



Pupil Premium Strategy

This statement details out school's use of pupil premium 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 had within our school.

1. Summary information and funding overview			
Total number of pupils:	57 at the time of Census (64 currently)	Total pupil premium budget:	£32,940 (£0 carried over from previous years)
Pupil eligible for pupil premium:	30 at the time of Census (29 currently)	Per pupil amount received	Primary - £1,345 Secondary - £955 LAC £2,345
Proportion (%) of pupil premium eligible pupils	53%	Academic year/years that our current pupil premium strategy plan covers	Academic Year 09/2021 – 08/2022 Financial Year 04/2021 – 03/2022
2. Statement of intent			
<p>Our aim is to use Pupil Premium Funding to improve outcomes for our disadvantaged pupils.</p> <p>As a special school, all of our pupils can be considered additionally disadvantaged in terms of SEND and language deprivation, however we recognise that socio-economic disadvantage leads to less favourable outcomes in terms of</p> <ul style="list-style-type: none"> - Academic attainment - Progression to and success within further and higher education - Employability - Social opportunities <p>Our approach encompasses Quality First teaching; providing all students with small group teaching from specialist staff in the pupils' own preferred communication</p>			

mode.

Following assessment and diagnosis of need, those who are struggling can additionally access learning support, 1:1 sessions and 'back-up' sessions.

Within all of our stated outcomes is the intention that all pupils, disadvantaged and non-disadvantaged, will benefit.

Our strategy recognises the impact of disadvantage on wellbeing, confidence and self-worth which is why the approach is holistic; encompassing counselling and therapy. It is our belief that learning can flourish when students are mentally ready to learn and are supported to develop a strong Deaf identity.

Our most disadvantaged students, shouldering the impact of their deafness, socio-economic disadvantage and often long journeys to this specialist provision also require a great deal of support in terms of life experience, developing independence, work experience and careers guidance and successful transition to their next placement.

Blanche Nevile is a specialist provision, and it is our belief that the National Tutoring Programme would not enable access to Teachers of the Deaf with whom the young people are familiar. There were also other online platforms and services which would not be accessible for our deaf children. We needed to be mindful and balance the benefit of extra sessions against the impact on their working memory, the potential for cognitive overload and listening fatigue. Travel is another factor to bear in mind as, with the majority of learners out of borough, the travelling means a longer day in comparison to their mainstream peers. Therefore, we are not utilising their services.

Blanche Nevile does not believe in labelling young people, and will therefore continuously assess – formally and informally – the needs of each of our disadvantaged young people to ensure we are best meeting their needs and closing any gaps.

Challenges	Details of challenge
A. Communication in BSL and English still developing	Our assessments show that disadvantaged pupils make slower/less progress from their starting points in spoken English, BSL and written English. Delayed communication has a significant impact on most academic subjects. Raising communication skills should boost overall academic progress. A number of pupils join our primary with no language - spoken or signed.
B. Poor attendance	Our attendance data highlights that disadvantaged pupils, overall, have lower attendance than non-disadvantaged pupils. This can be seen in LAC data. Engaging with parents is key to boosting attendance, through raising the profile of education. Pupils also have a number of medical appointments due to their deafness.
C. Well-being, particularly post-covid, to include emotional resilience, self-esteem and anxiety levels	Issues with wellbeing and mental health are far more prevalent in the deaf community - Deaf children are 30% to 50% more likely to experience mental health challenges, compared to hearing children (www.signhealth.co.uk) Covid lockdown and isolation exacerbated existing issues, and developed new anxieties, for many young people. Issues with accessing technology for online lessons and peer interactions were seen in greater numbers amongst disadvantaged students. Many of our disadvantaged learners share rooms and equipment with siblings and parents. This had an ongoing impact on attendance and mental health. CAMHS waiting lists are longer than ever and the onus has passed to schools to look at pupil wellbeing; particularly amongst the disadvantaged. Our pupils would require access to a specialist CAMHS service for the deaf (DCAMHS) which suffers from even longer waiting lists.

