

# Pupil premium strategy statement – Tor View School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged/underserved 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	260
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	19.12.2023
Date on which it will be reviewed	September 2024
Statement authorised by	Louise Parrish & Samantha Dillon
Pupil premium lead	Emma Walsh & James Findlay-Pidcock
Governor / Trustee lead	Ellie Lorenzo

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,145.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£95,145.00</b>

# 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.

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, Pastoral** 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. To improve the communication opportunities for eligible learners at Tor View to ensure they can access the world around them and maximise their progress across the curriculum.

**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.

**Pastoral (P):** Ensuring those eligible for the Pupil Premium Grant have their pastoral needs met in terms of school uniform, parental engagement and pastoral intervention around mental health and wellbeing.

**Attendance (A):** To ensure the attendance of Pupil Premium students does not fall below 95%. To ensure school offers the best provision for wellbeing and inclusion so that learners feel happy and safe and want to come to school.

## 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 4 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.</p>
3	<p><b>Pastoral:</b> Given their complex learning difficulties, many of our pupils eligible for the Pupil Premium Grant can require specific support with their pastoral needs, this includes accessing appropriate school uniform, snack opportunities, parental engagement and mental health and wellbeing.</p>
4	<p><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.</p>

## 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 are used to support pupils to make progress across the curriculum.</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> <li>- Specialist CPLD ensures teachers and, where relevant, teaching assistants are equipped to meet the needs of the needs prominent amongst the cohort of learners eligible for the Pupil Premium Grant.</li> </ul>
<b>Engagement (E)</b>	<ul style="list-style-type: none"> <li>- Pupils are able to engage with the full curriculum offer.</li> <li>- Eligible pupils are able to access out of school provision, including holiday 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 and a priority.</li> <li>- Pupils have all the resources to support their 'ready to learn' programme.</li> <li>- Specialist staff training/input</li> <li>- Training for parents focussing on specific communication and sensory interventions, such as Makaton, PECS and Sensory Integration.</li> </ul>
<b>Pastoral (P)</b>	<ul style="list-style-type: none"> <li>- Wearing appropriate school uniform and sportswear is eliminated as a barrier to ensure pupils are a part of the school community.</li> </ul>

	<ul style="list-style-type: none"> <li>- Where necessary, pupils have access to healthy snacks and milk throughout the day.</li> <li>- Pupils have access to high-quality group and individual targeted interventions to support them in maintaining their mental health and wellbeing.</li> </ul>
<b>Attendance (A)</b>	<ul style="list-style-type: none"> <li>- Attendance for pupils to remain 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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training an additional Senior Mental Health Lead.	<p>In 2021, Public Health England (PHE) and the Department for Education (DfE) highlighted that all schools should be encouraged to designate and train a minimum of one Senior Mental Health Lead, responsible for embedding the integrated, positive mental health ethos in educational settings. (Public Health England &amp; the Department for Education, 2021).</p> <p><i>By increasing capacity of Senior Mental Health Needs from the Pupil Premium Grant, we ensure that staff's understanding of relevant needs for those eligible for the PPG are met accurately.</i></p>	<p>2 3 4</p>
Teaching Assistant attendance at relevant CPD	<p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time. (EEF, 2018)</p> <p><i>Our Teaching Assistants accrue directed time over the course of the week meaning they can attend specific training, support at school events, including presentations, productions etc... Additional funding can be used from the Pupil Premium Grant to ensure TAs can claim additional paid hours for extra training which would benefit them in their role in the classroom.</i></p>	<p>1 2 3</p>
Improving the quality of teaching through high-quality CPD	<p>When planning effective professional development, expert facilitators should ensure that a focus is given to high-quality teaching, providing a variety of developmental mechanisms which promote the; building of knowledge, staff motivation, developed teaching techniques and embedded practice. (EEF, 2021)</p> <p><i>As a designated SCITT and Lead School in the Embrace Teaching School Hub, with a remit of professional development from ITT – Executive Leadership, we are at the forefront of evidence informed CPD. Priorities for the upcoming year will</i></p>	<p>1 2 3 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<i>centre around; Rosenshine's Principles of Instruction, modelling, scaffolding, deploying Teaching Assistants and target setting and teaching.</i>	

