

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	167
Proportion (%) of pupil premium eligible pupils	83% (139 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Carl Cousins
Pupil premium lead	Carl Cousins
Governor / Trustee lead	Sascha Schofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£132,325

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 167 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.

Our core mission is to **raise educational outcomes for disadvantaged pupils** in our special school, ensuring every learner can **access ambitious, well-sequenced learning**, develop **essential literacy and numeracy**, improve **attendance and engagement**, and achieve **meaningful accreditation and post-16 pathways**.

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 new three-year strategy incorporates wider school plans 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.

We will be focusing on high-quality teaching, precise academic support, and targeted wider strategies that remove barriers to learning and inclusion. [\[gov.uk\]](#), [\[assets.pub...ice.gov.uk\]](#), [\[d10a08pz29...dfront.net\]](#)

Key principles we will follow:

- Use the **DfE menu of approaches** and EEF evidence to select activities. [\[assets.pub...ice.gov.uk\]](#)
- Diagnose **specific challenges** for our context; align PP with the **School Improvement Plan**. [\[assets.pub...ice.gov.uk\]](#)
- Prioritise **high-quality teaching** (including English and maths) before layering additional support. [\[assets.pub...ice.gov.uk\]](#), [\[d10a08pz29...dfront.net\]](#)
- Monitor **implementation fidelity and impact** termly; adapt quickly if impact is weak

Challenges

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

Challenge number	Detail of challenge
1	Literacy & Language: Internal assessments and observations show that year 7 disadvantaged pupils (on entry to us) generally make less progress from their starting points showing reading accuracy, fluency and oral language gaps (SLCN), impacting access to curriculum and accreditation.
2	Mathematics: Foundational numeracy and problem-solving. Our internal assessments and observations show that year 7 disadvantaged pupils (on entry to us) are generally more likely to make less progress from their starting points when entering school limiting progress to Entry Level/Functional Skills accreditation.
3	Attendance & Engagement: Persistent absence, anxiety, and dysregulation reduce time in high-quality teaching.
4	SEMH & Behaviour: High prevalence of social, emotional, and mental health needs; exclusions risk; limited self-regulation.
5	Preparation for Adulthood: Need for careers-related learning, work-related skills, and transitions to appropriate post-16 destinations.
6	Building cultural capital: Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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
Literacy: Disadvantaged pupils make accelerated progress in reading and writing; increased access to age-appropriate texts and pupils demonstrating a confidence with writing.	Based on entry to school assessments, disadvantaged pupils make same levels of progress as non-disadvantaged. Disadvantaged pupils leave Pennine View with accreditations similar to non-disadvantaged pupils.
Mathematics: Secure core number & reasoning enabling accreditation.	Based on entry to school assessments, disadvantaged pupils make same levels of progress as non-disadvantaged. Disadvantaged pupils leave Pennine View with accreditations similar to non-disadvantaged pupils.
Attendance & Engagement: Reduced PA (persistent absence) and improved regulated participation.	The attendance of Pupil Premium to be level with that of non-Pupil Premium children. PA figure for Pupil Premium decreases.

	application can be adapted to suit the needs of learners of any stage.	
Maths Mastery for SEND Concrete–pictorial– abstract sequences, small-step cumulative review, diagnostic pre-/post-tests; staff CPD on maths anxiety supports; daily number sense routines.	DfE highlights high-quality teaching of maths; EEF supports explicit instruction & cumulative practice for core skills. [as-sets.pub...ice.gov.uk] , [d10a08pz29...dfront.net]	2,3,4
Supporting the recruitment and retention of teaching staff by providing cover time to undertake professional development including National Professional Qualifications (NPQs)	Evidence shows the importance of contin- ued professional development. Through recognising quality staff and allowing de- velopment of their skills staff will remain and contribute to the high quality of teach- ing and learning that is essential for our pupils. https://educationendowmentfounda- tion.org.uk/education-evidence/evidence- reviews/teacher-quality-recruitment-and- retention?x-craft-preview	1,2
CPD linked to TA focused workshops use of TA's in the classroom	The Education Endowment Foundation (EEF) suggests that high quality support staff training significantly impacts pupil outcomes https://educationendowmentfounda- tion.org.uk/education-evidence/guidance- reports/teaching-assistants	1,2
Introduction of IRIS to share good practise and enhance teaching and learning throughout school	https://educationendowmentfounda- tion.org.uk/projects-and-evaluation/pro- jects/iris-connect#	1,2

