



Royal Cross Primary School

Lancashire's school for deaf children

Part A: Pupil Premium Strategy Plan – 2022 / 2023

School overview

Detail	Data
School name	Royal Cross Primary School
Pupils in school	23
Proportion of disadvantaged pupils	Funding for 10 pupils (43%)
Academic year or years covered by statement	2022 / 2023
Date this statement was published	02/11/2022
Date this was reviewed	07/02/2022
End date	25/06/2023
Statement authorised by	Bev Hennefer, Headteacher
Pupil premium lead	Bev Hennefer, Headteacher
Governor lead	Clive Gregory, Chair of Governors

Funding overview

Detail	Amount
Pupil premium allocation this academic year 2022/23	£13,450
Pupil premium funding carried forward from previous year 2021/22	£4,423
Total budget for this academic year	£17,873
Recovery Fund	Amount
Pupil allocation this academic year	£6,000
CLA allocation this year (x2)	£3,600.

Statement of Intent

Deaf children are already at a disadvantage when they enter Royal Cross school due to the impact deafness has on language development and understanding. This disadvantage can be further impacted by other socio/cultural/economic factors. Our objective at Royal Cross is to utilise all additional funding and resources to ensure that as many of these disadvantages as possible are overcome within our school.

School's Premium Funding strategies are brought together to identify need and to source both specific and wider interventions and strategies. These will be through in-class support and through wider curriculum resources and purchases.

The key principles that run through School's strategy plan will be:

- Understanding of the specific needs of our children
- Understanding of the context of the issues that impact on achievement for our children

- Knowledge base of the specialist staff who work alongside our children in identifying need and barriers to achievement.

Recovery Premium

Recovery Education: Deaf pupils within our school have been significantly impacted by extended/repeated periods away from specialist face to face education – due to the global pandemic and national lockdowns. They have been affected by loss of specialist support for literacy delivered by specialist staff using signed communication.

These children will benefit from additional 'Recovery Premium' Funding alongside PPG funded targeted intervention for the core curriculum areas of literacy and numeracy to help close gaps.

By supplementing money from the Recovery Fund, school will be able to employ a qualified teacher with the right communication skills and specialism to support specific interventions for a timed period for core curriculum areas.

Challenges

1	<p>Pupil Cohorts (SEN/Deaf): All Deaf pupils who begin in EYFS, begin below typical development for pupils of that age due to effects of profound hearing loss on language development. Pupils present with a wide range of ability on arrival and class groups although small, include a diverse range of issues. School needs to evaluate / reflect progress on a regular basis to ensure that individual learning needs are being supported. Pupils need a personalised approach to learning & support to ensure best possible progress is made & more able pupils are challenged to achieve full potential. (See pupil progress updates – B Squared). A broad and balanced creative curriculum is used within school, modified in pace & delivery to suit the communication & learning needs of pupils.</p>
2	<p>Low starting points: All our children have very low starting points across the curriculum (confirmed by baseline assessments), below typical development for pupils of the same age nationally. Especially apparent in communication and language, reflecting the impact deafness has on language development. There is a significant attainment gap between school's Deaf pupils and their mainstream peers. However, our pupils are capable of achieving excellent progress relative to their starting points when the curriculum pace and delivery is adapted to suit their individual needs. (see EYFS assessment Data & B Squared data).</p>
3	<p>Communication: Royal Cross pupils are not generally straight forward Deaf children. They have been placed at the school because their hearing impairment has led to a complexity of needs and increased barriers to learning or co-exists with additional factors, notably around speaking & listening. All pupils have low levels of language development (receptive and expressive) and communication difficulties on entry (confirmed by baseline assessments). They require more time and intensive input to develop language skills to achieve their potential academically, emotionally and socially. They also benefit from targeted intervention programmes for core subjects and communication.</p>
4	<p>Literacy: Deaf pupils have significant difficulties developing literacy skills and accessing phonic based cues to reading (unable to access the higher frequency sounds – f / ff / s / ss / sh /c/ ch / t / th). This has a significant impact upon the development of reading. Deafness has a direct impact, causing a significant delay</p>

