

Pupil premium strategy statement 2023-2024



Longwill School for Deaf Children

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Longwill School for Deaf Children
Proportion (%) of pupil premium eligible pupils	64% (3=2/50) Y1-Y6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	31.12.24
Date on which it will be reviewed	31.07.24
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	£53,714
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£11,764
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£65,478

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium and Recovery 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 had a detrimental effect on wellbeing and mental health for children. Therefore, we have continued to focus 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 this year.

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 still 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 EHWP and behaviour of pupils	<ul style="list-style-type: none"> As a result of our Trauma Informed practice training, pupils' emotional health and wellbeing will be enhanced 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 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 from Lead Teacher) Pupils' confidence and ability to use effective communication strategies within the hearing world will improve (smiLE Impact Report) Speech and Language Therapy Impact Report 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	<ul style="list-style-type: none"> Through achievement of their short-term targets

skills in English and maths	<p>on their EHCPs</p> <ul style="list-style-type: none"> • 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: £ 21,063

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Audiologist (half termly)	We have observed how beneficial it is on pupil outcome, when multi agency collaboration can take place.	1,3
Provision of a speech & Language Therapist (0.2)	<p>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.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	1,3
Provision of one day per terms additional cover for therapists to meet with class teachers.	<p>We have observed how beneficial it is on pupil outcome, when multi agency collaboration can take place.</p> <p>Our Speech and Language Impact Report (July 2023) further supports this.</p>	1,3

Therapists to attend one teacher twilight each term.		
Online Teacher Development Subscription (Mary Myatt & Lyfta)	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	1

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

Budgeted cost: £ 7,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme: Vocabulary development for Deaf Children (1 day p.w)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Research demonstrates that vocabulary knowledge is directly related to overall language development, academic and better outcomes. Building vocabulary knowledge is essential to becoming a successful reader for reading comprehension. Children who are deaf experience a period of auditory deprivation. Their exposure to new vocabulary is less straightforward and they have not been able to adopt strategies for incidental vocabulary learning. Because of this, many D/HH children who are aided need extra support to build sufficient vocabularies.</p>	1,3
BSL classes offered free to all parents	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
Visual Phonics by Hand course offered to parents	<p>Looking at 'See the sound' USA 1990s Research has shown that phonemic awareness increases the reading and spelling skills in pre-schoolers and kindergarten children (Yopp, 1992; Ball & Blachman, 1992).</p> <p>It is important for all children to acquire an understanding of how the English language is represented in print</p>	1,2,3

	(Paul, 2000).	
Deaf child at Home Project supports families better understand the needs of their deaf child	As above	1,3,4

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

Budgeted cost: £36,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed & Attachment Aware Programme	Improving Behaviour in Schools (Education Endowment Foundation) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1708326578	4
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
Swimming transport for Y3-6	We have observed how trips and extra-curricular experiences promote positive relationships, confidence and independence in our pupils. Swimming teaches vital skills. Teamwork, confidence, endurance, balance, stress - management and coordination and keeps children safe.	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
Breakfast Club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4
TeamTeach Update training for all staff members	That there is a whole school approach to behaviour support in school, which is relational and de-escalatory in it's approach. Thus promoting optimised pupils and staff well-being	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	4

	the wider context of outdoor and woodland learning. (Forest School Association (FSA))	
Pupils are able to access a wide range of online learning resources to support literacy and numeracy in the remotely	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together: Supporting children with special educational needs and disabilities NSPCC	1,2,3
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. Further evidence as to the positive impact of technology in the classroom is: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	1
Learning enriched by termly provision of high-quality reading resources into every class, through a Loan Book Service	We have observed, through previous Pupil Premium funding, the positive impact of the providing pupils with a vocabulary rich environment, which is particularly relevant to Deaf children's needs.	1
Support from an advisory teacher for Autism and Behaviour	We have observed, through previous Pupil Premium funding, how assessment, support and guidance from an advisory teacher impacted well upon pupils EHWB.	4
Support from an Occupational Therapist	We have observed the benefit of close collaborative working between school staff and an OT and how this supports the sensory needs of targeted pupils within school.	4
Support from an Educational Psychologist	Specialist EP advice, guidance and support can positively impact the progress and outcomes for Deaf pupils with additional and complex learning needs.	1,4