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

Budgeted cost: **£32,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular targeted academic Interventions based on individual pupil needs and targets	<p>Teaching Assistant taught interventions have been seen to have a positive impact on the progress of pupils over time (+4 months).</p> <p>Schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds...additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils (EEF, 2021).</p> <p><i>A Teaching Assistant in the Secondary Department will be deployed 0.1 FTE to support pupils across the department eligible for the PPG. The TA will go in to class in order to release a class-based TA to support individual or small groups for focussed intervention. This ensures the intervention is delivered by somebody with comprehensive understanding of the pupil's needs and targets.</i></p>	1 2 3
Speech & Language support & interventions, both group and individual	<p>Approximately 70% of those eligible for the PPG have a prominent Communication &amp; Interaction need identified through their Education, Health &amp; Care Plan (EHCP). Where schools have utilised SaLT support to observe and support Teachers and TAs to implement specific strategies for these pupils, progress has been evidently accelerated (Holdsworth, Parrish &amp; Findlay-Pidcock, 2021)</p> <p><i>Utilising a qualified Speech &amp; Language Therapist from the staff team to monitor, review and provide high-quality specific interventions to targeted pupils. SaLT to provide high-quality communication advice and guidance to the staff team who provide in-class SaLT interventions.</i></p>	1 2
Pastoral outings & experience trips for cultural capital.	<p>By planning for cultural capital within the curriculum, schools can help those students who may otherwise not have high cultural capital and, in doing so, help reduce social inequalities (Quigley, 2022).</p> <p><i>Many of our pupils experience a cultural-deficit due to their complex needs; many attractions and environments are not set up to provide quality experiences for pupils with complex cognitive or physical disabilities which excludes them from this environment. Those eligible for the PPG are doubly-disadvantaged from accessing these</i></p>	2 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p><i>environments due to the cost of travelling and paying to enter many of them.</i></p> <p><i>A HLTA in the Primary Department will be responsible for organising and leading the primary pastoral outings.</i></p> <p><i>Pupils will be eligible for subsidised excursions to enhance their cultural capital offer across the curriculum.</i></p>	



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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a dedicated Parent Liaison Manager to support parents in need and organise a minimum of three (termly) parent training programmes	<p>The EEF suggests that, in working with parents, schools should seek to offer more sustained and intensive support where needed. (EEF, 2021)</p> <p><i>The Parent Liaison role is responsible for assessing the needs for parents who need additional support in accessing services to support their children. The role also includes the organisation of parent training in order to support Parents in understanding the evidence base for interventions which they can use to support their children's communicative, sensory and academic needs in the home.</i></p>	2 3 4
Ready To Learn Kits	<p>The EEF highlights that schools should support parents to have a positive impact on their child's learning by providing practical strategies to support learning at home. This can include ensuring they have the necessary resources required to support pupil's in accessing learning beyond the classroom (EEF, 2021).</p> <p><i>Eligible pupils will be entitled to a resource kit, made up of useful resources which complement the pupil's individual learning journeys and pathways, e.g. a CGP revision book, a pencil case, or multi-sensory resources relevant for the pupil to use at home.</i></p>	1 2
Access to Educational Visit(ors) - subsidy per key stage	<p>Educational visits/visitors can provide opportunities for pupils to build their experiential schema, thus enabling them to find learning about new concepts less challenging as they have more experience to attach knowledge to, this lowers the effect of the germane cognitive load, enabling pupils to use their extraneous load more effectively to focus on the most important new learning.</p> <p><i>Eligible pupils will be entitled to subsidised access to relevant educational visits in order to ensure a parity of access to these learning experiences.</i></p>	2 4
Access to residential trips. Subsidy per key stage	<p>In addition to the evidence above, residential support pupils to experience more independence, promoting outcomes towards preparation for adulthood including communication, independence and social awareness.</p> <p><i>Eligible pupils will be entitled to subsidised access to relevant residential visits in order to ensure a parity of access to these learning experiences.</i></p>	2 4
Targeted breakfast club Daily snacks and milk.	<p>The EEF found that a funded, accessible breakfast club or intervention had, on average a positive impact on pupil progress, particularly in Key Stage 1 (+2 months) (EEF, 2017)</p>	1 2 3 4

