



Intended Outcome	Success Criteria	Progress
<p>To improve attendance and behaviour of learners attracting PP, especially those registering as PA's.</p>	<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>Attachment trauma informed approach is reflected across school policies and practice. Behaviour and relationship policy embedded in school to reflect this training.</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 learner'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>Learners and staff benefit from consistent routines, relationships and a positive, supportive classroom culture. A wide range of strategies support emotional regulation and wellbeing, including Zones of Regulation, sensory support, counselling, emotional literacy interventions, social stories and personalised support plans.</p> <p>Restorative conversations are routinely used to resolve issues. Learners demonstrate a good understanding of the process and engage positively.</p> <p>For statutory-age learners, whole-school absence for the full academic year was 12.6%, broadly in line with the Liverpool special school average (12.3%) and the national special school average (12.9%). Prior to the exam season and study leave (up to 23 May), absence was lower at 12.3%, indicating strong engagement.</p> <p>Learners eligible for Pupil Premium recorded an absence rate of 14.4% and persistent absence of 43.2%. While higher than the whole-school average, this is consistent with national trends (national FSM absence: 10.6%; non-FSM: 5.4%; PA in state-funded special schools: 35.8%).</p>
<p>To offer enrichment</p>	<p>Progress made in terms of personal and social development leading to greater engagement in the</p>	<p>Ofsted (2024) noted that <i>“the school’s work to support pupils’ personal development is highly effective”</i> and that personal</p>



<p>activities designed to engage and motivate and broaden our pupil’s experiences.</p>	<p>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> <p>Learners are exposed to a range of careers so they are able to make informed choices for when they leave Bank View</p>	<p>development opportunities are embedded throughout the curriculum. Inspectors also highlighted that pupils enjoy a wide range of enrichment and cultural activities, including residential experiences that develop a range of new skills.</p> <p>Bank View is part of the Equifax project, which has strengthened partnerships with local businesses, including Jaguar Land Rover, where pupils have visited the factory to learn about industry and mass production. The school has also re-engaged with Holiday Inn through Equifax, with three interns placed for the 2025–26 academic year, 66% of whom are eligible for Pupil Premium.</p> <p>This shows the number of pupils who either stayed in education, or went into apprenticeships or employment after finishing key stage 4 (from Gov.uk data)</p> <table border="1" data-bbox="1211 890 1565 1054"> <tr> <td>Setting</td> <td></td> </tr> <tr> <td>Childwall</td> <td>79%</td> </tr> <tr> <td>Castle Hill</td> <td>90%</td> </tr> <tr> <td>Bank View</td> <td>93%</td> </tr> <tr> <td>LA Average</td> <td>87%</td> </tr> <tr> <td>England average</td> <td>91%</td> </tr> </table>	Setting		Childwall	79%	Castle Hill	90%	Bank View	93%	LA Average	87%	England average	91%
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<p>Improved literacy skills leading to improved access to the curriculum</p>	<p>Outstanding pupil outcomes for learners at the end of KS 2 and 4</p>	<p>Primary progress reports show that <i>“Pupil Premium pupils are progressing in line with their peers.”</i></p> <p>Secondary in-house data confirms no difference in progress between disadvantaged learners and their peers.</p> <p>All year 11 pupils attending school achieved an English and Math qualification.</p>												



<p>Support for and offering of extra/wider curricular activities</p>	<p>All learners able to share their experiences and develop social skills that will support a successful transition to the next step</p>	<p>Ofsted (2024) recognised the strength of the school’s wider curriculum, noting that <i>“Pupils experience a rich and exciting curriculum”</i> and that they <i>“enjoy the many enrichment and cultural activities that the school has to offer.”</i> Pupils actively participate in a broad range of clubs and activities, including performing arts, games club, yoga and judo, which contribute positively to their personal development and wellbeing.</p> <p>To further enhance access to enrichment, HLTA hours have been adjusted to increase staffing capacity and ensure a wider range of after-school clubs can be offered consistently. In addition, transport is provided via taxis for pupils who require additional support to return home safely after attending after-school provision, ensuring equitable access for all learners.</p>
<p>To promote the Social, Emotional and Mental Health and well-being of learners in receipt of PP funding.</p>	<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</p>	<p>A review of the suitability of the school’s behaviour curriculum was undertaken. It was agreed that a highly formalised behaviour curriculum would not align with the school’s personalised, trauma-informed approach to supporting pupils’ individual needs. Instead, the school continues to implement all key elements of its agreed behaviour approach consistently, ensuring flexibility and responsiveness to each pupil’s developmental profile.</p> <p>All staff receive annual training in trauma- and attachment-informed practice, ensuring a shared understanding</p>



