

# Frank Barnes School

## Pupil Premium Strategy Statement including financial statement for 2021/22

The government provides pupil premium funding which is additional to the main school funding. The purpose of the funding is to address national inequalities and 'narrow the gap' between the achievements of pupils eligible for free school meals (FSM) or children in care when compared with their peers. Each Pupil Premium pupil receives £1,345 each.

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Summary Information			
Total number of pupils on roll:	34	Total pupil premium funding allocation:	£16, 140 to £21,520
Number of pupils eligible for pupil premium: <ul style="list-style-type: none"> <li>April to July 2021</li> <li>Sept to March 2021-22</li> </ul>	16 (47%) 12 (35%)	Amount of pupil premium received per child:	£1,345

Current Attainment for Pupil Premium Pupils									
	Complex Needs Cohort			Additional Needs Cohort			Mainstream Deaf Cohort		
	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy
Above expectation	8%	17%		31%	15%				
Met expectation	50%	42%	17%	38%	38%	31%	100%	100%	
Below expectation	42%	42%	82%	31%	46%	69%			100%

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Challenges and barriers to future attainments	
<i>In-school barriers</i>	
1	All children have Education Health and Care Plan.
2	Many children have delay in language development of which affects cognitive, social and emotional development.
3	Some children have behavioural issues which has an impact on their learning and communication.
4	The majority of children have communication difficulties which impacts their language and social skills development.
5	One new EYFS teachers commencing their post and require support in bilingual teaching approach.
<i>External barriers</i>	
6	Many families live in different boroughs all over London, so distance affects the interaction with families can be limited and engagement.
7	Lack of/or limited communication at home between the deaf child and family members has a huge impact on the deaf child's language development, social, mental and emotional well-being.
8	Lack of/or limited communication at home means the majority of children are isolated most of the time.
9	Lack of/or limited communication at home means the majority of children are developing behaviour issues, that parents/carers find it challenging to manage.
9	Lack of enrichment activities for deaf children at home means their opportunity to benefit from real life experience is limited.
10	Families often do not promote their child's independence learning at home due to being overprotective or neglect their deaf child's needs.

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Statement of Intent and 3 YEAR PLAN			
	2020-21	2021-22	2022-23
<b>Parental Engagement</b>	To improve parental engagement and provide targeted families with support to develop positive children's outcomes.	To continue to improve parental engagement and provide targeted families with support to develop positive children's outcomes.	To continue to improve parental engagement and provide targeted families with support to develop positive children's outcomes.
	To develop the role of Family Liaison Officer (FLO) to offer increased support to targeted families.	To establish the role of Family Liaison Officer (FLO) to offer increased support to targeted families.	To establish the role of Family Liaison Officer (FLO) to offer increased support to targeted families.
<b>Personal Development</b>	To improve Year 5 and 6 pupils' personal and inter-personal skills e.g. resilience, team work, confidence and communication skills, by providing off-site residential trip to enrich their life experience.	As for 2020-21	As for 2020-21
<b>Quality of Education</b>	To raise children's attainment in reading (as English is their 2 <sup>nd</sup> language).	To raise children's attainment in reading (as English is their 2 <sup>nd</sup> language).	To raise children's attainment in reading (as English is their 2 <sup>nd</sup> language).
	To raise children's attainment in numeracy.	To raise children's attainment in numeracy.	To raise children's attainment in numeracy.