	<p>in language development and affects all our pupils (see Language Profile assessments). The acquisition of written English for our pupils presents similar problems to those children acquiring written English as an additional language (EAL learners). These children benefit from a higher level of in-class specialist support than can be offered within a mainstream provision.</p>
5	<p>Social (BSL signed) interaction: Deaf pupils within our school have all been impacted by extended/repeated periods away from routine, specialist (signed) face to face education – due to the global pandemic and national lockdowns. They have been affected by loss of routine, limited access to specialist, qualified Teachers of the Deaf, specialist communication strategies (BSL), a signing Deaf peer group and limited access to digital devices.</p> <p>The loss of social signed (BSL) interaction had a significant impact on their emotional literacy and specific interventions from our Deaf role model and BSL tutor remain a high priority. The Year 6 pupils in particular will require more time and 1:1 communication support to help prepare for their move into secondary provision.</p>

Intended Outcomes

Intended Outcome	Success Criteria
<p>Pupil Cohort: Pupils make progress in targeted areas, including communication, literacy and maths through specialist teaching interventions</p>	<p>Individual pupil's positive ongoing progress evidenced through school's assessment systems with specific reference to PSHE, communication, literacy and maths.</p>
<p>Low Starting Points: Pupils make accelerated progress upon entry at Royal Cross School through access to a specialist teaching & learning environment.</p>	<p>Individual pupil progress evidenced in comparisons using entry/end of Autumn term data point.</p>
<p>Communication: Pupils make improved and consistent progress across both receptive and expressive areas of communication, including the acquisition, retention and use of new vocabulary.</p>	<p>Individual pupil progress evidenced through specialist language assessments recorded in Language Profiles - to include both speech and language (SALT) and British Sign Language (BSL). Individual pupils demonstrate 'communication confidence' when interacting with a peers, staff, and visitors. Individual pupils use a widening range of vocabulary across curriculum topics.</p>
<p>Literacy: Pupils make improved and consistent progress across all aspects of literacy as a result of specialist language/literacy interventions that support the particular needs of deaf pupils.</p>	<p>Individual pupil progress evidenced through regular collection of key data demonstrating sustained and consistent progress in reading and writing.</p> <p>Book sampling across school at regular intervals evidence growing confidence and skills when writing creatively.</p>

	<p>Learning walks by SLT, Curriculum Leaders and Governors demonstrate progress across curriculum areas in pupil books.</p>
<p>Mathematics: Pupils make improved and consistent progress across all aspects of mathematics as a result of specialist support using Deaf specific interventions - supporting the particular needs of deaf pupils.</p>	<p>Individual pupil progress evidenced through regular collection of key data demonstrating sustained and consistent progress across all strands of mathematics.</p> <p>Book sampling across school at regular intervals evidence growing confidence and skills when handling number.</p> <p>Learning walks by SLT, Curriculum Leaders and Governors demonstrate progress across maths areas in pupil books.</p>
<p>Targeted academic support, through additional in-class support. Employment of appropriately skilled and experienced support staff.</p> <p>Pupils are better prepared for the transition into KS3 and the move into more structured learning within Literacy and Maths.</p> <p>Pupils benefit from targeted support to mitigate the loss of learning and support intensive intervention work.</p>	<p>Class sizes are small with high staff/pupil ratios.</p> <p>All pupils benefit from in-class support from appropriately skilled and experienced support staff with the right communication qualifications.</p> <p>Classes are calm, safe areas of learning where all pupils have opportunities to benefit from 1;1 interventions.</p>
<p>Recovery Education: Pupils are engaged and motivated when learning through improved self-confidence.</p> <p>Specialist staff are able to identify learning gaps and intercede successfully.</p> <p>KS2 pupils gain valuable small group intervention time to support positive progress in core curriculum areas.</p> <p>Curriculum content and resources prioritise pupil's current needs.</p>	<p>Individual pupil recovery evidenced through observed behaviours such as:</p> <ul style="list-style-type: none"> • Learning gaps/needs correctly identified across key curriculum areas. • Pupils positively & actively engaged in learning, demonstrating understanding of their progress and next step learning. • Pupils demonstrate motivation when involved in learning • Pupils interact positively with staff and engage with learning with confidence. • Pupils in KS2 make good progress across key curriculum areas. • Key stage 2 pupils make positive transitions into KS3 settings.

