

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 School
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)	1
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Sarah Mulhall
Governor / Trustee lead	Chris Rowse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,645
Recovery premium funding allocation this academic year	£23,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,645

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.

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 Language
4	Routines and behaviours at home

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 know and understand how to use the discussion guidelines. Positive interactions and acceptance of others views is a strong feature of the school community.	Progress is evident across 1 or all areas of the Oracy profiles. There is a reduction in the number of behaviour incidents.
Pupils develop their phonics skills in order to be confident readers.	Reading data
Pupils emotional needs are better which aids them to be successful learners.	Subject data
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: £17881.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>3 Teachers to undertake Voice 21 Oracy Champions course and cascade their knowledge to support colleagues across the school.</i>	Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
<i>School based Oracy Lead to support workforce to develop Oracy strategies and implement into curriculum learning.</i>	Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
<i>11 Support staff to undertake ELSA training delivered by Educational Psychologist</i>	Social & Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3

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

Budgeted cost: £53,943.91

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: £36,319.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide early intervention guidance and support to families.	Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

Total budgeted cost: £105,645

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 2020 to 2021 academic year.

(74 Total)	Core	Reading	Writing	Number	Science
Expected & Above	73%	73%	70%	63%	86%
Above	44%	48%	39%	46%	43%
Expected	29%	25%	30%	13%	43%
Below	27%	27%	31%	44%	15%

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
EPIC Reading	https://www.getepic.com/
IXL	https://uk.ixl.com/
Rockstars Maths	https://trockstars.com/