment Foundation EEF</p>	1,2,4,5

Communicating with and supporting parents Developing online systems, accessibility and ease of using website.	New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)	9,10
Careers advice - TAGS to support students and families in making good choices. Careers and the world of work embedded into the curriculum in all key stages Talentino resources embedded and in school Students have opportunities to experience college setting	https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/careers-education	5,9,10
Travel training pupils to use public transport. This will involve CPD and release time for two staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	5

Outcomes for disadvantaged pupils (progress to pupil premium plan 2022-23)

Aim	Evidence of impact	Review November 2023
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	Pupil progress report 2022-23 show little variance between the disadvantaged and non-disadvantaged cohorts.
Students develop functional skills in literacy and numeracy.	Participation in enrichment and life skills lessons. More students reading for pleasure, especially amongst the primary students.	'Lets read' embedded across school. Prodosy training – whole school. Gold reading quality mark achieved (Nov 2023)

<p>PP pupils in KS4 make at least expected progress and achieve a range of external accreditation and qualifications including in vocational subjects</p>	<p>Pupil progress data – pupil outcomes at KS4. Key stage 2 to 4 measures.</p>	<p>Pupil progress report 2022-23 KS4 data shows little variance between the disadvantaged and non-disadvantaged cohorts.</p> <table border="1" data-bbox="1189 245 1832 432"> <tr> <td>Progress 8 - all</td> <td>-1.46</td> </tr> <tr> <td>Progress 8 - disadvantaged</td> <td>-1.48</td> </tr> <tr> <td>Attainment 8 - all</td> <td>6.7</td> </tr> <tr> <td>Attainment 8 - disadvantaged</td> <td>7.2</td> </tr> </table>	Progress 8 - all	-1.46	Progress 8 - disadvantaged	-1.48	Attainment 8 - all	6.7	Attainment 8 - disadvantaged	7.2
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<p>Students are able to make informed choices about their next step and have high aspirations</p>	<p>Year 11 and 6th form students begin appropriate placements in September 2023. Retention in college placements on leaving Bank View.</p>	<p>All leavers have begun college courses (Oct 2023) The most recent DFE data for year 11 was leavers from 2021, 96% were still in their college course two terms on. This is above the national and local average.</p>								
<p>To improve attendance and behaviour of pupils attracting PP, especially those registering as PA's.</p>	<p>Robust behaviour support 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>Attendance report 2022-23 Whilst the absence rate for pupils in receipt of pupil premium is higher than for those that are not the difference is 0.6% (academic year 2022-23)</p> <p>Bank View PA rate for pupils in receipt of FSM is 30.2%, nationally it was 35.7 (for all schools Autumn and spring terms)</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. 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. Pupils talk with confidence and enthusiasm about their experiences in school</p>	<p>First Bank View ski trip spring term 2023. Theatre and cultural opportunities to support classroom learning. <i>Parent questionnaire 2023</i></p>
<p>Improved literacy skills leading to improved access to the curriculum</p>	<p>Outstanding pupil outcomes for students at the end of KS 2 and 4</p>	<p>Literacy HLTAs appointed and 1:1 and small group support delivered. Literacy HLTA appointed to support at the Speke site. Introduction of GCSE English Literature qualification for 2023 – 2024.</p>
<p>Support for and offering of 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>Art clubs and performing arts club running 2022-23, offer increased for 2023-24 Functional fitness coaching for targeted group to support positive mental health. Support provided to families with transport after clubs</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 and parent surveys and staff observations.</p> <p>Increased participation in enrichment activities, particularly amongst disadvantaged pupils</p>	<p>Behaviour report 2022 -23</p> <p>We have adopted the Relationships and Behaviour policy, this was produced following training facilitated by the HEARTS project and in consultation with staff, pupils, families and governors.</p> <p>We have appointed sensory HLTAs at Fazakerley and Speke.</p> <p><i>Parent questionnaire 2023</i></p>
<p>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>	<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>Working party established for Parent Partnership Award</p> <p>Family support worker employed 2 days a week supporting our most vulnerable families.</p> <p>Website developed and improved.</p> <p>Seesaw being used as communication tool and to share student achievement across the phases</p>

Aim	Evidence of impact	Review November 2024									
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	Pupil progress report 2023-24									
Students develop functional skills in literacy and numeracy.	Participation in enrichment and life skills lessons. More students reading for pleasure, especially amongst the primary students.	Pupil progress report. BVS offer for functional skills literacy and numeracy from entry level 1 to Level 2. Let's read embedded across school. Reading promoted with all students receiving a Christmas book of their choice.									
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.	<table border="1" data-bbox="1238 651 1787 775"> <thead> <tr> <th></th> <th>School</th> <th>BVS PP</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-1.45</td> <td>-1.35</td> </tr> <tr> <td>Attainment 8</td> <td>7</td> <td>6.7</td> </tr> </tbody> </table> <p>Pupil progress report 2023-24</p>		School	BVS PP	Progress 8	-1.45	-1.35	Attainment 8	7	6.7
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Students are able to make informed choices about their next step and have high aspirations	Year 11 and 6 th form students begin appropriate placements in September 2024. Retention in college placements on leaving Bank View.	93% of pupils who either stayed in education or went into employment after finishing key stage 4. This is above the local average and the same as the national average.									
To improve attendance and behaviour of pupils attracting PP, especially those registering as PA's.	Robust behaviour support 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 resolution, leading to improved attendance in school	Appointment of pastoral HLTAs so families have direct line of contact. Absence and AP rate is higher for pupils in receipt of pupil premium however this									

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<p>Improved literacy skills leading to improved access to the curriculum</p>	<p>Outstanding pupil outcomes for students at the end of KS 2 and 4</p>	<p>English language and Literature GCSE offered for the first time.</p>																					
<p>Support for and offering of 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 established. Widened offer e.g. pamper club. Drama Club working with external staff and producing a pantomime.</p> <p>Support with transport if needed.</p>																					

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<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 and parent surveys and staff observations.</p> <p>Increased participation in enrichment activities, particularly amongst disadvantaged pupils</p>	<p>Behaviour report 2023-24</p> <p><i>Parent questionnaire 2024</i></p> <p><i>Pupil questionnaire 2024</i></p> <p>Range of music lessons offered, drums, keyboard and guitar. Opportunities for groups to perform in school and at external venues.</p>
<p>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>	<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>Parent partnership award achieved.</p> <p>Family support worker working closely with school to support families and ensure needs are met.</p> <p>Mentor training in EHATS to broaden the team.</p>