Activity in this Academic Year

How we intend to spend our Premium Funding to address the challenges listed above.

Teaching

Budgeted Cost: **£ 6,600 in class support + £6,000 Recovery Fund.**

Activity	Evidence that supports this approach	Challenge
<p>Fund additional in-class interventions – specialist support through experienced support staff with specialist experience and BSL communication skills.</p> <p>Catch-up in class – additional staff with appropriate skill sets needed to support individual pupil access to curriculum teaching and learning alongside peers.</p> <p>Support Staff Level 3 with BSL signing skills & SEN /Deaf experience.</p>	<p>Individual pupil recovery evidenced through observed behaviours such as:</p> <ul style="list-style-type: none"> • Pupils positively & actively engaged in learning • Pupils demonstrate motivation when involved in learning • Pupils interact positively with staff and each other • Pupil's positive wellbeing evidenced through specialist in class support to work alongside peers. 	<p>1 2 3 4 5</p>
Recovery Premium	Evidence that supports this approach	Challenge
<p>Provide targeted academic support</p> <p>Fund additional in-class interventions for KS 2 pupils – specialist support through experienced support staff with specialist experience</p> <p>Qualified SEN Teacher, UPR3 with BSL signing skills (£6,000)</p>	<p>The Years5/ 6 pupils benefit from targeted core curriculum support.</p> <p>Year 6 pupils are better prepared for the transition into KS3 and the move into more structured learning within Literacy and Maths.</p>	<p>1 2 3 4 5</p>

Targeted Academic Support

Budgeted Cost: £ 8,000

Activity	Evidence that supports this approach	Challenge
<p>Purchase specialist reading resources to support early reading / phonic skills for SEN/deaf pupils.</p> <p>Source appropriate external training for key staff to support teaching & learning of reading/phonics/writing.</p> <p>Achieved</p>	<p>Individual pupil's ongoing progress evidenced through school's assessment systems indicate a need for specific approaches when sourcing reading resources. New resources purchased last year have been highly beneficial and there is a need to widen this availability at the lower & higher levels.</p>	<p>1 2 3 4</p>
<p>Literacy – purchase digital resources and apps to support individual sentence construction and independent creative writing for SEN/deaf pupils.</p> <p>Achieved</p>	<p>The impact of Deafness on pupils affects literacy skills in particular the ability to construct grammatically correct English sentences. A visual approach has proven highly effective.</p>	<p>1 2 3 4</p>
<p>Purchase science programmes and resources to support challenge and to widen pupil's opportunities to quality science experiences; including specialist workshops and 'hands-on' experiences.</p> <p>Achieved</p>	<p>Deafness impacts upon signed scientific vocabulary acquisition, experiential teaching of science makes this a live and interactive experience that benefits our pupils. By engaging pupils in a 'live' event the understanding of scientific vocabulary is enhanced.</p>	<p>1 2 3</p>
<p>Purchase maths programmes and resources to support individual pupils needing mathematical challenge and to support individual pupils needing practical experiential access to mathematical learning.</p> <p>Source appropriate external training for key staff to support teaching & learning of Mathematics, to include external workshops for staff.</p> <p>Achieved</p>	<p>Individual pupil progress has shown to be enhanced by a more experiential approach to mathematical learning. Pupils have become more engaged and confident when involved in 'new' learning, leading to a deeper understanding of mathematical concepts.</p>	<p>1 2 3</p>
<p>Fund additional curriculum training for staff at all levels to support targeted in-class interventions and understanding of teaching and learning strategies.</p> <p>Achieved</p>	<p>Deaf pupils have in-class access to staff with specialist teaching skills daily. Staff at all levels of intervention have the necessary skills, experience and understanding to impact directly on pupil's progress.</p>	<p>1 2 3 4 5</p>

