

School Vision

At Pennine View School we hold high expectations that challenge and support us in everything we do. Through our caring, kind and respectful approach to one another enables all to thrive, and to learn, enjoy and achieve together.

Our L.E.A.R.N values are:

L earn - enabling all learners to increase their knowledge and understanding of the world

E njoy - the right to receive a broad and balanced, high quality, personalised learning programme which generates enjoyment of learning

A chieve - encouraging all learners to be the best they can be

R espect – for one another and our environment

N uture – implementing the highest levels of care and concern at all times

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)

- £935 per pupil Year 7 – Year 11

- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority

- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces

- they have been registered as a 'service child' in the school census at any point since 2011

- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium. At present we have 1 service child on role.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage:

Whole School Attainment

- A culture of high expectations for all
- All pupils are set personalised learning expectations
- Meeting holistic needs of our pupils with other agencies and professionals assists pupils to overcome their barriers to learning
- Governors, leaders, teachers and support staff understand their role within the school's strategy.

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, vocabulary and coaching..
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps are identified and addressed so that pupils can secure learning which will enable them to catch up to meet their personalised expectation of progress.
- Transition processes for disadvantaged pupils are carefully planned and implemented: class to class or from Pennine View to a pupil's chosen Post 16 destination.

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings. Actions are identified, implemented and regularly reviewed within each assessment cycle.

Clear, responsive leadership

- A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.
- Outside agencies fully utilised e.g., EWO, CAMHS, School Nursing service, Early Help.

Pupil Premium Strategy Group	
Team Member	Role
Sarah Mulhall	Headteacher, PP Lead
Holly Whitehead	Middle Leader, Oracy Lead
Elaine Kay	Pastoral Lead
Chris Rowse	Link Governor
Review Dates for academic year	December 2019, March 2020, July 2020

Current Profile						
Year	2019/20	No of pupils eligible for PP	76	Breakdown of PP Pupils		
NoR	120	Total PP Budget	£75,295	FSM	Service	LAC
Date of Statement	September 2019	Review Dates	Dec 19, March 20, July 20	69	0	7

Cohort Profile of Disadvantaged Pupils 2019-20				
Year Group	Number of pupils in each Year Group and % of disadvantaged pupils eligible for PP	English progress based on Autumn Term 2019 data Below Expected	English progress based on Autumn Term 2019 data Expected	English progress based on Autumn Term 2019 data Above Expected
Year 3 (0)	0	0	0	0
Year 4 (1)	3 – 33%	0	1	0
Year 5 (5)	11 – 45%	0	2	3
Year 6 (5)	9 – 55%	1	1	3
Year 7 (8)	16 – 50%	1	6	1
Year 8 (12)	17 – 71%	3	5	4
Year 9 (12)	19 - 63%	2	8	1
Year 10 (16)	20 – 80%	7	9	0
Year 11 (17)	23 – 74%	3	9	5

Cohort Profile of Disadvantaged Pupils 2019-20				
Year Group	Number of pupils in each Year Group and % of disadvantaged pupils eligible for PP	Maths progress based on Autumn Term 2019 data Below Expected	Maths progress based on Autumn Term 2019 data Expected	Maths progress based on Autumn Term 2019 data Above Expected
Year 3 (0)	0	0	0	0
Year 4 (1)	3 – 33%	1	0	0
Year 5 (5)	11 – 45%	1	1	3
Year 6 (5)	9 – 55%	1	1	3
Year 7 (8)	16 – 50%	3	3	2
Year 8 (12)	17 – 71%	5	0	7
Year 9 (12)	19 - 63%	3	2	6
Year 10 (16)	20 – 80%	5	1	9
Year 11 (17)	23 – 74%	5	3	9

Key Challenges for Pupil Premium Pupils

<p>External barriers that may affect some disadvantaged pupils:</p> <p>Attendance</p> <p>Home learning</p> <p>Additional emotional support to start the day positively</p>
<p>Barriers for learning that make some disadvantaged pupils less successful in their learning:</p> <p>Language (link to Oracy)</p> <p>Self-regulation</p> <p>SEMH needs</p>

