

Pupil premium strategy statement

Longwill School for Deaf Children

This statement details our school's use of pupil premium (and recovery premium for the **2021 to 2022 academic year**) 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 of pupil premium had within our school.

School overview

Detail	Data
School name	Longwill School for Deaf Children
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	68% (30/44 (Y1-6))
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	18.12.21
Date on which it will be reviewed	01.07.22
Statement authorised by	Alison Carter, Headteacher
Pupil premium lead	Alison Carter, Headteacher
Governor / Trustee lead	Caroline Lane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,135 (indicative)
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£692
Total budget for this academic year	£52,394

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium funding to narrow any gap which might arise between pupils who are disadvantaged and those who are less so.

We want to secure the very best outcomes for all our pupils and our pupil premium strategy is in place to make this possible. We want our pupils to be independent free thinkers, ready for the 21st century, capable of embracing the technology of tomorrow, who are adaptable, self-reliant, resourceful and who contribute to wider society.. We develop their communication abilities so that they are equipped to function effectively in both the hearing and Deaf world; proud of their heritage and confident to move freely in whoever world they choose.

Pupils at Longwill are, in the main, profoundly prelingually Deaf and require a sign bilingual learning environment. British Sign Language and English are taught throughout the school and both languages are equally valued. The impact of deafness upon language, cognition and learning is highly significant. Therefore, the school plans to use its PPG funding to mitigate the consequent barriers to learning (especially with regard to reading, writing, the wider curriculum and speech and language therapy).

The school is a regional provision and serves deaf sign bilingual children from 9 local authorities. Hence, it must prioritise support for parents and find ways to mitigate the barriers faced by families because of geographical challenges. Furthermore, supporting parents to develop communication skills in BSL is pivotal. Thus, we will use funding to overcome these barriers to communication within the home, which are because of deafness.

Our assessments and observations suggested that for many pupils, being out of school as a result of the pandemic has had a detrimental effect on wellbeing and mental health for children. Therefore, we have focussed upon developing positive relationships and social 'connectedness' as part of our bounce-back curriculum. We used pupil premium funding to help provide wellbeing support and targeted interventions, where required, in the last academic year and will continue to do so.

The school will continue to use a proportion of PPG funding to address other barriers to learning that relate to additional SEND which are over and above deafness and to support their emotional health and wellbeing, especially.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	How to reduce the impact of deafness upon language, cognition and learning
2	How to support families who are geographically distant from the school, so that they are fully empowered to support their deaf child
3	How to support the language development of deaf pupils, both in English and British Sign Language
4	How to support the emotional health and wellbeing of pupils. Pupils and families have been hit by the pandemic in many ways. These findings have been backed up by several major national studies.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
An improvement in the EHWB and behaviour of pupils	<ul style="list-style-type: none"> • Fewer behaviour incidents recorded for these students • Robust and supportive behavioural intervention plans to be in place for these students. • Increase in the number of Y3-6 PP pupils attending Youth Club through provision of transport to the session • All PP pupils in Y6 grow in confidence and improve their social skills that will benefit them for life • Pupils confidence and self-esteem improves • Through observation and discussion with pupils, families and staff • Keyboard players have grown in confidence and made progress (pupil voice and EOY Report) • That staff and families feel enabled to support their children's SEMH needs effectively
An improvement in the spoken language skills of pupils	<ul style="list-style-type: none"> • Pupils' use of hearing technologies is optimised (Audiology Impact Report) • Pupils' confidence and ability to use effective communication strategies within the hearing world will improve (SMiLE Impact Report)

	<ul style="list-style-type: none"> • Through achievement of their termly language targets and short term targets on their EHCPs • Through progress noted on pupils' individual TEDS SALT Profiles
An improvement in pupils' basic skills in English and maths	<ul style="list-style-type: none"> • Through achievement of their short term targets on their EHCPs • Pupil will have developed a love of reading, learning & engagement. • iPads purchased so that every PP child can access technology throughout the day and remotely should remote learning be necessary for whatever reason
For parents to be fully empowered to support their deaf child	<ul style="list-style-type: none"> • From conversations with parents about the impact of BSL classes on their ability to communication with children • Outcomes from the Deaf Child at Home Project (Impact reports) • Assessment of progress in reading • That parents have access to a Visual Phonics course, which supports them develop the skills to help their deaf child to read

