

Frank Barnes School for Deaf Children

Pupil Premium Strategy Statement



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	37
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2022 2022 to 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dani Sive, Headteacher
Pupil premium lead	Catherine Drew, Deputy Headteacher
Governor / Trustee lead	Robert Adam, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620.00
Recovery premium funding allocation this academic year	<p>2021 to 2022 <u>School Led Tutoring</u> £1387.97 (Oct 2021) £1387.97 (Jan 2022) £3,040.31 (May 2022)</p> <p><u>Recovery Premium</u> £1,500.00 (Oct 2021) £1,500.00 (Jan 2022)</p> <p>2022 to 2023 <u>School Led Tutoring</u></p>

	<p>£1,727.25 (Oct 2022)</p> <p><u>Recovery Premium</u></p> <p>£2,175.00 (Oct 2022)</p>
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	<p>£16,620.00</p> <p>Including Tutoring & Recovery Premium – Estimated Total Budget</p> <p>£27,289.81</p>

Frank Barnes School for Deaf Children

Part A: Pupil premium strategy plan for 2022-2023

Statement of intent

Our school's bilingual practice in British Sign Language (BSL) and English is central to our curriculum and is the defining characteristic in our philosophy and policy on teaching and learning.

We value BSL and English equally, recognising that for the majority of our children BSL is their preferred and dominant language, which enables them to access the curriculum to maximise their academic, social, emotional, and physical development. We recognise the need to be flexible in our language approaches for pupils with emerging and developing English as a second language, as well as those pupils with additional needs. We aim for all our pupils to become bilingual and achieve fluency in both BSL and English to become successful, lifelong, independent learners in an increasingly global society.

Through careful and flexible planning, teachers meet the needs of individual pupils and address gaps in knowledge and understanding. Individual, personalised learning programmes are designed for specific pupils with complex needs using a life-skills based curriculum to develop language, communication, thinking, self-awareness, knowledge of the world, play, social and creative skills.

We recognise that our children learn in different ways, and we therefore plan and deliver the curriculum in a multi-sensory, differentiated approach to engage all learners using a range of visual, kinaesthetic and auditory (where appropriate) resources and stimuli to maximise their learning.

Our School Improvement Plan is instrumental in developing our school to maximise the learning potential for all our pupils. We have taken a selection of objectives from our School Improvement Plan for 2022-2023 to support this year's pupil premium strategy plan for our disadvantaged pupils:

- To raise outcomes in literacy (reading/writing) and BSL (facial expression/manner/aspect).
- To raise outcomes in Maths.
- To complete the curriculum framework for RSE.
- Pupils to know their own learning targets/objectives.
- Pupils to have clear aspirations for the future.
- Review and update the behaviour policy in line with national guidelines.
- Agree behaviour management strategies that are appropriate and commensurate for specific pupils with behaviour needs.
- To continue to build on and parental engagement and collaboration.

Challenges

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

Challenge number	Detail of challenge
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1	Some children have delay in language development which affects cognitive, social and emotional development.
2	Some children have behavioural issues which has an impact on their learning and communication.
3	Some children have communication difficulties which impacts their language and social skills development.
4	Some children struggle with loss of sense of self and identity within and without the school community.
5	Some children have increased anxieties around friendships, life/death, socialising, and school.
6	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.
7	Lack of/or limited communication at home means the majority of children are isolated most of the time.
8	Lack of/or limited communication at home means the majority of children are developing behaviour issues, that parents/carers find 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	Some family homes have little or no access to technology.

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
To raise outcomes in literacy (reading and writing).	Pupil attainment data demonstrates progress in literacy. Pupils develop confidence in writing. Staff attend Shape Coding training and are confident in implementing this in their teaching practice.
To raise outcomes in Numeracy.	Pupil attainment data demonstrates progress in Numeracy. Pupils and staff are confident in using the White Rose Maths programme including workbooks and assessments.
Develop teaching staff curriculum knowledge in foundation subjects.	Complete the curriculum framework for RSE/PSHE Pupils receive statutory teaching from the RSE curriculum with appropriate resources to their learning needs.

