

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Pennine View
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2025-2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Sarah Mulhall
Governor / Trustee lead	Darren Dickenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,540
Recovery premium funding allocation this academic year	£62,478
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£154,018

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 126 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. End of year data (July 2022) shows that pupils eligible for pupil premium achieved better outcomes in reading, writing and maths in comparison to their peers.

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.

Although our strategy is focussed 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.

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
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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 Subject data

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £74,607.62

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
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

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

Budgeted cost: £50,107.62

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/education-evidence/teaching-learning-toolkit/phonics Individualised Instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2
1:1 support to deliver specific emotional interventions to aid pupils to remain engaged.	Social & Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

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

Budgeted cost: £29,430.24

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/parental-engagement Regular mentoring time to address attitudes to school, self-perception and aspirations. https://educationendowmentfoundation.org.uk Mentoring	4, 5

Total budgeted cost: £154,145.78

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Oracy implementation across the has been very successful in terms of helping our pupils to learn to talk and learn through talk. Discreet Oracy lessons 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. An assessment framework has been devised to enable starting points to be determined. This is due for implementation in 2022-23.

Oracy based post incident learning was launched across the school which has enabled pupils and staff to learn from each other. Oracy structures to facilitate post incident learning are consistent and coupled with clear sentence stems which have enabled powerful and meaningful reflection. School behaviour data demonstrates a significant reduction in incidents in comparison to previous school years.

The school implemented a new SSP over the course of last year. All Aboard professionals have supported teachers and support staff through CPD, with the English Lead monitoring classroom practice and pupil progress. The sequence of learning is clear which is supported through the school's investment in high quality resources to support pupil learning. Internal assessments indicated that disadvantaged pupils have made more progress in Reading than pupils who are non-disadvantaged.

Attendance data indicates that school was inline with national attendance data. 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
All Aboard Phonics	

IXL	https://uk.ixl.com/
Rockstars Maths	https://trockstars.com/