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 23,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a clinical audiologist (0.2)		1,3
Provision of a speech & Language Therapist (0.2)	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	1,3
Provision of one day per terms additional cover for therapists to meet with class teachers. Therapists to attend one teacher twilight each term.	We have observed how beneficial it is on pupil outcome, when multi agency collaboration can take place.	1,3

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

Budgeted cost: £9,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Pro-gramme: 30 minute session pw on basic skills for all core subjects from a Teacher of the Deaf, skilled in the use of BSL to pupils in an intervention	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,3

group.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
BSL classes offered free to all parents	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Visual Phonics by Hand course offered to parents		1,2,3
Deaf child at Home Project supports families better understand the needs of their deaf child		1,3,4

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

Budgeted cost: £ 19,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of transport costs so that PP pupils can attend a Youth Club for Deaf children.	We have observed how extra-curricular experiences promote positive relationships, confidence and independence in our pupils.	4
Y6 Residential trip is subsidised	We have observed how trips and extra-curricular experiences promote positive relationships, confidence and independence in our pupils.	4
1:1 Keyboard lessons provided for identified pupils	We have observed that music can develop social and personal skills like turn-taking, motor skills and communication. It can boost confidence and self-belief and create an outlet for self-expression, which does not rely upon one's language skills.	1,4
Weekly Forest Schools	Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning. Forest School Association (FSA)	4
Pupils are able to access a wide range of online learning resources to support literacy	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together:	1,2,3

and numeracy in the remotely	Supporting children with special educational needs and disabilities NSPCC	
iPads purchased so that every PP child can access technology throughout the day and remotely should remote learning be necessary for whatever reason	For deaf pupils, technology can be a beneficial tool for learning, reducing both the geographic as well as the digital divide.	1
Learning enriched by termly provision of high-quality reading resources into every class, through a Loan Book Service		1
Support from an advisory teacher for Autism and Behaviour	We observed, through previous Pupil Premium funding, how assessment, support and guidance from an advisory teacher impacted well upon pupils EHWB.	4

Total budgeted cost: £ 52,394

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Aim	Outcome
Optimising Youth club attendance	Impacted heavily by COVID. Club resumed in July 21 after a 9 month gap in face to face provision. Positive impact for pupils who continued to attend remote sessions.
Loan Book Service	Learning enriched by termly provision of high-quality reading resources into every class.
Deaf child at Home Project	Impacted heavily by COVID and so could not take place.
Breakfast Club	Impacted heavily by COVID. Amended provision worked well (in class bagels every morning). Incredibly positive support for families during holiday times – when pp families received weekly ‘breakfast parcels’, delivered via Amazon across the West Midlands.
Parents Visual Phonics by Hand course	Impacted heavily by COVID as it could not run in it’s usual face to face manner. Plans in place to deliver in Autumn 2021.
Speech and Language Therapy (0.2)	Significant positive impact, despite redeployment of SALT due to Covid. See impact report.
Clinical audiologist (0.2)	Significant positive impact, despite Covid. See impact report.
Home Link Worker	Parents were very well supported by all staff throughout lockdown. Remote Learning provision was very successful.
Write Dance CPD	Impacted heavily by COVID.
Enrichment of outdoor learning environment	Garden Festival engaged pupils very positively, benefitting their EHWP as well as learning related to science and DT.
Home Learning opportunities	Very successful remote and blended learning offer throughout lockdown mitigated the negative impact on learning because of Covid.
Behaviour Support	Effective assessment, support and guidance from the outreach teacher impacted well upon pupils EHWP. Multi agency liaison highly effective.

	Learning mentors empowered and effective because of ongoing CPD from a range of professionals.
BSL Classes for parents	Despite Covid, classes continued uninterrupted, moving onto the online platform. Take up of classes remains lower than school would expect and this will be address next year.
Keyboard lessons	2 targetted pupils attended weekly lessons in the Autumn and summer term. See EOY reports.
AC	
18.12.21	