



Royal Cross Primary School

Lancashire's school for deaf children

Policy Title:	Pupil Premium Grant Funding Policy
Date of Issue:	01/11/2022
Date of Review:	Autumn Term 2023
Author and Role:	With reference to the School Bus (September 2021), adopted by Bev Hennefer, Headteacher
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	Signature removed for GDPR purposes
Details:	This Policy: Details how funding is used to ensure an equality of opportunity and how Royal Cross School ensures that pupils are not disadvantaged due to reduced income within the household. It outlines how additional support will be given to pupils so that they are able to achieve as well as their non FSM peers.
Cross reference:	Teaching and Learning Children Looked After Policy Single Equalities Policy Pupil Premium Strategy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of

Statement of intent

At Royal Cross School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners.

Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

- Raising the attainment of disadvantaged pupils
- Supporting pupils with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2021) 'What maintained schools must publish online
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- CLA Policy
- Pupil Premium Impact Statement
- School Improvement Plan

Roles and responsibilities

The governing board is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.

The pupil premium lead (at Royal Cross this is the Headteacher) is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- In combination with the headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

PPG allocation

The school adopts the following definitions PPG eligibility, in line with government expectations:

- Ever 6 FSM: pupils recorded as eligible for FSM, or have been recorded as eligible at any point in the last six years. This includes eligible children of families who have no recourse to public funds. in the October 2021 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible during October 2020.
- NRPF: pupils with no resource to public funds (NRPF) who are eligible for FSM under the extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- CLA and PLAC: pupils recorded as in the care of an English LA, or pupils recorded as having been looked after by an English or Welsh LA immediately prior to adoption, a special guardianship order or child arrangements order
- Service children: pupils who meet one of the following criteria:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full time reserve service)
- They have been registered as a 'service child' on a school census since 2016,
- One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

For the 2022/2023 financial year PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 who are recorded as 'Ever 6 FSM'	£1,385
Pupils in Year 7 to Year 11 who are recorded as 'Ever 6 FSM'	£985
LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA	£2,410
PLAC, who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order or a child arrangements order	£2,410
Service children	SPP amount per pupil
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£320

Maintained schools (Royal Cross) will receive its PPG funding from the LA. Allocations will be based on the October 2021 census.

Objectives

The school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the PPG reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils' success

How PPG is spent

Under the ESFA's terms of the PPG, the school only spends the funding in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school

- For the benefit of pupils registered at other maintained schools or academies
- On community facilities whose provision furthers any benefit for pupils at the school

In line with government guidance, the school does not need to spend the PPG so it solely benefits pupils eligible for the grant.

The school will use the PPG to support other pupils with identified needs where appropriate.

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

Planning for success

The school ensures it maximises the use of PGG funding, through alignment to the School Improvement Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy, at Royal Cross this is the Headteacher, Bev Hennefer.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, SENCO, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school conducts annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as interventions
- Are consistent but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal learning plans (PLPs).

- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

A tiered approach to PPG spending

The school operates a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

1: Teaching

2: Targeted academic support

3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school spends the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting further specialist training for teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. The school spends the PPG on the following wider strategies:

- Behaviour support through the Pastoral Support Team
- Nutrition
- support to attend school events/meetings for families at a geographical distance. This reflects the school community as a county wide specialist school.
- Communication support at key school meetings, to include first language interpreters

Use of the CLA and PCLA premiums

The Children Looked After (CLA) premium is managed by the LA's designated Virtual School's Head (VSH).

The premium will be used to benefit a pupil's educational needs as described in their PEP.

To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The CLA premium is used to facilitate a wide range of educational support for CLA. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively.

The designated teacher, at Royal Cross this is the Headteacher, Bev Hennefer, works with the VSH to ensure that all available funding is spent.