Total budgeted cost: £ 65,478

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Provision of an educational audiologist for targeted visits</p>	<p>The educational audiologist was able to optimise the use of hearing technologies for Deaf children within school, which enabled pupils to make progress in all areas of speaking and listening. She provided a key member of staff with additional training, carried out audiological assessment and oversaw the use of radio systems in classes, as well as working closely with the educational audiologist and local audiology clinics and services.</p>
<p>Provision of a speech & Language Therapist (0.2)</p>	<p>This academic year five SmiLe groups have been run. The Year Two groups (in the Autumn term) were run within the school building. Each group went to the school office and had to communicate with the hearing staff to request a specific item. The Year 4 and Year 6 groups (in the Spring and Summer terms) visited a local café. They had to communicate with the café staff in order to purchase a drink and an item of food.</p> <p>Evidence of impact was strong, especially relating to the smiLE project. Data shown above demonstrates the positive impact of the work from the Speech and Language Therapy Service. See Impact Report 2022-2023.</p>
<p>Provision of one day per terms additional cover for therapists to meet with class teachers.</p> <p>Therapists to attend one teacher twilight each term.</p>	<p>This academic year three SaLT liaison days have been held in school. These provided teaching staff with the opportunity to meet with the Speech and Language Therapist to discuss the children's SaLT targets and progress. Advice and resources were provided as required. All staff rated the liaison meetings as 'helpful' or very helpful.' Feedback from staff included comments such as "It is great to be able to discuss the children's next steps" and "it helps us think through how we can support the children's communication development."</p>
<p>Engaging with the National Tutoring Programme: 30 minute session pw on memory Skills from a Teacher of the Deaf, skilled in the use of BSL to pupils in an intervention group.</p>	<p>This intervention was focused on developing pupil's working memory. Working memory is the part of short-term memory which is concerned with immediate conscious perceptual and linguistic processing.</p> <p>The intervention is based around three activities. Each activity has levels which progressively became harder. To achieve a level, pupils need to successfully recall 4 trials within that level.</p> <p>The three activities are:</p> <ul style="list-style-type: none"> • Recall colour sequences, forwards and in reverse. • Recall sequences of digits. • Recall the last word from a sentence and saying if the sentence was true or false based on the picture

	<p>presented at the same time.</p> <p>All pupils learnt strategies to aid recall. Also, staff report improvements in pupils retention in class e.g. spellings, times-tables or key vocabulary,</p> <p>Training was given to teachers so the strategies used can be reinforced in the classroom across the school. This in turn will aid pupils to transfer these strategies over into their daily lives.</p> <p>See Impact Report 2022-2023</p>
BSL classes offered free to all parents	The school provided weekly lessons to parents via TEAMS. Over the year, families of 11 pupils derived learning support from these sessions, which enables parents to be able to communicate more effectively with their deaf child.
Visual Phonics by Hand course offered to parents	Our deputy headteacher ran a parents course: Four out of the five parents who attended our 4 week VPbH Parent Workshop stated that their confidence in VPbH ranged from 0-1. By the end of the workshop they assessed their confidence levels ranged from 2-7 out of 10.
Deaf Child at Home Project supports families better understand the needs of their deaf child	This course did not run this year. However, it is hoped that these will resume in the coming year.
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. 12 pupils attended this weekly after school youth club, which runs for Deaf children and their siblings from the whole of the city of Birmingham.
Y6 Residential trip is subsidised	We have observed how trips and extra-curricular experiences promote positive relationships, confidence and independence in our pupils. Y6 pupils undertook a residential experience at Borreaton Park this year, which was hugely beneficial to all pupils confidence, wellbeing and sense of belonging.
Weekly Forest Schools	Identified pupils attended a weekly nurture group session with our Forest School Practitioner. Pupils made progress in their independence, communication, engagement and positive relationships over the year. See Nurture Group Impact Report 2022-2023.
Pupils are able to access a wide range of online learning resources to support literacy and numeracy from home.	The school has further extended it's online provision of e-learning subscriptions so that children can continue to reinforce their learning out of school.
Ten additional iPads	By increasing the availability of digital technology, pupils have benefitted in class.
Subscription to Class Loan	This has enabled staff to expose pupils to a wide and

Books Scheme	diverse range of high quality literature, which is linked to the learning focus in each class throughout the school year.
Provision of transport costs so that PP pupils can attend additional swimming opportunities outside their national curriculum entitlement.	<p>The contribution from pupil premium funds to transport costs has enabled all KS2 pupils to benefit from weekly swimming lessons.</p> <p>Pupils have achieved a wide range of swimming awards and as a result are safer. A record of this is maintained within school.</p>

AC December 23