

Pupil Premium Strategy 2020-2021

1. Summary information					
Total number of pupils	106	Number of pupils eligible for PP	46	Total PP budget	£55,270

2. Current attainment				
	Pupils eligible for PP (n = 3) 2019	Pupils eligible for PP (n = 5) 2020	Pupils not eligible for PP (n = 7) 2019	Pupils not eligible for PP (n = 3) 2020
% achieving 5 grade 9 – 4 incl. EM (2019 and 2020)	0%	20%	0%	0%
% achieving nationally expected progress in (2019 and 2020)	33%	40%	43%	0%
% achieving nationally expected progress in Maths (2019 and 2020)		20%		66%
% achieving 5 1-9 equivalent (2019 and 2020 only)	33%	100%	43%	33%
% achieving 3 1-9 equivalent (2019 and 2020)	33%	40%	57%	33%
% KS2 expected progress Literacy and Numeracy	66%	20%	72%	33%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
Barriers	
A.	Inherent difficulties in communication have led to difficulty in social and emotional regulation in deaf young people, specifically linked to the effects of the Coronavirus pandemic and friendships, isolation.
B.	Literacy skills can be lower than their peers for deaf young people. Limited life experiences and aspirations impacts on deaf young people's ability to comprehend unseen text.
C.	In school data indicates that pupil premium young people achieve less than their peers in numeracy

We are aware that, in larger schools, progression is compared with non-disadvantaged and advantages nationally, but small special schools can lack statistical significance. We have made our evaluations more personal to our school. As a development, we will be working with other schools for the deaf to compare more like for like data.

	Desired outcomes	Actions	Reasons	Measuring the Effect	Review method	Estimated Cost
A.	<p>To improve social and emotional regulation leading to improved engagement with lessons and learning</p> <p>Develop good levels of wellbeing to support balance and the ability to cope well.</p> <p>To encourage motivation, engagement and resilience, as well as the support to 'bounce back' from life's challenges including those thrown by the Coronavirus situation</p>	<p>Commission of qualified therapists to work with pupil premium young people</p> <p>Incidents recorded and tracked against behaviour, safeguarding and ASPIRE data.</p> <p>Employing support mechanisms in school as part of the Wellbeing Team.</p> <p>Continued access to problem solving skills for identified groups</p> <p>Work towards a National Wellbeing Award standard</p> <p>Developing cultural capital experiences</p>	<p>EEF Research and deaf research</p> <p>Deaf children's mental health</p>	<p>Data of incidents of pupils unable to access learning.</p> <p>Involvement of staff e.g. Welfare and Behaviour Leads in governor meetings.</p> <p>Achievement of Mental Health and Wellbeing Award</p> <p>Team Around the Child meetings (TAC)</p> <p>Termly meetings with outside agencies focussed on the wellbeing of children and young people in school e.g. NDCAMHS</p>	<p>Data collection half termly presented to PWC</p> <p>Governors report to FGB</p> <p>This is linked directly to the school Development Plan and is part of a three year plan</p>	£44,820
B.	<p>To Improve the quality of teaching and learning by further developing the teaching of reading to enable more pupils to recognise high-frequency words and expand their vocabulary in reading.</p> <p>Develop cultural experiences to expand vocabulary and knowledge</p>	<p>Deep dive into reading with SSIO and curriculum leads</p> <p>Literacy Lead to develop a consistent approach to reading across the whole school</p> <p>Implementation of new reading strategies across the school</p> <p>Additional staffing to support pupil premium young people where they would struggle to access experiences e.g. Dukes Barn Residential, Duke of Edinburgh's Award, and STEAM activities.</p>	<p>This has proven to be a successful approach with evidence on Classroom Monitor progress tracking.</p> <p>Repetition to extend tighter monitoring of progression</p> <p>Incidental learning is often missed by deaf young people due to not hearing language around the environment.</p> <p>Many deaf children are unable to read fluently at age appropriate levels due to language delay</p>	<p>Accelerated Reader data.</p> <p>Moderation, work scrutiny, learning walks, formal observations, reading tests, progress data.</p> <p>Governors' meetings feedback and questioning.</p> <p>Pupils will have experienced a range of cultural experiences.</p> <p>Pupil voice indicates that experiences have had a positive impact on attitudes to self and school</p>	<p>Data collection termly and presented to PWC</p> <p>Governors report to FGB This is linked directly to the school Development Plan</p>	£8,520
C.	<p>To continue to raise standards in maths, developing depth of</p>	<p>Further develop a problem solving culture across the whole curriculum including</p>	<p>RSDD own data demonstrates that progress is not as fast as expected</p>	<p>Moderation, work scrutiny, learning walks, formal observations, progress data</p>	<p>Data collection half termly presented to PWC</p>	£1,930

	Desired outcomes	Actions	Reasons	Measuring the Effect	Review method	Estimated Cost
	problem solving and times table check in yr4	<p>problem solving activity days in addition to normal curriculum work.</p> <p>Pre teach topics to pupil premium young people.</p> <p>Resources to enable pre teaching are planned, costed and reviewed</p> <p>Power Maths, TT Rockstars, My Maths and City learning resources - online system to develop basic maths skills and mastery skills.</p>		<p>Governor's meetings feedback and questioning.</p> <p>Online systems indicate clear progression through activities</p> <p>Success in statutory timetables check assessment in the Spring term</p>	<p>Governors report to FGB This is linked directly to the school Development Plan</p>	