Wider Strategies

Budgeted Cost: **£2,460**

Activity	Evidence that supports this approach	Challenge
Provide Support transport for vulnerable families to access key meetings in school when no other alternative is available. £420	When schools and families work in partnership pupils achieve more in school. A positive partnership involves families being involved fully in school life and not disadvantaged through geographical distance or social-economic reasons.	1 2 4 5
Support for nutrition, wellbeing and healthy living through provision of daily fruit snack for KS2 PP pupils. £440	Pupils enjoy healthy snacks that provide a boost to learning & sample different varieties of fruit.	1
Support for additional language interpreters (BSL/Urdu/Polish) for key school meetings. £600	All families feel well informed and welcomed by school through equal access to key information.	1 2 3 4 5
Purchase miscellaneous items for individual pupils to ensure they are fully included in all aspects of school life. £1,000	Pupil's wellbeing depends on feeling included and part of a wider community. This approach ensures all pupils feel part of the school community and are not unfairly disadvantaged.	1 2 3 4 5

Contingency Fund	For unforeseen expenses to support pupils	£813
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Total Budgeted Cost: £17,873

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>To ensure time and thought is given to curriculum review and development across the core curriculum areas of English, science and Maths.</p> <p>Ensure additional in-class teaching support is available to support curriculum teaching and learning.</p>	<p>Use of INSET days and additional external and internal staff training to support professional development of all staff.</p> <p>Peer coaching and Curriculum Leadership roles used to support colleagues CPD. Curriculum leadership non-contact time allocated within school day.</p> <p>Individual class groups – maintained small cohort numbers through setting up of an additional class in school. Each class group supported by a fulltime qualified teacher of the deaf + full time support staff.</p> <p>Additional in-class TA support to facilitate 1:1 catch up time.</p>
Targeted support	<p>To ensure money is allocated to update/renew and provide quality curriculum resources to access the curriculum for Deaf/SEN pupils.</p> <p>To ensure computing skills are prioritised - targeted to prepare deaf pupils to access visual learning, BSL 'live' communication and to support their ability / awareness of personal online safety and to support 'remote' learning.</p> <p>Onsite training by specialist teachers of the deaf for hearing aid equipment management – regular onsite support for all deaf pupils.</p>	<p>Purchase additional resources to support deaf pupil's access to learning across the core subject areas.</p> <p>Work with curriculum leaders & curriculum teams to plan and source resources.</p> <p>Purchase additional resources to support appropriate software for deaf pupils and access to IT devices that support visual learning opportunities.</p> <p>Purchase a Test Box to support hearing aid equipment management & ensure all pupils get the best access to quality sound (part funded by Covid Catch-up funding).</p>
Wider strategies	<p>To ensure additional support is provided for individual pupils and their families to overcome any geographic / cultural /socio-economic barriers.</p>	<p>To work closely with families to ensure all are able to access meetings / information regarding their child's progress across all aspects of school life.</p> <p>To work closely with all external professionals working with families & to carry out any referrals as needed.</p>

Part B: Review of outcomes in the previous academic year.