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Desired Outcome	Rationale	Evidence	Cost	Impact
<p><b>Home School Communication Project</b> <i>(Project is run jointly by FBS and RAD)</i></p> <p><b>1.a To improve parental engagement and provide targeted families with support to develop positive children's outcomes.</b></p>	<p>Communication barriers between the deaf child and family members has a huge impact on the deaf child's language development and mental well-being. There is a need to support family members to understand the importance of learning BSL to develop their deaf child's language and communication skills.</p>	<p>Weekly visits by the Family Communication Support Worker (FCSW) to the family home.</p> <p>Feedback from the Project co-ordinator and FCSW reports and review of impact.</p> <p>Weekly zoom meeting with Deputy Head (DHT) and Family Liaison Officer (FLO).</p> <p>Feedback from parents/family.</p>	<p>Approximately £2,000</p> <p>FBS FCSW £800</p> <p>(RAD FCSWs: initial attachment fee per family of £250 + £29/hr up to a maximum of 33 hours per family)</p>	<p>Families will develop BSL skills to communicate with their Deaf child/ren.</p> <p>FCSW: Parents will develop confidence and self-esteem in parenting their Deaf child/ren.</p> <p>FLO: Parents will develop the confidence in managing their child's behaviour, setting boundaries and routines.</p>
<p><b>1.b To develop the role of Family Liaison Officer (FLO) to offer increased support to targeted families.</b></p>	<p>Lack of/limited communication between the deaf child and family members has huge impact on the deaf child's language development and mental and emotional well-being. There is a need to educate the family members of the importance of developing Deaf awareness and learning BSL to develop their deaf child's language and communication skills.</p>	<p>CD to attend Raising a Deaf Child course to gain a better understanding of how to support FLO role.</p>	<p>Raising a Deaf Child course (NDCS) £95.</p>	<p>FLO will be able to offer additional support to families to increase parental engagement with school.</p> <p>FCSWs will continue to support families' communication skills in BSL</p> <p>FLO will be able to monitor and evaluate impact of the support to families every 6 months e.g. communication improvement with</p>

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1.c To improve quality of interaction and online learning via zoom.				pupils, with aims to improve parent engagement with school.  FLO: Parents will develop the confidence in managing their child's behaviour, setting boundaries and routines.
	Due to Covid-19 situation, it was not possible for the weekly sessions to resume.	5 Chromebooks and protective case in place.	Approximately £300 each (£1,500)	Provision of Chromebooks with large screen size will increase the quality of access to the signer on the screen. This enables the FCSWs to continue to support families' communication skills in BSL.
2. To improve children's attainment in reading.	Pupil Progress data shows progress in reading is not as high as progress in writing.  Majority of pupils struggled to answer inferential questions due to limited communication at home and lack of access to incidental learning.	One-to-one tuition and guided reading intervention sessions with an experienced ToD.	(12 pupils @ £40 per session)  Approx 3 sessions each pupil  Total: £1,440	PM Reading Assessment shows progress in answering inferential questions and pupils will be able to recall the key events of the story in detail.  Through effective one-to-one reading tuition, pupils develop the skills of answering comprehension and inferential questions.
3. To improve children's attainment in numeracy.	Majority of children have limited language which means they struggle to develop problem solving skills through the use of mathematical language.	Purchase of online teaching resources, White Rose Maths containing online textbooks, practice books, teacher guidelines, online classroom	White Rose Maths online teaching and learning resources – £1,500	Curriculum is broken down in small steps which enables teachers to identify the misconceptions in pupils' learning, providing platform for strengthening and extending their