Key Improvement Priorities	
Leadership and Management	<ul style="list-style-type: none"> - To develop roles in leadership across the school – pupils, teachers, support staff and leaders - To develop LGB influence and impact on the whole school community - To use Workload Reduction Toolkit (gov.uk) to identify and address workload issues to assist staff and to support their well-being. - To ensure all safeguarding systems and procedures are highly effective.
Quality of Education	<ul style="list-style-type: none"> - To develop and embed the curriculum model through high quality teaching and learning so that pupils have high expectations and self-belief. - To develop Oracy strategies to improve pupil confidence, fluency and accuracy when communicating. - To create a bespoke assessment package that captures the holistic needs of all of our pupils.
Personal Development	<ul style="list-style-type: none"> - To raise awareness of diversity and cultural differences within the school community, local area and wider world through increased learning opportunities. - Careers education and employability skills are central to the schools whole curriculum. - To improve pupils physical and mental health. - To create an RSE curriculum to ensure that pupils understand differences and know how to keep themselves safe.
Behaviour & Attitudes	<ul style="list-style-type: none"> - To improve attendance so that all pupils have the opportunity to learn, enjoy and achieve to the best of their abilities. - To ensure learning environments promote high expectations and contribute to a positive attitude to learning. - To create and develop a sense of school community through tutor time and House Teams

	- To improve behaviour at unstructured learning times.
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Summary allocation of funding and rationale	Projected Expenditure
Teaching & Learning	£107,993.78
Emotional, Social and Behavioural support	£27,295.35
Enrichment	£3000
Total Expenditure	£138,289.13
Teaching & Learning	
- Pupil Premium Lead (Headteacher) works on the PP monitoring fortnightly	½ day on a fortnightly basis £4,447.10
- Additional 10% PPA given to teachers to address barriers to learning, plan interventions, create resources and completion of Pupil Progress reviews.	£33,263.68
- Oracy Lead training package with Voice 21. Release time for Oracy Lead, resources and materials to support implementation of Oracy	£2,420.00 £1,367.42
- Learning Mentors class based to ensure all classes have 2 supporting adults in addition to the class teacher.	£67,863.00
Emotional, Social and Behavioural Support	
- L3 Teaching Assistant – additional 1:1 time provided to pupils with specific behavioural needs	£19,250.00
- Attendance – Service Level Agreement with EWO for fortnightly meetings with Headteacher and Pastoral Lead, meetings with families, DSL or Phase Lead and Pastoral Lead attending family homes when school is concerned with attendance.	£7,545.35
- Breakfast Club – daily for all pupils.	£500.00
Enrichment	
- Subsidising visits	£3,000
- Subsidising residential trips	

Impact of the funding allocations and improvements outlined in the Pupil Premium strategy 2018/19

Progress 2018-19

Pupil Premium Outturn Data 2018-19:

(74 Total)	Core	Reading	Writing	Sp & Li	Number	Science
Expected & Above	80%	63%	66%	71%	90%	82%
Above	71%	54%	54%	57%	89%	69%
Expected	9%	10%	11%	14%	1%	13%
Below	20%	37%	34%	29%	10%	18%

Pupils not eligible for pupil premium:

- Made more progress in reading, writing, speaking & listening and science.

Key Stage Breakdown:

Key Stage 2 – Pupils Eligible for Pupil Premium 2018-19:

(9 Total)	Core	Reading	Writing	Sp & Li	Number	Science
Expected & Above	89%	89%	78%	100%	100%	77%
Above	69%	(7) 78%	(5) 56%	(8) 89%	(8) 89%	(4) 44%
Expected	20%	(1) 11%	(2) 22%	(1) 11%	(1) 11%	(3) 33%
Below	11%	(1) 11%	(2) 22%	0	0	(2) 22%

Key Stage 3 – Pupils Eligible for Pupil Premium 2018-19:

(39 Total)	Core	Reading	Writing	Sp & Li	Number	Science
Expected & Above	74%	54%	59%	57%	90%	74%
Above	67%	(18) 46%	(20) 51%	(17) 44%	(35) 90%	(25) 64%
Expected	7%	(3) 8%	(3) 8%	(5) 13%	(0) 0	(5) 13%
Below	26%	(18) 46%	(16) 41%	(17) 44%	(4) 10%	(9) 23%

Key Stage 4 – Pupil Eligible for Pupil Premium 2018-19:						
(26 Total)	Core	Reading	Writing	Sp & Li	Number	Science
Expected & Above	83%	71%	67%	84%	88%	87%
Above	76%	(12) 50%	(13) 54%	(16) 67%	(21) 88%	(20) 83%
Expected	7%	(5) 21%	(3) 13%	(4) 17%	(0) 0	(1) 4%
Below	17%	(7) 29%	(8) 33%	(4) 17%	(3) 12%	(3) 13%

- 1 pupil attended Doncaster College for his studies and 1 pupil was supported at home following surgery.