	The additional challenge we face is therapists who have an understanding of deafness and the impact on wellbeing, and that can also use BSL in order to communicate directly with our pupils rather than through an interpreter. Sourcing specialists is a priority for the school.
D. Lack of parental engagement	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. The EEF finds that parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>The majority of BN pupils are transported to the school by their local authority and therefore there are limited opportunities to engage with parents 'at the school gate'.</p> <p>Many of our disadvantaged pupils come from homes where English is not the primary language, or not a language that is used in the home at all.</p> <p>This is particularly challenging for deaf students, who rely on multiple factors for communication including access to signed language and lip patterns. The majority of the parents of our disadvantaged learners are not fluent signers.</p> <p>Most parents of disadvantaged learners do not live near to the school (out of borough) and find it more difficult to come to school for key meetings and events.</p>
E. Students unable to progress to or within further education	<p>Disadvantaged Deaf learners are less likely to reach or remain in further education owing to barriers including:</p> <ul style="list-style-type: none"> - A lack of deaf awareness in institutions - Inadequate preparation for moving from a specialist to a mainstream environment - Challenges with progressing academically (particularly within English) - Travel needed to colleges with appropriate support, which may not be their most local college

F. Desired outcomes 2021 / 2022		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Improved Attendance for disadvantaged pupils	<ul style="list-style-type: none"> • The attendance of all pupils in receipt of PPF will have improved • There is little difference in the attendance figures of those in receipt of PPF and those not
B	Communication both signed and spoken will improve for disadvantaged pupils	<ul style="list-style-type: none"> • Disadvantaged pupils' signed and spoken day to day vocabulary has increased • Disadvantaged pupils' signed and spoken subject specific vocabulary has increased • Disadvantaged pupils demonstrate a growing understanding of the difference between BSL sentence structure and that of written English. • BSL accreditations achieved for disadvantaged pupils equals (or better) that of non-disadvantaged peers
C	Pupils' well-being enables them to attend school and make good progress in their learning (particularly	<ul style="list-style-type: none"> • Data evidences that pupils make at least good progress across the curriculum • The number of persistent absentees falls

	significant since Covid)	<ul style="list-style-type: none"> • The number of pupils with challenging behaviour/behaviour incidents reduces • Pupils report that they are happy at school (within Pupil Voice and Wellbeing Surveys)
D	Improved engagement with parents and carers of disadvantaged families	<ul style="list-style-type: none"> • Fewer annual reviews of Educational Health Care plans need to be re-scheduled • The number of hard to reach parents/carers reduces • Increasing number of parents/carers attend parent consultations • Increasing number of parents/carers attend key school events and coffee mornings • Parental attendance at BSL lessons increases
E	Disadvantaged pupils feel better prepared for progression to further education	<p>All disadvantaged pupils are able to access:</p> <ul style="list-style-type: none"> • Role models and mentors who are achieving in the Deaf world of work • Experiences of the world of work • Supported visits to colleges and sixth forms with a Transitions ToD • Careers support and Guidance from a Deaf or Deaf aware careers advisor (See RAD)

Challenge	Activity	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Improved Attendance	<ul style="list-style-type: none"> • Monthly analysis of attendance registers with reporting to Education Welfare Officer and parents/carers (as needed) • First Day Absence Calling • School Comms Software • Appropriate and timely information sharing e.g. Social Workers, EWO. • Evidence of appointments for medical absences. • Regular reminder to parents re: FPNs and statutory guidance around absence and holidays 	<ul style="list-style-type: none"> • Monthly meetings HT, DHTS, HSLO and Admin attendance. • Attendance discussed at fortnightly MDT meetings 	HT HSLO Admin Officer	<p>Continual review – monitoring meetings fortnightly/monthly.</p> <p>Reports to governors.</p>