	<p>learners to maintain sustained periods of engagement in learning and facilitate positive interactions with others. Reengage positively following periods of disengagement Staff are able to draw upon the specialist expertise of a multi-disciplinary to understand and support learners presentation Reduced number of incidents of inappropriate behaviour recorded.</p> <p>Qualitative data from learner voice, learner and parent surveys and staff observations.</p>	<p>of behaviour as communication and promoting consistent, supportive responses across the school.</p> <p>The physical environment has been further developed to support self-regulation. At the Fazakerley site, thinking moves and sensory trails have been introduced in main corridor spaces to support emotional regulation and transitions. In addition, the school has increased the provision of specialist sensory Occupational Therapy (OT) sessions, enabling staff at Bank View to deliver effective daily sensory circuits, alongside more targeted 1:1 interventions where required.</p> <p>At the Speke site, the sensory offer has been strengthened through the introduction of new specialist sensory equipment, including an integration swing, further supporting pupils' regulation and engagement.</p> <p>Progress and engagement data indicate that pupils demonstrate increased readiness to learn and are able to engage positively in lessons, reflecting the impact of the school's personalised behaviour and sensory provision</p>
<p>To maintain and develop supportive relationships between school and families and</p>	<p>Number of parents of learners in receipt of pupil premium attending BVS parenting courses Families with family support worker involvement show improved engagement with school. Families requiring support identified and supported through EHAT</p>	<p>The school maintains strong and inclusive communication with families. Ninety per cent of families are actively connected to the Seesaw app, enabling regular sharing of learning, progress and key information. For families who prefer alternative methods of communication, individual preferences are respected and accommodated through phone calls or emails, facilitated by</p>



<p>engage parents and carers in school life and the education of their children.</p>	<p>SeeSaw is well used across all three sites to communicate with parents.</p>	<p>HLTA, form staff or class staff to ensure consistent and meaningful engagement.</p> <p>To further support families facing additional challenges, disadvantaged parents are actively targeted for Bank View School (BVS) parenting courses. These courses run throughout the year and are delivered using a thematic approach, enabling parents to develop skills and strategies aligned to their children’s needs at different stages.</p> <p>The school’s targeted approach is informed by need: 76% of families receiving Early Help Assessment Team (EHAT) support are eligible for pupil premium, ensuring that resources and interventions are appropriately directed to those most in need.</p>
<p>Learners metacognition and self-regulated learning is developed</p>	<p>Bank View becomes a Thinking School</p> <p>Learners can motivate themselves to engage in and improve their learning</p>	<p>Bank View has adopted the use of Thinking moves to support pupils in their metacognition. All classrooms display Thinking moves and teacher planning references them. It was an appraisal target for staff last year.</p> <p>Pupil progress data showed pupils are making progress and retaining their learning.</p> <p>(Pupil progress report 2024-25)</p>
<p>All learners have access to an appropriate</p>	<p>KS4 outcomes and destinations for those in receipt of pupil premium and those not</p>	<p>Curriculum teams continue to adapt the curriculum to meet the complex needs of our learners.</p>



<p>personalised pathway through school</p>	<p>Curriculum development to reflect needs identified in the EHCP outcomes and the increasing range of SEND</p> <p>Identified learners have access to bespoke literacy and numeracy intervention programs</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>Additional base provision has been created to facilitate the personalised pathways reducing the use of external AP provision.</p> <p>Bank View Data</p> <table border="1" data-bbox="1211 464 1693 651"> <thead> <tr> <th></th> <th>Attainment 8</th> </tr> </thead> <tbody> <tr> <td>Pupil premium</td> <td>8.3</td> </tr> <tr> <td>Girls</td> <td>10.1</td> </tr> <tr> <td>Boys</td> <td>8.8</td> </tr> </tbody> </table> <p>SLT and HR have completed induction packages and information from exit interviews is being used to inform and continue to develop practice.</p>		Attainment 8	Pupil premium	8.3	Girls	10.1	Boys	8.8
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