Reading and Writing

- Pupils eligible for Pupil Premium in Key Stage 2 made more progress in reading.
- Pupils not eligible for Pupil Premium in Key Stage 3 made more progress in reading.
- Pupils in Key Stage 4 made exactly the same progress in Reading.
- Pupils not eligible for Pupil Premium in Key Stage 2 made more progress in writing
- Pupils not eligible for Pupil Premium in Key Stage 3 made more progress in writing
- Pupils not eligible for Pupil Premium in Key Stage 4 made more progress in writing

Emotional Well-Being

- 48 pupils received input from the Emotional and Behavioural psychologist
- Reduction in the number of overall behaviour incidents

Sensory Needs

- 17 pupils attended daily sensory circuits
- Resources purchased (weighed blanket, balance cushions) to support individuals

Attendance

- Overall attendance for pupils eligible for pupil premium was 91.5%. This was below the school's attendance target of 94% although higher than pupils not eligible for PP by 2.72%

Total Expenditure 2018-19:

- £101, 378

Autumn Term Progress & Impact	
Progress:	Impact:

Whole School Attainment

- Pupil Progress meetings completed for all classes.
- Personalised expectations set for all pupils in English, Maths and Science.
- Link Governor – met the Headteacher to review progress made last academic year and provided support to set the 2019-20 strategy.

Behaviour & Attendance

- Fortnightly Attendance meetings held with the EWO.
- Link Governor involvement in the scrutiny of attendance data.
- 21 (number eligible for PP) first stage letters sent to families
- 4 (number eligible for PP) second stage letters sent to families
- 0 (number eligible for PP) referrals to Local Authority for Education Penalty Notices
- 3 (number eligible for PP) family homes attended unannounced to bring pupils into school
- New pupil attendance policy written
- 16 personalised timetables in place with additional 1:1 support
- L3 Behaviour Support provides 5 pupils with dedicated support

Quality First Teaching

- Instant feedback is a feature of teaching as evidenced through Learning Walks.
- Workbooks – provide evidence of formative assessment
- Subject Leadership CPD delivered by Headteacher and Deputy Headteacher.
- Class based interventions are planned by the teacher and delivered by Teaching Assistants.

Meeting Individual Needs

- Pupil Progress meetings – focus on each pupil, identification of barriers to learning and solutions
- Staff to pupil relationships are a strong feature of the schools work – personalised approaches are documented in pupils behaviour plans and accounted for on Medium Term planning.

Whole School Attainment

- **data profile**
- 12 pupils achieved L3 Health and Safety qualification

Behaviour & Attendance:

- 15 pupils attendance improved as a result of first stage letter
- 2 pupils attendance improved as a result of second stage letter
- 0 pupils where an EPN was issued attendance has improved
- 230 behaviour incidents. Compared to Autumn term 2018-19 this is a reduction of 71.
- 61 behaviour incidents which resulted in the use of RPI compared to 98 for the Autumn term period 2018-19.
- Out of the schools population of 120 - 33 pupils present with behaviours that challenge.

Quality First Teaching

- Whole School Reading progress 79% - 16% improvement from July 19
- Whole School Writing progress 84% - 18% improvement from July 19
- Whole School Speaking and Listening progress 78% - 7% improvement from July 19
- Whole School Maths progress 78% - 12% reduction from July 19
- Whole School Science progress 89% - 7% improvement from July 19

Meeting Individual Needs

- Pupil engagement is greater and therefore greater access to learning.
- Reduction in the number of overall behaviour incidents

Next steps

- EHCP targets are a featured of MTP and are evidenced
- Spring Term Pupil Progress meetings are held and review current barriers
- Behaviour Management plans are reviewed and updated accordingly.

- Progress towards personalised expectations is tracked by the class teacher – personalised interventions are put in place to support pupils to make the progress they are capable of achieving.

Leadership

- Link Governor reviewed and scrutinised the strategy.
- Middle Leader has completed initial external training with Voice 21
- Middle Leader has delivered CPD to all staff – covering rationale, planning for Oracy and delivery styles of strategies.
- Weekly sharing best practice briefing has been introduced.
- Leaders have had a focus on Oracy delivery through learning walks.

Deployment of Staff

- Extensive involvement of external services – EWO in school fortnightly, 6 CAMHS drop in sessions held, 8 TAC meetings held, 2 pupils have seen the physiotherapists, 7 pupils have attended Epilepsy Clinics.

Leadership

- Staff workforce is knowledgeable about Oracy
- Staff workforce are developing and implementing Oracy to improve pupils speaking and listening skills
- Oracy Lead is reviewing Speaking and Listening assessment framework so that Oracy progress is captured under 1 framework and therefore not adding to teacher workload.

Deployment of Staff

- Families feel involved with their child's education – parent survey results.
- 1 child with ADHD has had his needs met through a tailored approach by led by school and CAMHS.