

## 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	Tor View School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-2024
Date this statement was published	01.12.21
Date on which it will be reviewed	01.12.22
Statement authorised by	L.A. Parrish
Pupil premium lead	L. Mathieson
Governor / Trustee lead	E. Lorenzo

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,105 PP (Indicative)
Recovery premium funding allocation this academic year	£ 16,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,635.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our key objective in using the Pupil Premium Grant is to close the gap between eligible pupils and their peers and raise the attainment of eligible pupils by increasing the progress made by all students but accelerating the progress made by students eligible for the grant.

When identifying new strategies and allocating funds to particular projects it is important to consider the relative impact of previous projects or where new projects are applied, knowledge is gained from in house knowledge and external research in order to maximise the impact of the spend. Successful spending takes into account the needs of our students (their levels of attainment, their social background and their category of Special Educational Need).

Research states that schools need to adopt a more holistic outlook when deciding on Pupil Premium Spending. Teaching and Learning should be accompanied by more pastoral initiatives which are better at addressing the specific barriers to educational achievement which hold back pupils that are eligible for Pupil Premium. Research from the Education Endowment Foundation (EEF) underpins the allocated areas where funding is used. In line with national guidance it is not necessary to spend an equal amount of Pupil Premium funding on each eligible pupil, or necessary to spend a pupils allocated funding on that pupil alone. Research has also been drawn from a range of sources including John Hattie (2008) Visible Learning, Chartered College of Teaching and many other sources.

All our students enter the school with levels of numeracy, reading and writing which are considerably below the national standard and therefore we believe that priority should be made to ensure the following objectives are met: Communication, Engagement, Transition and Attendance. All of the identified provision for pupils is referenced against at least one of these criteria.

### **Communication (C):**

Ensure that eligible students are provided for in a way in which they can achieve at least expected progress when compared to their peers in Maths and English as they go through their time at the school.

### **Engagement (E):**

To improve curriculum engagement and academic achievement for eligible students via the construction of engaging curriculum pathway choices and entitlement to a wide range of extracurricular opportunities. This includes increasing parental engagement

with school in order to maintain a supportive home-school partnership along with increased levels of feedback to students and families to accelerate improvements.

**Transition (T):**

Ensuring the students eligible for Pupil Premium make a successful transition from class to class (due to the impact of Covid19) and especially in Year 6 to Year 7 to bring attainment in line with expected levels of progress and later make a successful transition to post-16 destinations with reduction in the number of NEET PP students.

**Attendance (A):**

To ensure the attendance of Pupil Premium students does not fall below 95%.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Communication:</b> All pupils at Tor View Specialist Learning Community have an identified additional need. For the majority of our pupils they are faced with a communication difficulty which makes access to all curriculum lessons difficult. This means our staff need access to highly qualified specialist training, and high-quality resources in order to promote the communication of our pupils in all areas of the curriculum. This involves working with our own in-house Speech and Language therapist and other specialist practitioners. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These children need access to high quality teaching from all staff.</p>
2	<p><b>Engagement:</b> To improve curriculum engagement and academic achievement for eligible students via the construction of engaging curriculum pathway choices and entitlement to a wide range of extracurricular opportunities. This includes increasing parental engagement with school in order to maintain a supportive home-school partnership along with increased levels of feedback to students and families to accelerate improvements. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a named difficulty, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. One key factor we need to implement as a school is an afterschool provision, so that our children can have access to high quality extracurricular activities to improve health and wellbeing. A lot of our parents face a range of</p>

	difficulties having a child with a specialist need. In some cases, our parents require support around understanding their child's disabilities, training in this area is of a priority for the school. 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.
3	<b>Transition:</b> Tor View School has a high complement of children who have ASD and/or challenging behaviours. Our children like routine and structure. This can make the transition process problematic if not managed well. Due to the impact of Covid19 our pupils have struggled with the transition into a new academic year class in a new environment. This will be a focus target this academic year.
4	<b>Attendance:</b> At Tor View our pupils have a wide variety of complex medical/behavioural needs. This does affect the attendance of some of our pupils, however we still have extremely high expectations for attendance.