Pupils to know their own learning targets.	Pupils have clear knowledge of their own personal learning objectives and expected outcomes in order to make progress.
Review the behaviour policy and agree behaviour management strategies.	Staff and pupils have a clear understanding of behaviour management in school that is consistent and robust. Leaders are able to identify behaviour patterns/issues that in specific pupils or across the school, and address ways to improve our practice. Pupils have a reward system that is meaningful and effective. Sanctions as consequence for negative behaviour commensurate and appropriate.
To continue to build on and parental engagement and collaboration.	Parents have an understanding of their child's abilities/needs in the classroom, including their communication abilities. Parents are able to better manage behaviour and boundaries through improved communication.

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

Budgeted cost: £9,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shape Coding Staff Training to raise outcomes in literacy (reading and writing). The SHAPE CODING™ system uses a visual coding system to show the rules for how words are put together in sentences, to develop the child's understanding and use of grammar, so that they can communicate more effectively.	Pupil Progress data shows intervention is required in Literacy: reading and writing. The findings of studies investigating the effectiveness of the SHAPE CODING™ system have been published in peer-reviewed journals: https://shapecoding.com/research/ SHAPE CODING: https://www.moorhouseschool.co.uk/shape-coding	1, 2, 3

<p>White Rose Maths Assessments to support the assessment for learning approach and monitor pupil progress.</p> <p>Purchase of White Rose Maths assessment workbooks to follow the White Rose teaching programme.</p> <p>Workbooks to be distributed to all pupils to complete termly and/or end of unit.</p>	<p>Majority of children have limited language which means they struggle to develop problem solving skills through the use of mathematical language.</p> <p>White Rose Maths: https://whiterosemaths.com/resources/pri mary</p>	1, 2, 3
<p>Teaching pupils and ensuring access to resources at home is effective when pupils have access to necessary technology and ensuring equity of access.</p> <p>Purchase of iPads including: Charger; Cable; Keyboard and Case for pupils to have their own iPads and personalised learning resources.</p>	<p>There are a number of factors that may have contributed to the attainment gap. These include:</p> <ul style="list-style-type: none"> Differences in schools' approach to, and pupils' engagement with, remote and online learning (Francis, 2020; NFER, 2020). Varying access to the technology needed to complete online learning (Sutton Trust, 2020). <p>Pupils to have their own iPads and will take these back & forth from school to home daily to access their learning portfolio including homework, tasks, spellings.</p>	9, 10
<p>Air Printers purchased for specific children especially those who use a 'Clicker' App to type (instead of handwrite) their work. In order to record their work in workbooks, the activity on Clicker needs to be printed. Air Printer is a feature that enables pupils and staff to print the child's work without installing printer-specific drives and connection is wireless which allows the Air Printer to remain in the classroom and move with the child.</p>	<p>Recommended by Physical Therapist and Occupational Therapists (via the NHS) and ICT specialists.</p>	1
<p>To provide technology resources to support children with language and communication needs.</p> <p>Deaf pupils with severe language delay struggle with</p>	<p>Clicker Sentence software Clicker Communication software IT Hardware and Software;</p> <ul style="list-style-type: none"> In-Print 3 (BSL Bundle) Apps to support reading and writing. <p>https://www.cricksoft.com/uk/clicker</p>	1, 3, 10

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. Teachers and TAs can create accessible bilingual worksheets with sign graphics.		
Set up YouTube account to store BSL videos to provide access to information in BSL, signed stories and teaching resources in BSL. Children miss out on vital information every day with limited access to language at home. This also affects their general knowledge, finding out the latest news and what is happening in the world.	<p>Majority of children's first and preferred language is BSL and English is their second language. Children have limited opportunity to develop language at home thus depending on school to provide this.</p> <p>Evidence shown in our pupils' BSL data for Productive and Receptive Skills which shows progression in language development.</p> <p>YouTube is a global online video sharing: https://www.youtube.com/</p>	6, 7, 10

Targeted academic support

Budgeted cost: £2,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of White Rose Maths workbooks. White Rose Maths containing online textbooks, practice books, teacher guidelines, online classroom teaching resources and assessment. Workbooks to be distributed to all pupils to work in following teaching sessions and units.	<p>Evidence shows that Covid-related disruption has caused learning loss in both maths and reading (EEF).</p> <p>Some children have limited language which means they struggle to develop problem solving skills through the use of mathematical language. https://whiterosemaths.com/resources?year=year-1</p>	1, 3
Engaging with the National Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	1, 3

Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Spelling Videos to be created by purchasing green screen related equipment. Providing signed (BSL) videos translating from English into BSL e.g. explaining the meaning of each word and how to use these in English sentences via sign language. Providing this in children's first language not only supports but extends and deepens learning opportunities. Pupils will be able to re-watch videos, refer back to use these to support literacy tasks.	Spelling is a critical component of communication. Spelling and reading skills are closely related and help develop overall literacy. Pupils have their own iPads and will take these back & forth from school to home daily to access their spellings. Pupils are encouraged to practice their spellings daily at home using their Spelling videos.	1, 3, 6, 10

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

Budgeted cost: £5,620.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve children's emotional resilience, self-esteem and confidence by providing	Some children have behaviour issues or challenges in mental health and well-being which is having an impact on their learning. This is linked to limited	4, 5, 6, 7, 8

workshops focusing on mental health and wellbeing topics.	<p>communication and frustration/lack of understanding at home.</p> <p>NeuroHeadway: https://neuroheadway.com/ Research by academic experts in their field: https://neuroheadway.com/research/ </p>	
Develop essential swimming and survival skills through qualified swimming instructors. Lack of enrichment activities for deaf children at home means their opportunity to learn how to swim safely is limited e.g. local swimming clubs, no deaf peers or teachers with signing skills.	<p>Weekly swimming lessons at the local swimming pool taught by qualified swimming teachers with support of school staff who have signing skills.</p> <p>Swimming has a positive impact on a range of physical and mental health conditions including obesity, cancer, cerebral palsy, and pulmonary disease. https://www.swimming.org/swimengland/health-and-wellbeing-benefits-of-swimming/ </p> <p>The National Child Measurement Programme (NHS Digital, 2021) found that obesity in reception aged children had increased from 9.9% in 2019/2020 to 14.4% in 2020/2021.</p>	9
Centre Parcs Residential Week: 5 days midweek school trip to Centre Parcs for year 5 and 6 pupils, a very valuable learning experience for our pupils that is educational and fun which includes physical development and life skills ranging from various sporting activities to cooking, cleaning and washing to prepare these children for their next phase of secondary life.	<p>Research has suggested that outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding. It has also been found to boost children's self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning.</p> <p>Centre Parcs: https://www.centerparcs.co.uk/discover-center-parcs/holiday-locations/elveden-forest.html </p>	5, 6, 7, 8, 9

Total budgeted cost: £16,620.00

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Part B: Review of the previous academic year 2021-2022

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021-2022 academic year using Key stage 1 and 2 performance data and our own internal assessments.

Schools are not required to publish their 2022 Key Stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish Key Stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

We evaluated pupil progress using tests, assessments and feedback from the whole school community which included: teaching staff; specialist staff; external professionals; parents/carers; and pupils. Data showed that pupils made progress in their respective areas of learning and interventions we put in place supported pupil progress such as:

- Tutoring
- Swimming
- Development in Core Subjects & Assessment: Literacy and Numeracy.
- Home-School Family Liaison
- Family Signing Services
- Home Visits to support routine and behaviour management.

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Further information

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

Working in partnership with parents/families and organisations to support our pupils' aspirations:

- Pupils have clear knowledge of their own personal learning objectives and expected outcomes in order to make progress.
- Pupils will have explored and recorded their aspirations for the future in BSL and English, using inspiration from deaf role models in employment.
- Pupils have regular opportunities to talk about their future aspirations and reflect on how these can shape their current journey to attain them.

Liaising with educational professionals in providing targeted programmes to support pupils' communication and language development in BSL and English:

- Speech and Language Therapy programmes with specialist speech and language therapists.
- British Sign Language Therapy programmes with Deaf Instructors.

Providing healthy school breakfasts to children at risk of hunger with Magic Breakfast.

<https://www.magicbreakfast.com/>

Running lunchtime clubs giving pupils extra-curricular activities to develop and extend their skills in physical development, motor skills, music and literacy.

- Running Club
- Bicycle Club
- Scooter Club
- News Club
- Signing Choir Club

We have provided a Curriculum Statement sharing our: intent, what we are trying to achieve; implementation, how we deliver our curriculum; and impact, how we know if it is working, with our whole school community. <https://www.fbarnes.camden.sch.uk/curriculum/>