Evidence that supports this approach	<p>Studies highlight the links between attendance percentages and attainment for the disadvantaged,</p> <p>Strategies suggested are</p> <ul style="list-style-type: none"> - Working with local authorities - Breakfast clubs - Daily phone calls (incl wake up calls) - Analysis <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p> <p>https://www.cypnow.co.uk/news/article/ofsted-individual-support-for-disadvantaged-pupils-key-to-boosting-attendance</p>			
B Improved communication both signed and spoken	<ul style="list-style-type: none"> ● 1:1 support of EYFS children from specialist BSL tutor. ● Targeted BSL lessons for other identified pupils ● Communication policy reviewed and implemented ● Shape Coding used across the Curriculum to improve written communication ● Introduction of fortnightly SaLT briefings ● Introduction of SaLT coffee mornings. ● Developing a reading strategy including reading aloud and book discussion ● Train staff on the use of structured questioning in both BSL and English (see: Rosenshine's questioning) ● Embed use of Visual Phonics with new staff ● Embed new reading scheme across primary and train up new staff ● Implement the updated BSL curriculum and associated assessments 	<ul style="list-style-type: none"> ● BSL tutor timetabled to attend EYFS sessions. ● BSL tutors' timetables adjusted to support new pupils ● Shape Coding Training included in CPD programme (refresher and advanced training needed this year) ● Effective working relationships with Speech and Language Therapists ● Ensure consistent use of Visual Phonics throughout the team ● BSL Tutors to attend meetings and trainings on new BSL curriculum and assessments ● Training for new staff on updated reading scheme 	<p>BSL tutors</p> <p>SLT</p> <p>Literacy leads</p>	<p>End of year results – BSL accreditations, English results for GCSE and FS.</p> <p>End of Year review with Salt team and therapies lead.</p>

<p>Evidence that supports this approach</p>	<p>https://bda.org.uk/wp-content/uploads/2017/03/SignLanguageFrameworkResponse.pdf</p> <p>Almost all Deaf children are disadvantaged by being denied access to native BSL</p> <p>https://schoolsweek.co.uk/improving-the-oral-language-skills-of-disadvantaged-pupils/</p> <ul style="list-style-type: none"> - language acquisition must be a high priority in schools with explicit strategies for extending vocabulary as well as a language-rich environment; - careful selection of language to be taught (tier 2 language – high frequency words found in many different contexts); - activities to extend pupils’ expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary; - language teaching should develop breadth (vocabulary size) and depth (understanding and use in context). <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> - targeted reading aloud and book discussion with young children; - explicitly extending pupils’ spoken vocabulary; - the use of structured questioning to develop reading comprehension; and - the use of purposeful, curriculum-focused, dialogue and interaction. 			
<p>C Pupils’ well-being enables them to attend school and make good progress in their learning</p>	<ul style="list-style-type: none"> ● HSLO to liaise with external organisations and families ● Enrichment opportunities ● Tracking software (MyConcern) ● Support for Primary/Secondary transition ● Increase staff awareness of well-being for themselves and pupils ● Breakfast for pupils as required ● Introduction of a Talk and Draw Therapist – Secondary ● Introduction of a School Counsellor – Primary ● Training in new approaches such as Lego Therapy ● DCAMHS consultation 	<ul style="list-style-type: none"> ● Feedback from external agencies and families ● Careful risk assessment to allow local trips ● Monitoring of MyConcern entries and training for new users ● Primary staff to brief Secondary colleagues and handover meetings for out of borough pupils ● Transition day/s at Secondary in July 202s ● Multi- Disciplinary Team off timetable for one morning ever fortnight for monitoring ● DCAMHS consultation to discuss concerns and receive advice on next steps to support pupils. 	<p>Headteacher</p> <p>DHTs</p> <p>Year 6 and year 7 pastoral tutors</p>	<p>Termly reports to Safeguarding Committee</p> <p>Termly review of MyConcerns and MDT minutes – case closures</p> <p>Pupil wellbeing survey</p> <p>Pupil voice – views on working with therapists.</p>