## 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
<b>Communication (C)</b>	<ul style="list-style-type: none"> <li>• Data highlights that pupils eligible for Pupil Premium make no less than expected progress. This is reported to Governors 3 times a year.</li> <li>• Assessments and observations indicate significantly improved communication skills. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Pupils make expected progress in all subjects.</li> <li>• Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills</li> <li>• Access to specialist interventions delivered by Speech and Language Therapy</li> <li>• 95% of EHC Plan outcomes are achieved.</li> <li>• Pupils engage in Cultural Capital opportunities and contribute to their community.</li> <li>• Targeted evidence-based interventions.</li> <li>• Support for parents/carers is flexible and available through Parental Liaison role.</li> <li>• Pupils have all the resources to support their 'ready to learn' programme</li> <li>• Educational visits take up is maintained and impact measured</li> </ul>

	<ul style="list-style-type: none"> <li>• Specialist Staff Training</li> </ul>
<b>Engagement (E)</b>	<ul style="list-style-type: none"> <li>• Full engagement with our curriculum offer/pathways</li> <li>• Attendance at 'Out of Hours' provision</li> <li>• Increased parental engagement through parent support groups and support from Parent Liaison.</li> <li>• Increased levels of feedback to students and families to accelerate school improvements.</li> <li>• Pupil well-being remains high.</li> <li>• Pupils have all the resources to support their 'ready to learn' programme</li> <li>• Access to pastoral support as appropriate</li> <li>• Specialist staff training/input</li> </ul>
<b>Transition (T)</b>	<ul style="list-style-type: none"> <li>• Transition throughout school remains strategic and pupils and families feel supported.</li> <li>• Disadvantaged pupils have greater confidence and independence to help them engage with the wider community and prepare for adulthood.</li> <li>• Time and resources dedicated for smooth and effective transitions.</li> </ul>
<b>Attendance (A)</b>	<ul style="list-style-type: none"> <li>• Attendance for pupils remains at 95%, where it falls below, intervention is swiftly put in place.</li> <li>• Sustained high levels of well-being evidenced with qualitative data from all stakeholders.</li> <li>• Significant participation in enrichment activities</li> </ul>

## 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: £ 4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD Cygnet training, mindfulness, High Quality teaching strategies, SALT training, Mental Health Leads.</p>	<p>‘The effects of High-Quality professional development on teachers and students: A cost-benefit analysis’ (2021) <a href="https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/">https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/</a></p> <p>‘An Evaluation of the Cygnet parenting support programme for parents of children with Autistic Spectrum Conditions’. Stuttard et al (2017)</p> <p>‘Mindfulness in Education’ <a href="https://mindfulnessinschools.org/mindfulness-in-education/what-is-it/">https://mindfulnessinschools.org/mindfulness-in-education/what-is-it/</a></p> <p>What Makes Great Teaching? Sutton Trust- 2014</p> <p>EEF- Education Endowment Fund – Effective Professional Development. (educationendowmentfoundation.org.uk)</p> <p>Senior Mental Health Lead Training Department for Education <a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p>	<p>1,2,3,4</p>
<p>Family CPD Cygnet Safeguarding Online Safeguarding</p>	<p>EEF- Education Endowment Fund (educationendowmentfoundation.org.uk)</p> <p>CEOP- Child Exploitation and Protection <a href="https://www.ceop.police.uk/Safety-Centre/">https://www.ceop.police.uk/Safety-Centre/</a> ‘Keeping Children Safe in Education’ Department for Education</p>	<p>1, 2, 4</p>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LB/EH- Targeted interventions	<p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4
SALT interventions	<p>Language and Cognition- UCL (University of central London 2021)</p> <p><a href="https://www.ucl.ac.uk/pals/research/language-and-cognition">https://www.ucl.ac.uk/pals/research/language-and-cognition</a></p> <p>‘Exploring interventions for children and young people with speech, language and communication needs: A study of practice’ (2010)</p> <p>Department for Education –</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf</a></p> <p><a href="#">What works database (ican.org.uk)</a></p>	1,2,
Equipment and Resources	High quality resources will be bought to support targeted intervention	1,2,4

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

Budgeted cost: £ £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Liaison	How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice- Education Endowment fund (2019)  Review of best practice in parental engagement- Department for Education (2010)	1,2,3,4
Ready To Learn Kits	<a href="#">Supporting children with special educational needs and disabilities   NSPCC</a>	1,2,3,4
Letterbox resources	<a href="#">Supporting children with special educational needs and disabilities   NSPCC</a>	1,2
Access to Educational Visits 20% subsidy per key stage	NEU- National Union of Teachers- Educational Visits (2020) <a href="https://neu.org.uk/advice/educational-visits">https://neu.org.uk/advice/educational-visits</a>	1,2,4
Support residential attendance- Pupil Premium rate is 20% of standard rate (approx. £100)	NEU- National Union of Teachers- Educational Visits (2020) <a href="https://neu.org.uk/advice/educational-visits">https://neu.org.uk/advice/educational-visits</a>	1,2,4
Targeted Breakfast club Daily snacks and Milk	EEF- Education Endowment Foundation- Magic Breakfast <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	1,2,4
1 weeks free play scheme.	'The value of after school clubs for disadvantaged children' NatCen Social Research <a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:831a8398-835b-4c2f-94d6-f5fb2159df0b#pageNum=1">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:831a8398-835b-4c2f-94d6-f5fb2159df0b#pageNum=1</a>	1,2,
Transport/ Storage	Transport expenses to support EV and Residentials.	4