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		teaching resources and assessment.		learning and develop their problem-solving skills.
<b>4. To improve children's emotional resilience, self-esteem and confidence.</b>	<p>Some children have limited communication at home which means majority of children are isolated most of the time, especially in hearing families.</p> <p>Some children have behaviour issues which is having an impact on their learning. This is linked to limited communication and frustration/lack of understanding at home.</p>	<p>One-to-one mentoring sessions to support deaf pupils' social and emotional needs.</p> <p>Five days <b>Emotional Literacy Support Assistant (ELSA)</b> course for the Learning Mentor.</p>	<p>£1,400</p> <p>(5-day course)</p>	<p>Learning Mentor will pupils receive weekly or specific blocks of short-term learning mentoring sessions.</p> <p>Attendance at ELSA course.</p> <p>The mentoring sessions will help to facilitate self-awareness and enable pupils to gain ownership of their own behaviour. The mentor will support pupils to gain a better understanding of their own behaviour and the consequences of their behaviour.</p> <p>To help pupils to develop a positive self-esteem and deaf identity.</p>
<b>5. To provide technology resources to support children with language and communication needs.</b>	Deaf pupils with severe language delay struggle with literacy and learning new vocabulary. These pupils often do not have full access to word level reading, need BSL sign graphics to support their reading and language development.	<p>Clicker Sentence software</p> <p>Clicker Communication software IT Hardware and Software;</p> <ul style="list-style-type: none"> <li>• InPrint 3 (BSL Bundle)</li> <li>• Apps to support reading and writing.</li> </ul>	<p>Yearly licence for BSL Bundle - - £500</p> <p>Apps £350</p>	Teachers and TAs can create accessible bilingual worksheets with sign graphics. Pupils have shown improvement with their reading and development in vocabulary through sign graphics. These pupils can learn new vocabulary at home independently as part of their spellings homework.

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		Provision of ACC equipment for pupils with physical needs.		
<b>6. To develop essential swimming and survival skills through qualified swimming instructors who have signing skills.</b>	Lack of enrichment activities for deaf children at home meant their opportunity to learn how to swim safely is limited e.g. local swimming clubs, no deaf peers or teachers with signing skills.	Weekly swimming lessons at the local swimming pool taught by qualified swimming teachers who have signing skills.	£6,800  Approx £2,800 per term.	Evidence of improved confidence and skills in swimming and understanding of safety. PP pupils have developed their skills and confidence to participate in school swimming galas/competitions, and been awarded with special swimming certificates/badges to recognise their achievements.

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## Pupil Premium Strategy and Review 2020-21

It was not feasible to produce a full analysis of the impact of Pupil Premium spending on KS1&KS2 PP cohort due to the impact of Covid-19 pandemic.

Intervention	Cohort / Pupil	Costs	Impact measured
<b>Home School Communication Project</b>	<ul style="list-style-type: none"> <li>Yr 3 child</li> <li>Yr 4 child</li> <li>Yr 5 child</li> <li>Yr 6 child</li> </ul>	<p>RAD FCSWs: initial attachment fee per family of £250 + £29/hr up to a maximum of 33 hours per family).</p> <p>FLO cost £711 per month totally to £8,532 a year.</p>	<p>Evidence of progression in BSL (based on BSL receptive and productive assessment).</p> <p>Feedback from families involved in the project;</p> <ul style="list-style-type: none"> <li>I can now watch the deaf programmes when the presenters are not signing fast.</li> <li>I can now understand and support my son's homework.</li> <li>It helps me to communicate with my daughter and learning more signs each week</li> </ul> <p>Reading and writing data shows progression over the year.</p>
<b>Purchase of White Rose Maths resources</b>	<p>KS1;</p> <ul style="list-style-type: none"> <li>Two Yr 1</li> <li>Two Yr 2</li> </ul> <p>KS2;</p> <ul style="list-style-type: none"> <li>Two Yr 3</li> <li>Four Yr 4</li> <li>Three Yr 6</li> </ul>	<p>£200 for one year subscription to online teaching resources.</p> <p>£1,500 for White Rose booklets.</p> <p>Total of £1,700</p>	<p>Provision of visual, user-friendly and accessible resources to support teaching and learning.</p> <p>Feedback from pupils – they loved the new maths booklets, and found the language easier to follow. It is very visual and I know what I need to do.</p>
<b>Clicker Sentence software Clicker Communication app</b>	<p>KS2;</p> <ul style="list-style-type: none"> <li>Yr 3</li> <li>Yr 6</li> </ul>	<p>£200 for one app, purchased 2 Clicker Communication app.</p>	<p>Pupils have shown improvement with their reading and development in vocabulary through sign graphics. These pupils can learn new vocabulary at home independently as part of their spellings homework.</p> <p>Data showed these pupils have improved in reading and writing.</p>