Evidence that supports this approach	<p>A govt study - COVID-19 mental health and wellbeing surveillance: report - found that disadvantaged YP were more likely to report decreased mental health and wellbeing: <i>over the pandemic, girls and young women, older young people (16 to 24 year olds), disadvantaged children and young people, and those with SEND were more likely to report difficulties with mental health and wellbeing.</i></p> <p><i>There was evidence of increasing behavioural and emotional difficulties, as well as mental health problems, in children and young people with SEND, in the first year of the pandemic. Throughout the pandemic up to June 2021, parents/carers of children with SEND reported that their children experienced higher rates of mental health symptoms and greater anxiety than parents/carers of children without SEND (references 4, 6, 30, 31).</i></p> <p><i>There is evidence that, over the pandemic, disadvantaged children and young people have had poorer mental health and wellbeing outcomes than those with more advantage (references 10, 15, 16, 19, 24, 31, 34).</i></p> <p><i>In 2020, young people aged 16 to 24 who lived in the most deprived areas of the UK experienced increases in psychological distress 3.4 times larger than those in the least deprived areas. There was also evidence that children with a probable mental disorder were more likely to live in a household that had fallen behind with payments such as bills, rent, and mortgage.</i></p> <p><i>Throughout the pandemic, parents in households with lower annual incomes reported their children had more symptoms of behavioural, emotional, and attentional difficulties than those with higher annual income (references 4, 5). Between February and April 2021, parents/carers of children from higher income households reported that these symptoms decreased in their children as lockdown eased. However, there was no statistical change in these symptoms for those from lower income households in this period.</i></p> <p>https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report/7-children-and-young-people</p> <p>Also see:</p> <p>https://post.parliament.uk/covid-19-and-the-disadvantage-gap/</p> <p>https://www.nfer.ac.uk/media/4593/covid19_what_schools_and_pupils_need_now_policy_briefing.pdf</p> <p>https://www.annafreud.org/media/12990/naht-coronavirus-wellbeing-proof-4-1.pdf</p>			

D Improved Parental Engagement	<ul style="list-style-type: none"> ● Support for parents to access Annual Reviews via Zoom ● Provide Interpreters to support with Annual Reviews, Parent Consultations and school events ● Increase parental attendance at BSL lessons by using online platform ● HSLO and Admin Team to identify hard to reach parents and agree strategies to overcome this incl. use of home visits. ● Translation of letters and school comms. ● Combine events, where appropriate, to save on travel time for families 	<ul style="list-style-type: none"> ● SEN Officer to confirm attendance at Annual Reviews 24 hours beforehand and report to Headteacher ● Monitor use of interpreting company/companies. ● Record of parental attendance at BSL lessons, and exam entries for BSL 	SEN Officer Primary Admin HSLO BSL Tutors All reporting to HT	Half termly review of Annual Reviews completed – indicates parental attendance and cancellation rate.
Evidence that supports this approach	<p>The EEF emphasises the importance of early parental engagement, and the flexibility of approaches</p> <ul style="list-style-type: none"> - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. - Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. - Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/</p>			