Resources for After School/Extra Curricular Activities	<p>'The value of after school clubs for disadvantaged children' NatCen Social Research</p> <p><a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:831a8398-835b-4c2f-94d6-f5fb2159df0b#pageNum=1">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:831a8398-835b-4c2f-94d6-f5fb2159df0b#pageNum=1</a></p>	1,2,
Sensory Equipment	<p>Julia Dyer- Sensory Integration Specialist advice.</p> <p>Effectiveness of Sensory Integration Interventions in Children With Autism Spectrum Disorders: A Pilot Study- Pfeiffer et al , (2011)</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/</a></p> <p>Autism Research Institute- <b>Sensory Integration in Autism Spectrum Disorders</b></p> <p>By Cindy Hatch-Rasmussen, M.A., OTR/L</p> <p><a href="https://www.autism.org/sensory-integration/">https://www.autism.org/sensory-integration/</a></p>	1,2,3,4

**Total budgeted cost: £74,635**

## 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.

Pupil Performance 2020-21	
KS1	<p><b><u>Pupil Premium (PP):</u></b>  <i>1 pupil at the End of Key Stage 1 was eligible for Pupil Premium.            100% (1/1) pupils eligible for PP made expected progress for English and Maths.</i></p>
KS2	<p><b><u>Pupil Premium (PP):</u></b>  <i>3 pupils at the End of Key Stage 2 were eligible for Pupil Premium.            66% (2/3) pupils eligible for PP made expected progress in English.            66% (2/3) pupils eligible for PP exceeded progress in English.            66% (2/3) pupils eligible for PP made exceptional progress in English.            66% (2/3) pupils eligible for PP made expected progress in Maths.            66% (2/3) pupils eligible for PP exceeded progress in Maths.            33% (1/3) pupils eligible for PP made exceptional progress in Maths.</i></p>
KS3	<p><b><u>Pupil Premium (PP):</u></b>  <i>3 pupils at the end of Key Stage 3 were eligible for Pupil Premium.            100% (3/3) pupils eligible for PP made expected progress in English.            100% (3/3) pupils eligible for PP exceeded progress in English.            100% (3/3) pupils eligible for PP made exceptional progress in English.            100% (3/3) eligible for PP made expected progress in Maths.            100% (3/3) eligible for PP exceeded progress in Maths            100% (3/3) pupils eligible for PP made exceptional progress in Maths.</i></p>
KS4	<p><b><u>Pupil Premium (PP):</u></b>  <i>6 pupils at the end of KS4 were eligible for Pupil Premium.            83% (5/6) pupils eligible for PP made expected progress in English            66% (4/6) pupils eligible for PP exceeded progress in English.            33% (2/6) pupils eligible for PP made exceptional progress in English.            83% (5/6) pupils eligible for PP made expected progress in Maths.            66% (4/6) pupils eligible for PP exceeded progress in Maths.            66% (4/6) pupils eligible for PP made exceptional progress in Maths.</i></p>

## Further information (optional)

### National Tutoring Programme

I would encourage schools to engage with the National Tutoring Programme to support those whose education has been most impacted by the pandemic. We must do whatever we can to help disadvantaged students catch up on lost learning and help them realise their potential.

“Ensuring all disadvantaged pupils can benefit is key for me”-

It is clear that whilst all students have lost some learning, we need to reach those whose education has been disrupted the most by the pandemic. Tutoring can have a positive impact on pupils’ academic progress and schools can access tuition which best fits the needs of their pupils. It is important, regardless of education setting, that pupils can access tutoring. State-maintained primary and secondary schools can register for the programme. Tuition can also be delivered in specialist settings as well as supporting pupils with additional needs including SEND, in mainstream settings.

Andy Mellor

*[Andy is the National Wellbeing Director for Schools Advisory Service and the Strategic Lead for the Centre of Excellence in Mental Health in Schools based at Leeds Beckett University]*

Tor View school will be adopting the National Tutoring programme in school. It will be run and delivered by a trained practitioner.