Current year's aims and outcomes (2022/2023) – to be completed June 2023

Aim	Outcome
<p>Pupil Cohort: Pupils make progress in targeted areas, including communication, literacy and maths through specialist teaching interventions</p> <p>Literacy: Pupils make improved and consistent progress across all aspects of literacy as a result of specialist language/literacy interventions that support the particular needs of deaf pupils.</p> <p>Mathematics: Pupils make improved and consistent progress across all aspects of mathematics as a result of specialist support using Deaf specific interventions - supporting the particular needs of deaf pupils.</p>	<p>Achieved: Termly monitoring was increased to half termly monitoring in core subject areas. Progress across key areas of Literacy improved over the year. For pupils whose progress was flagged as less than expected, subject leaders held meetings with key staff and interventions were implemented.</p> <p>A weekly session of specialist interventions for literacy was implemented for KS2 PPG pupils to prepare for transition into KS3.</p> <p>Individual BSL 1:1 interventions were implemented alongside SALT and WELLCOM to support PPG individual communication progress.</p> <p>Specialist maths intervention programme delivered by a skilled and trained Teaching assistant under supervision from a QToD to KS2 pupils. This is a specific programme aimed at supporting maths progression for profoundly Deaf pupils. This programme has been successful and is evidenced through B Squared Data analysis and feedback from Maths Curriculum Leader.</p> <p><i>CLA PEP funding has also been used to provide additional resources to support reading/phonics and fine motor control activities.</i></p>
<p>Low Starting Points: Pupils make accelerated progress upon entry at Royal Cross School through access to a specialist teaching & learning environment.</p>	<p>Achieved: Using Developmental Matters, EYFS termly monitoring evidence good progress from starting points across all aspects of the EYFS areas of learning for all pupils. This is particularly strong within the PRIME area of <u>Personal, Social and Emotional Development</u>. This supports the appropriateness of a specialist approach to early education for Deaf children. <u>Communication and Language</u> evidences good progress for all pupils who respond well to a Total Communication learning environment. This further supports progress within PSED giving pupils the emotional vocabulary needed to express their feelings.</p>

<p>Communication: Pupils make improved and consistent progress across both receptive and expressive areas of communication, including the acquisition, retention, and use of new vocabulary.</p>	<p>Achieved: Most pupils make steady and consistent progress across both receptive and expressive communication. When progress is less than expected, specialist interventions are put into place using the specialist skill sets of staff which may include BSL; SALT; WELLCOM.</p> <p>In addition, the use of the outdoor learning environment is used to provide a 'hands-on' experiential curriculum for those PPG pupils who learn language best by dynamic activities.</p> <p>The employment of additional in-class key staff is essential to the school's ability to deliver this 'bespoke' curriculum and is enhanced by access to appropriate training. All funded through the Pupil Premium Grant.</p>
<p>Targeted academic support, through additional in-class support. Employment of appropriately skilled and experienced support staff.</p> <p>Pupils are better prepared for the transition into KS3 and the move into more structured learning within Literacy and Maths.</p> <p>Pupils benefit from targeted support to mitigate the loss of learning and support intensive intervention work.</p>	<p>Achieved: The use of PPG funding to support in-class staffing has ensured school can employ a Key Worker system throughout all classes. This has helped to keep the staff: pupil ratio high within each group. This enables key interventions to take place for individual and small group teaching.</p> <p>This has further supported PPG pupils who may exhibit challenging behaviour and need small group or 1:1 intervention to enable them to successfully access the curriculum.</p> <p>This has included a weekly intervention programme for KS2 PPG pupils to support core subject learning as they prepare for transition into KS3. This has been delivered by an external qualified teacher with BSL signing skills and extensive experience of working with Deaf pupils.</p>
<p>Recovery Education: Pupils are engaged and motivated when learning through improved self-confidence.</p> <p>Specialist staff can identify learning gaps and intercede successfully.</p> <p>KS2 pupils gain valuable small group intervention time to support positive progress in core curriculum areas.</p> <p>Curriculum content and resources prioritise pupil's current needs.</p>	<p>Achieved: Staff training has been prioritised as a way of upskilling specialist staff, teachers, and support staff.</p> <p>This has ensured that key staff have continuing professional development in key areas of intervention, which can include positive handling and an understanding of trauma and attachment.</p> <p>Staff have also benefitted from external training opportunities for phonics, reading and specialist maths networks.</p> <p><i>CLA PEP funding has also been used to provide external therapeutic interventions to support emotional development and build self-esteem and self-confidence.</i></p>