Activity	Evidence that supports this approach	Challenge number(s) addressed											
	<p><i>Pupils will be able to access a funded breakfast provision where they can use their communication skills to interact with the catering team to request their breakfast choices and take back to class.</i></p>												
Post-LAC support	<p>The Department for Education advise schools to work in collaboration with parents and carers to understand how best to utilise the Pupil Premium Plus grant. This higher level of funding is to be used to support care leavers, including those who have been adopted.</p> <p><i>Our approach to the use of this funding is:</i></p> <table border="1" data-bbox="368 636 1254 824"> <thead> <tr> <th></th> <th><b>Typical funding</b></th> <th><b>PLAC funding</b></th> <th><b>Remaining funding</b></th> </tr> </thead> <tbody> <tr> <td><b>Primary</b></td> <td>£1455</td> <td rowspan="2">£2530</td> <td>£1075</td> </tr> <tr> <td><b>Secondary</b></td> <td>£1035</td> <td>£1495</td> </tr> </tbody> </table> <p><i>Parents will be invited to contribute to a plan for the remaining funding and how this can be used within school to support progress for their children. The meeting should ensure an objective is set and propose interventions which can be used to achieve this.</i></p>		<b>Typical funding</b>	<b>PLAC funding</b>	<b>Remaining funding</b>	<b>Primary</b>	£1455	£2530	£1075	<b>Secondary</b>	£1035	£1495	As required based on individual need
	<b>Typical funding</b>	<b>PLAC funding</b>	<b>Remaining funding</b>										
<b>Primary</b>	£1455	£2530	£1075										
<b>Secondary</b>	£1035		£1495										
School Uniform, PE Kit & Specialist swimwear	<p>School uniform can be an expensive cost at the outset of a pupil's journey at school and each year. School uniform at Tor View School is an integral aspect of community, health and safety. Having high-quality, comfortable and safe school uniform creates consistency and predictability; this is particularly important for learners with learning difficulties who thrive with consistency and clarity whilst contributing to a low-arousal environment.</p> <p><i>In both Primary and Secondary phases, parents will be able to purchase up to two embroidered jumpers/cardigans per pupil for the year from identified suppliers (our uniform policy allows pupils to wear non-embroidered items). In the Primary Department, pupils accessing hydrotherapy will be eligible to receive their own specialist swimwear.</i></p>	2 3 4											
Playscheme- 1 week free subsidy	<p>Lancashire County Council receives funding from the Department for Education to develop Holiday and Food programmes (HAF). Research has shown that the school holidays can be pressure points for some families. For some children this can lead to a holiday experience gap, with children from low-income households being:</p> <ul style="list-style-type: none"> <li>• less likely to access organised out-of-school activities</li> <li>• more likely to experience 'unhealthy holidays' in terms of nutrition and physical health</li> <li>• more likely to experience social isolation</li> </ul> <p>Many of our pupils have previously been refused or excluded from other, more mainstream focussed, HAF programmes.</p> <p><i>Tor View School utilises onsite provision and trained staff to support a number of pupils. Those eligible for the Pupil Premium Grant may choose to access up to 1 free week subsidy of our holiday scheme.</i></p>	1 2 3 4											

**Total budgeted cost: £102,000**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

At Tor View School, we monitor pupil progress throughout the year and report on End of Key Stage progress and outcomes each year.

To find more information about the outcomes for all of our learners, including those eligible for the Pupil Premium Grant, please follow this [link](#).

## Further information (optional)