

Pupil premium strategy statement – Pennine View School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	63.8% (97)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2022-2023 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Carl Cousins Headteacher
Pupil premium lead	Carl Cousins Headteacher
Governor / Trustee lead	Sascha Schofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,440
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£113,440

Part A: Pupil premium strategy plan

Statement of intent

At Pennine View School we want all of our children and young people LEARN, ENJOY and ACHIEVE. Through our high expectations, caring and nurturing approach our pupils will experience personal and academic success that enables them to confidently transition into the world of adulthood.

Pennine View serves 152 amazing children and young people from across Doncaster and neighbouring Local Authorities such as Rotherham, Sheffield and Barnsley. Our aim is to use pupil premium funding to help us to support our pupils to achieve their expected academic outcomes and make progress towards their EHCP outcomes.

Central to achieving best outcomes is planning and delivery of high-quality teaching. School leaders have a relentless focus on high quality teaching and expectations of practice as well as consideration of which pupils need targeted support. Personalisation of learning is supported through our rigorous Performance Management Review cycle of which the first target is about understanding and adapting to student's needs.

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. Implicit in the intended outcomes below, is the intention that outcomes for disadvantaged pupils continue to be positive but also those of their non-disadvantaged peers will improve so that there is marginal difference between the two groups.

Our strategy incorporates wider school plans for education recovery funding, notably through our School Led approach. Our strategy will be driven by the needs and strengths of each young person and based on formal and informal assessments. This will help us to ensure that we offer each pupil timely intervention in order to prepare for their next step in education. The overarching strategy is a 3-year plan.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Social communication and interaction
2	Reading skills
3	Emotional Literacy and Language
4	Attendance
5	Well-being

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All pupils make progress from their Oracy profile starting points across the 4 areas of Physical, Linguistic, Cognitive and Social & Emotional.	Oracy assessment profiles. ECHP outcomes. Performance in Celebrate Events (End of Half Term Theme Learning)
Disadvantaged pupils continue to make good reading progress.	Phonics assessments Reading assessments Moderation of judgements
Pupils have greater awareness of their emotions and of others.	Termly Emotional needs assessments. Post Incident Learning records.
Whole school attendance is in line with national expectations with pupils requiring support showing an improving attendance profile.	Attendance data

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional time for Oracy Lead to support teachers to undertake Oracy assessments, deliver training, coach staff and complete observations.	The Oracy Benchmarks have been produced by Voice 21 - https://voice21.org/ The Benchmarks show what teachers and leaders must do: teaching oracy explicitly and nurturing it continually, weaving it into the curriculum and all aspects of school life to ensure its efficacy and status. https://educationendowmentfoundation.org.uk Oral Language Interventions.	1
Oracy Lead to support TA's through Oracy Classrooms CPD to facilitate and enable learning to talk and learning through talk.	Deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children and young people to make progress in the 4 strands of the Oracy Framework. https://voice21.org/ https://educationendowmentfoundation.org.uk Communication and Language approaches	1,3
Teaching Assistants to support classes enabling a consistent ratio of 4:1 (4 pupils to 1 adult).	https://educationendowmentfoundation.org.uk Teaching Assistant Interventions	1,2,3
teacher to attend leadership meetings and to facilitate 'Talk for Writing'. A program to improve writing outcomes across all groups of students.	https://www.talk4writing.com/about/ Talk for writing is based on the principles of how people learn. The movement from imitation to innovation to independent application can be adapted to suit the needs of learners of any stage.	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed

1:1 support to deliver specific phonics interventions to enable pupils to develop their reading skills.	Phonics https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics Individualised Instruction https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction	2
1:1 support to deliver specific emotional interventions to aid pupils to remain engaged.	Social & Emotional Learning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£25,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance interventions – mentoring and parental engagement	Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement Regular mentoring time to address attitudes to school, self-perception and aspirations. https://educationendowmentfoundation.org.uk Mentoring	4, 5
Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	4

Total budgeted cost: £114,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Oracy is now embedded across the school and is a real strength of the school curriculum. Our learners are more confident with their Oracy skills. This is evident in curriculum planning, in lessons and through other areas such as Pupil Parliament, House of Lords etc. The discreet Oracy lessons that were introduced as a means to support pupils to learn discussion guidelines and sentence stems in order to enable effective dialogue with peers and staff have been highly successful and our Oracy Lead is now working with leaders to enhance our Oracy curriculum even more.

Oracy based post incident learning was launched 21-22 and has further developed in 22-23. Oracy structures to facilitate post incident learning are consistent and coupled with clear sentence stems which have enabled powerful and meaningful reflection, where this isn't appropriate staff will use alternative methods. School behavior data continues in a downward trajectory year on year.

The school SSP, All Aboard Phonics is embedded across the school and our new Phonics Lead has enhanced the offer to ensure that all new staff have the desired CPD to ensure that all pupils receive the high level of teaching. The sequence of learning is clear which is supported through the school's investment in high quality resources to support pupil learning. Investment has also been made in creating a high-quality library environment to develop the love of reading and all classes now have a weekly library session to enhance the profile of reading across the school. VIPERS has also been introduced to develop and enhance the reading skills of pupils who have completed their Phonics and are ready for the next stage of their reading journey. Again, investment has been made in obtaining high quality reading materials to engage pupils and CPD time allocated to supporting and training staff do feel comfortable and confident in delivering VIPERS.

Attendance data indicates that school was in line with national attendance data and slightly above. Monitoring of individual pupils, analysis of data to determine patterns or trends enabled the school to take a personalised approach in respect of support. Working alongside families to understand reasons or challenges they faced, enabled the school to put in place appropriate interventions.

In our Summer data drop 2024, in reading, 89% of PP pupils had achieved their target outperforming non PP pupils at 84% In writing, 88% of PP pupils achieved the target compared to 93% of non PP pupils. In Maths, 86% of PP pupils had achieved their target outperforming non PP pupils of 81%. This is a further improvement from the Spring data collection, showing the impact of quality first teaching and subject specific CPD support.

Externally provided programmes

Programme	Provider
Boxall Profile	https://www.boxallprofile.org/

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.