Previously Child Looked After (PCLA) premium is allocated directly to the school. CLA premium and PCLA premium is not treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

Example interventions

The school may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

The school may utilise the following teaching-focussed interventions:

- External training and Continuous Professional Development (CPD for staff
- Teaching development workshops delivered by external experts
- Individual coaching sessions to support teachers

The school may utilise the following wellbeing-focussed interventions:

- One-to-one support sessions
- Occupational therapy-based interventions

The school may utilise the following communication-focussed interventions:

- Vocabulary / BSL / SALT interventions for Deaf pupil
- Transport for parents to attend annual reviews and key school social events
- Support for pupils to access a range of off-site trips and experiences

The school may utilise the following independence-focussed interventions:

- Work experience opportunities
- Opportunities to lead sessions

Use of the service pupil premium (SPP)

The school uses the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Pupils qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2015 (known as the 'Ever 6 service child measure')
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
- They have a parent who is on full commitment as part of the full-time reserve service

The school does not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The school does not use the SPP to subsidise routine school activities.

Accountability

Individual targets are set for each pupil in receipt of the PPG through their Personal Learning Plans (PLPs) and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with curriculum subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school publishes its strategy statement for using the PPG on the school website by the 31 December 2022 utilising the DfE template.

The school uses its **recovery premium** alongside its pupil premium funding and reports on the use of them as a single sum in the Pupil Premium Strategy Statement.

The school publishes the updated PPG strategy annually, in line with its statutory duties.

The school publishes a link to the school and college performance tables search tool, as well as the schools' individual performance tables page, on the school website.

Reporting

The headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made.

The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the governing board.

Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

Pupil premium reviews

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

Overpayments

The school repays any overpayment of the PPG.

Monitoring and review

The Headteacher, Chair of Governors and SENCO are responsible for reviewing this policy annually.

Any changes to this policy will be communicated to all relevant stakeholders.

Part A: Pupil Premium Strategy Plan – 2022 / 2023

School overview

Detail	Data
School name	Royal Cross Primary School
Pupils in school	24
Proportion of disadvantaged pupils	Funding for 10 pupils (41%)
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)	£/% To be Confirmed.

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

<p>1</p>	<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>
<p>2</p>	<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>
<p>3</p>	<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>
<p>4</p>	<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 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</p>

	additional language (EAL learners). These children benefit from a higher level of in-class specialist support than can be offered within a mainstream provision.
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
Pupil Cohort: Pupils make progress in targeted areas, including communication, literacy and maths through specialist teaching interventions	Individual pupil's positive ongoing progress evidenced through school's assessment systems with specific reference to PSHE, communication, literacy and maths.
Low Starting Points: Pupils make accelerated progress upon entry at Royal Cross School through access to a specialist teaching & learning environment.	Individual pupil progress evidenced in comparisons using entry/end of Autumn term data point.
Communication: Pupils make improved and consistent progress across both receptive and expressive areas of communication, including the acquisition, retention and use of new vocabulary.	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.
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.	Individual pupil progress evidenced through regular collection of key data demonstrating sustained and consistent progress in reading and writing. Book sampling across school at regular intervals evidence growing confidence and skills when writing creatively. Learning walks by SLT, Curriculum Leaders and Governors demonstrate progress across curriculum areas in pupil books.
Mathematics: Pupils make improved and consistent progress across all aspects of	Individual pupil progress evidenced through regular collection of key data

<p>mathematics as a result of specialist support using Deaf specific interventions - supporting the particular needs of deaf pupils.</p>	<p>demonstrating sustained and consistent progress across all strands of mathematics. Book sampling across school at regular intervals evidence growing confidence and skills when handling number. 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 though 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
Purchase specialist reading resources to support early reading / phonic skills for SEN/deaf pupils. Source appropriate external training for key staff to support teaching & learning of reading/phonics/writing.	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.	1 2 3 4
Literacy – purchase digital resources and apps to support individual sentence construction and independent creative writing for SEN/deaf pupils.	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.	1 2 3 4
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.	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.	1 2 3
Purchase maths programmes and resources to support individual pupils needing mathematical challenge and to support individual pupils needing practical experiential access to mathematical learning. Source appropriate external training for key staff to support teaching & learning of Mathematics, to include external workshops for staff.	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.	1 2 3
Fund additional curriculum training for staff at all levels to support targeted in-class interventions and understanding of teaching and learning strategies.	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.	1 2 3 4 5

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
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.

See additional Impact Report for school year 2022 to 2023.

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

Aim	Outcome