Pupil premium strategy statement 2026-2027

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	47.46% Y1-Y6
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	01.09.26
Date on which it will be reviewed	01.09.27
Statement authorised by	Jessica Rosser Headteacher
Pupil premium lead	Jessica Rosser Headteacher
Governor / Trustee lead	Caroline Lane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,190
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£49,190

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 at school and beyond; 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 regarding reading, writing, the wider curriculum and speech and language therapy).

The school is a regional provision and serves Deaf sign bilingual children and currently serves 10 local authorities, including Birmingham. Hence, we 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.

With the changing needs across Deaf education, it is essential that the wellbeing and mental health of children at Longwill remain a priority. Ensuring our children have appropriate access to language and explicit learning is key in supporting these challenges. A focus will therefor be placed on embedding communication and language access through PP funding.

The school will continue to use a proportion of PP 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. We will continue to focus upon developing positive relationships and social ‘connectedness’ and build upon this by further developing our trauma informed attachment awareness. 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 gap between the attendance of those eligible for pupil premium and other is also growing, reducing this gap will also be a school priority.

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 a 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 that are Deaf

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
Improve pupils' emotional wellbeing, resilience and readiness to learn	• As a result of our Trauma Informed practice training, pupils' emotional health and wellbeing will be enhanced • Implement My Happy Minds with children identified as high need and PP • 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 – measured through smiLE therapy • 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 communication and language skills throughout the PP and school	• 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 SALT Profiles
An improvement in pupils' basic skills in English and Maths	• Through achievement of their short-term targets on their EHCPs • Pupil will have developed a love of reading, learning & engagement • Laptops 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	• From conversations with parents about the impact of BSL classes on their ability to communication with children • 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 • Deaf child at home project implemented and reviewed
A reduction in the attendance gap between PPG and non- PPG pupils.	• The attendance of the pupils who are eligible for Pupil Premium will rise • Supportive attendance with parental engagement and understanding
A better understanding of ICT usage and the power of technology in today's world	• Laptops bought to ensure the ICT curriculum is taught effectively to all PP • The gap between PP and Non-PP closes and the understanding of impact increases • ICT and safety improves through parental and child workshops

Activity in this academic year

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

Teaching (Speech & Language Therapy, Occupational Therapy, Educational Psychologist, Behaviour Support)

Budgeted cost: £ 29,022.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 9 days a year which is divided to support the Specialist in house SALT Therapists to attend one teacher twilight each term – 2 extra days	We have observed how beneficial it is on pupil outcome, when multi agency collaboration can take place. Daily in house support was recognised as an identified need. Pupils now have access to regular intervention and guidance through the school week. Speech and Language Impact Report. Pupil progress to targets and overall confidence.	1,3
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. Engagement and achievement in class increase. Assessments indicate a closing in gap between PP and non-PP.	4, 2, 3
Support from an Occupational Therapist weekly and trained in-house OT champion	Close collaborative working between school staff and an OT to support the sensory needs of targeted pupils within school.	1,2,4

	Upskilling staff to ensure consistent and focused approach through the school Work with parents to provide support at home	
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

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

Budgeted cost: £ 3,644.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1,2,3,4
Visual Phonics by Hand course offered to parents	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). It is important for all children to acquire an understanding of how the English language is represented in print (Paul, 2000).	1,2,3
Delivering Local Provision (DLP) Special Schools Project	We have observed how beneficial it is on pupil outcome, when multi agency collaboration can take place. The Special Schools DLP Project brings together the whole sector to improve school attendance in special schools. Pooling expertise, sourcing support from other professionals and one another and providing training to staff should result in an increase in attendance.	2,4,5

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

Budgeted cost: £16,522.73

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 Staff confidence in supporting more complex and high needs children that have trauma. Pupils feel safe and comfortable in school. School is safe place where children can learn. This is demonstrated through progress against the NC but also EHCP targets.	4,5
Provision of enrichment days at school for PP	We have observed how extra-curricular experiences promote positive relationships, confidence and independence in our pupils	4
Swimming transport for the whole school	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. All key stages no	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	4,5
TeamTeach training – train the trainer	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 the wider context of outdoor and woodland learning. (Forest School Association (FSA)	4, 6
Pupils are able to access a wide range of online learning	The NSPCC recommends parents and carers work with their children to create routines that	1,2,3

resources to support literacy and numeracy in the remotely	provide structure to their day, partake in activities together: Supporting children with special educational needs and disabilities | NSPCC	
Laptops 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
Parents Thriving Together Monthly meetings	EEF research supports the positive impact of planned parental engagement activities and support on pupils EHWB and a range of outcomes. Working with Parents to Support Children's Learning | EEF	1,2,3,4

Part B: Review of the previous academic year 2025-2026

Outcomes for disadvantaged pupils

Provision of an educational audiologist for targeted visits	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.
Provision of a speech & Language Therapist	This academic year six SmiLe group interventions have 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 to purchase a drink and an item of food. Evidence of impact was strong. Data demonstrates the positive impact of the work from the Speech and Language Therapy Service.
SALT provision has been expanded this year. Impact has been seen by the SALT team working more in class with children and providing impact reports Sep 2026 – HLTA will deliver SALT interventions under the guidance of the Band 7 SALT	- More children seen and supported - Children have developed confidence and impact has been seen in the provision in class - Children have a better understanding of own targets - SALT delivered staff training and support - SALT developed and delivered parent workshop
BSL class and 1:1 sessions for PP and specific interventions for PP.	This intervention was focused on developing pupil's vocabulary skills. Acquisition of vocabulary skills is instrumental for language comprehension and production. Deaf children cannot progress in the same way as their hearing peers. Vocabulary must be taught explicitly. Assessments measure progress, but also inform planning and interventions. The intervention is based around weekly vocabulary sessions. Word Aware resources were utilise. Progress was measured using standardised assessments. This has been systematically adopted throughout school to god effect. See Impact Report 2025-2026

BSL classes offered free to all parents	The school provided weekly lessons to parents via TEAMS. Over the year, families of 12 pupils derived learning support from these sessions, which enables parents to be able to communicate more effectively with their deaf child.
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 Borreatton 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. It's positive impact has been shared with the Board of Governors. See Nurture Group Impact Report 2025-26.
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. This includes a BSL specific provision
New Library system	This has enabled staff to expose pupils to a wide and 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.	The contribution from pupil premium funds to transport costs has enabled all KS2 pupils to benefit from weekly swimming lessons. Pupils have achieved a wide range of swimming awards and as a result are safer. A record of this is maintained within school and is reported on within the Sports Premium impact Report.