



## School overview Academic year 2025-2026

Metric	Data
School name	Bank View School
Number of learners in school	518 (including 6 <sup>th</sup> form) 479 of statutory age (November 2025)
Proportion (%) of pupil premium eligible learners	50% (Sept 2025 data) Primary 65.6% (Sept 2025 data) Secondary 63.5% for whole school From DFE site <i>Version 2 December 2025</i>
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 (reviewed November 2025) 2025 – 2026 (published December 2025) 2026 - 2027
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



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### Funding Overview

<b>Detail 2025 -26</b>	<b>Amount</b>
Pupil premium funding allocation this financial year	263,625
Pupil premium funding carried forward from previous years	0
<b>Total budget for academic year</b>	<b>263,625</b>



## Statement of Intent

### Statement of Context – Pupil Premium

Bank View is a special school operating across three sites: Croxteth, Fazakerley and Speke. All learners have an Education, Health and Care Plan (EHCP), reflecting a wide range of complex needs.

School data shows that 61.1% of our pupils are eligible for the Deprivation Pupil Premium, representing a slight decrease from the previous year. This figure is significantly higher than both local and national averages. The average proportion of pupils eligible for Pupil Premium in Liverpool is 34.7% in primary schools and 40.2% in secondary schools. Nationally, 43.3% of pupils in primary special schools and 50% in secondary special schools are eligible for Pupil Premium. Bank View therefore sits above the national average for special schools at both phases.

Eligibility varies across the school as follows:

Primary	50%
Secondary (Fazakerley)	55.3%
Secondary (Speke)	69.2%

Given the high proportion of pupils eligible for Pupil Premium, our strategy is rooted in a whole-school approach. We recognise that, in this context, the most effective way to reduce any potential attainment or outcomes gap is through consistently high-quality provision for all, alongside targeted and personalised support where needed.

Our overarching aim is to ensure that disadvantaged learners achieve and sustain positive outcomes, with no variance in the quality of provision or opportunity between pupils eligible for Pupil Premium and their peers. This is achieved through:

- Personalised learning pathways with academic outcomes matched to each learner’s starting point
- Development of transferable skills, including independence, self-regulation and the ability to manage wellbeing



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- Successful progression to, and retention in, further education or training
- Access to employability pathways, including meaningful work experience and internships
- Rich social, cultural and life experiences that broaden pupils' horizons
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Evidence indicates that Pupil Premium funding is most effective when it is used across three key areas: high-quality teaching, targeted academic support, and interventions to address wider non-academic barriers to learning. This evidence underpins our approach.

At the heart of our strategy is high-quality teaching for all learners, informed by robust diagnostic assessment and a detailed understanding of individual need. Teaching and support are carefully aligned to pupils' EHCP outcomes, enabling learners to access a broad, balanced and ambitious curriculum.

While our strategy is focused on addressing the needs of disadvantaged learners, we recognise that many approaches — particularly those relating to high-quality first teaching — benefit all pupils. Where Pupil Premium funding is used to strengthen whole-school provision, this impact is intentionally inclusive.

In addition, disadvantaged learners are supported to develop independent living and social skills, alongside access to high-quality careers education, guidance and work-related learning. Preparation for adulthood is a central priority, ensuring pupils are equipped for their next steps beyond Bank View.

Our Pupil Premium strategy is fully embedded within the School Development Plan and aligns closely with whole-school priorities, including improving literacy, enhancing personal and social development, and broadening pupils' experiences through 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



Strategy aims for disadvantaged learners – wider outcomes

Intended Outcome	Success Criteria
<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>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 learners in their ability to self-regulate, reducing their levels of anxiety meaning they attend school.</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> <p>No difference in PA attendance between those in receipt of PP and those not.</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 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>Learners talk with confidence and enthusiasm about their experiences in school</p>



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	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 learner 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"> <li>• Trauma informed approach</li> <li>• Emotional literacy offer</li> <li>• Thinking moves</li> <li>• The meta learner</li> <li>• Zones</li> <li>• Restorative practice</li> <li>• Sensory support</li> </ul> <p>Our behaviour and relationship curriculum will enable 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 student voice, student and parent surveys and staff observations.</p>