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

Budgeted cost: £ 37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language—informed interventions Small-group oral language and vocabulary programmes co-designed with SaLT; embed pre-teach/re-teach cycles for key concepts.	EEF evidence supports oral language interventions; aligns with DfE focus on English. [d10a08pz29...dfront.net] , [as-sets.pub...ice.gov.uk]	1
Assistive technology for access text-to-speech; Clicker software, training for staff/pupils; embedded use in accreditation tasks. New laptops purchased to aid new interventions.	Enables access to high-quality teaching; supports independence—consistent with EEF’s inclusion-focused tiered model. [d10a08pz29...dfront.net]	1,2
Precision teaching introduced for staff to target specific pupils to close the gap. Precision teaching materials, CPD and programme bought.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions	1,2
Target intervention sessions delivered by support staff targeting individual pupils requiring support based in internal formative and summative assessments.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2

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

Budgeted cost: £ 67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school attendance strategy	DfE names attendance strategies explicitly within the menu of approaches. [as-sets.pub...ice.gov.uk]	1,2,3

PP attendance mentoring; first-day response; barrier-busting plans, rewards that emphasise belonging such as Class Dojo Factory		
Introduction and embed Thrive throughout the school following EFF implementation plan. Additional trained licenced practitioners employed to deliver targeted support to individuals and small groups. Thrive room created and resourced appropriately.	EF wider strategies note SEL approaches; DfE menu includes behaviour and engagement. [d10a08pz29...dfront.net] , [assets.pub...ice.gov.uk]	1,2,4,5
Preparation for Adulthood / CEIAG Work-related learning; enterprise projects; independent living skills; travel training; employer encounters adapted for SEND; personalised transition planning.	Aligns with DfE guidance on wider outcomes and sustained disadvantage-focused planning; supports destination success. [assets.pub...ice.gov.uk]	5
Autism Identity and Me interventions to help pupils understand their Autism.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions	1,2,4
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	6

Total budgeted cost: £ 133,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

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

One of our previous three-year strategy focuses was Oracy. Leaders are now confident that Oracy is embedded across the school and is a real strength of the school curriculum. Our learners are more confident with their Oracy skills since the start of the previous three-year strategy. 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.

During the previous three-year strategy leaders focused on the introduction of our SSP, All Aboard Phonics across the school. Although this was embedded across school and has seen success, as a result of a recent review of this, leaders have created an EEF implementation plan so that a new SSP can be introduced which will enhance the quality of our existing reading offer even further and this will be a focal point of our new three-year strategy. Investment has continued to be made to ensure that the school's high-quality library environment is continued 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 was also successfully introduced to develop and enhance the reading skills of pupils ready for the next stage of their reading journey.

Pupils having a greater awareness of their emotions and of others was another focus of the previous three-year strategy. Zones of Regulations was successfully introduced across school and a curriculum developed and delivered to support this which has helped lead pupils to show a greater understanding of their emotions and how to articulate this to their key adults. This has led to a reduction in behaviours and also helped with post learning incidents where pupils can reflect on any incidents and how this may have impacted upon any other pupils. In addition to this, identified pupils were also given specific emotional interventions following programmes such as Boxall and data suggest that these were successful especially with PP pupils as these helped aid attendance and engagement in school.

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. As the majority of our new pupils start with us in Year 7, it is a cycle of trying to help support some

pupils and families with their attendance as they start with us and help identify and overcome any barriers to learning. Class Dojo Factory was launched towards the end of last academic year and this helps to reward and recognise pupils' attendance and engagement in our school environment which reflect our school rules of; try your best, have respect and be safe.

Writing is a focus of the new three-year strategy as Leaders have introduced Talk4Writing which has been introduced following an EFF implementation plan and has been successful at enabling reluctant writers to have the confidence to begin to have a passion for writing and this will form a key part of the new three-year strategy to help embed this and help pupils achieve higher levels of accreditation than previously. In addition to this, following analysis of this year's internal data, there was a need to review and introduce a new spelling programme. Following careful consideration and planning, a programme called Ready Steady Spell has been introduced.