E Improved transition outcomes	<ul style="list-style-type: none"> ● All PPG pupils to have personalised transition plans and timetables ● All year 11 leavers to have 1:1 supported college/sixth form visits ● Vulnerable pupils to have a programme of handover to next provision – supported by LSAs, Transitions Teacher and with funded transport if needed. ● Follow up calls and meetings in Sept and Oct to ensure that new placement is succeeding ● SEND admin to find DBS checked taxi forms and arrange transport to visits and meetings as needed ● Increase breadth of colleges and provisions we work with; regularly visiting and updating our knowledge. ● Transitions to primary to be personalised 	<ul style="list-style-type: none"> ● Transitions Teacher to prepare transitions grid with plan for all pupils – to be checked by the HT ● DHT secondary to prepare individual timetables for year 11 leavers – to be checked by the HT ● Primary class teams to meet with new families to support with transition to school - to be overseen and supported by DHT primary ● HSLO to work with class teams to conduct home visits for new families ● Class teams to create personalised induction and transition booklets and timetables for new pupils joining primary- to be checked by DHT primary 	SEND Officer DHT Transitions Teacher	To be reviewed at end of academic year, and at October half term to ensure placements have not broken down and students' needs and rights are being met.
Evidence that supports this approach	<p>We know that there is a strong association between socio-economic background and educational attainment (Hills et al., 2010; Wyness, 2013)</p> <p>It is vital that young people of this profile are supported into colleges as part of a transitions programme which provides or ensures deaf awareness at the new institution:</p> <p>NDCS Cymru understands that deaf students throughout the UK experience difficulties due to a lack of deaf awareness within further/higher education institutions. Statistics provided by the Welsh Assembly Government and published by NDCS Cymru demonstrate that deaf children and young people across Wales are consistently underachieving at every Key Stage. For example, in 2008, deaf children and young people were 30% less likely to achieve 5 GCSEs at grades A*-C than their peers. See: https://senedd.wales/media/pgdobvwq/13_-_ndcs_cymru-english.pdf</p> <p>Also see: These different post-school pathways have major implications for future life chances, particularly employment and economic status, of people who are DHH compared with others.... whereas the estimated employment rate of the non-disabled population was around 78% in 2012, the employment rate of those with 'difficulty in hearing' was around 48%.</p> <p>Although schools play a central role in managing the post-school transitions of young people with ASN, there is a strong emphasis on multi-agency work with all those involved in supporting young people with ASN (e.g., health services, social work services, voluntary agencies, Skills Development Scotland, colleges and universities). Good communication between the school leavers, their parents and all the supporting agencies is considered essential to the planning process.</p>			

	<p>Schools are required to have clear arrangements in place at least 12 months before the expected school leaving date. The purpose of these arrangements is to ensure that the additional support and other services provided in the period leading to the young person leaving school are appropriate, and that there is a good match between the needs of the young person and options for subsequent support.</p>
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https://www.ndcs.org.uk/media/1809/university_of_edinburgh_research_post-school_transitions_full_report.pdf

Costings

	Annual Costs with On-Costs	Actual Cost to PP funds	Percentages of actual costs allocated
Admin (SEND and BSL administration costs)	£ 40,686.00	£ 4,068.60	10%
HSLO	£ 44,269.00	£ 11,067.25	25%
BSL Tutor Primary	£ 44,269.00	£ 6,640.35	15%
BSL Tutor Secondary	£ 44,269.00	£ 6,640.35	15%
Talk and Draw Therapist - secondary	£ 2,500.00	£ 625.00	25%
School Counsellor – primary	£ 3,850.00	£ 962.50	25%
MyConcern	£ 460.00	£ 230.00	50%
School Comms	£ 360.00	£ 36.00	10%
Zoom	£ 300.00	£ 30.00	10%
Transition Support (Teacher)	£ 54,199.00	£ 2,709.95	5%
		Total:	£ 33,010.00

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupil's attendance, despite interventions, was impacted by factors outside of our control such as covid.

Priorities for the school shifted, and were largely focussed on supporting as many vulnerable pupils to come to school as possible, despite lockdowns. Ensuring that as many disadvantaged pupils had access to face to face lessons and/or laptops was the best way to meet the needs of the pupils and ensure disadvantaged pupils did not fall behind.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. This prompted the school to seek and find further therapeutic support for pupils, which will be continued this year.

For our pupils, whose signing peer group may be far from home and who have families who often cannot sign, covid had a huge social impact. Re-establishing after school and lunch clubs, and arranging LoTC opportunities was a priority to mitigate against this.

The focus on parental engagement moved online, and the offer of parental BSL classes and annual reviews via Zoom enabled us to continue to continue this work. This year, we will build on this with online 'coffee mornings' and an increased Zoom offer.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.