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

**Teaching (CPD, recruitment and retention)**

Budgeted cost: £56,008



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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>	<p>1, 2</p>
<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 : <a href="#">Alex Quigley</a></p> <p>Effective delivery of phonics intervention to support learner’s language and literacy development. <a href="#">Phonics   EEF</a></p> <p>Monster phonics package: <a href="#">Monster Phonics - Enhanced Systematic Synthetic Phonics</a></p>	<p>1</p>
<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 knowledge and knowledge of their learners, positively impact on learning.</p>	<p>1, 2</p>



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	<p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-qualityteaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-qualityteaching/</a></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><a href="https://educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Pedagogical framework is regularly referenced and shared with new staff to ensure quality first teaching and common strategies, including language</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>(Guidance Pupil premium DFE)</p>	<p>1, 2</p>
<p>SLT and leadership team established across all three sites with clear responsibilities outlined able to support the growth in pupil numbers.</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>(Guidance Pupil premium DFE)</p>	<p>1,2</p>
<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> <p>'Research Schools'</p>	<p>1,2</p>



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<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>	<p>1,2,3,</p>
<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><a href="https://www.improvingbehaviour.org.uk/">Improving Behaviour in Schools   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,5</p>



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

Budgeted cost: £206,550

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"> <li>• HLTA intervention program</li> <li>• Maths and literacy interventions, small group and 1:1</li> <li>• Externally sourced 1:1 and small group tuition</li> <li>• Access to an appropriate online offer</li> </ul> <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><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="https://www.educationendowmentfoundation.org.uk">EEF (educationendowmentfoundation.org.uk)</a></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</p>	<p>1,2,3,5,6,11</p>



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	may affect their school experience and learning later in their school lives.	
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Wider strategies for current academic year

Budgeted cost: £95,420

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><a href="#">Multi-disciplinary approaches used to meet the needs of learners in special schools</a></p>	<p>1,2,3,4,5,6,7,8,9,10, 11</p>
<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.</p> <p><a href="#">Counselling &amp; Therapy   Parents Guide To Support   YoungMinds</a></p> <p>Sensory support can ensure our learners are ready to engage in classroom activities.</p> <p><a href="#">Creating successful sensory circuits • SEN Magazine</a></p> <p>Impact of SI applications in ASD</p> <p><a href="#">Scientific evidence of ASI as an approach to OT in Autism - ASI Wise</a></p> <p>Sensory research is essential in advancing our understanding of approaches and making evidenced based decisions on strategies.</p> <p><a href="#">Sensory Research</a></p>	<p>5,6,7,8, 9</p>

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<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><a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation-eeef">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The Power of Multi-Sensory Rooms in Schools</a></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"> <li>• Trauma informed approach</li> <li>• Emotional literacy offer</li> <li>• Thinking moves</li> <li>• The meta learner</li> <li>• Zones</li> <li>• Restorative practice</li> <li>• Sensory support</li> </ul>	<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><a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation-eeef">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Education Endowment Foundation   EEF</a></p>	<p>1,2,5,6</p>



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<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><a href="https://www.educationendowmentfoundation.org.uk">EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Non-cognitive_skills_literature_review_1.pdf">Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</a></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>Challenge, where appropriate to parents</p> <p>Support from and working with external agencies</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><a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></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><a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>9, 10</p>



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<p>Communicating with and supporting parents Developing online systems, accessibility and ease of using website.</p>	<p><a href="#">New guidance report published: Working with Parents to Support...   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>10, 11</p>
<p>Careers advice - TAGS to support learners 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 Learners have opportunities to experience college setting Supported internship opportunities broadened</p>	<p>Learner opportunities for careers experiences and guidance tracked through the principle of the Gatsby benchmark:  <a href="#">What are the Gatsby Benchmarks? Find out.   Xello</a>  <a href="#">Careers education   EEF</a></p>	<p>6, 10, 11</p>
<p>Travel training learners to use public transport.  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:  <a href="#">Department for Education (publishing.service.gov.uk)</a></p>	<p>6</p>