Frank Barnes School for Deaf Children
Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	34
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	3 Year plan: 2024 to 2027 To be reviewed annually: **Current Year: 2024 to 2025** 2025 to 2026 2026 to 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dani Sive, Headteacher
Pupil premium lead	Catherine Drew, Deputy Headteacher
Governor / Trustee lead	Joanna Wootten, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,120.00
Pupil premium funding carried forward from previous years	£42,485.00
Total budget for this academic year	**£70,605.00**

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Part A: Pupil premium strategy plan for 2024-2027

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 2024-2025 to support this year's pupil premium strategy plan for our disadvantaged pupils:

- Raise outcomes in literacy: reading and writing.
- Ensure the new BSL curriculum is embedded to improve outcomes in BSL receptive and productive skills.
- Raise outcomes in Maths.
- Pupils to know their own learning targets/objectives.
- Pupils to have clear aspirations for the future.
- Develop leadership skills for Year 5 and 6 pupils.
- 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.
- Provide ongoing support and mentoring for ECTs and trainee Teacher of the Deaf.
- Provide support to parents including BSL, parenting skills, advocacy and signposting.

Challenges

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

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Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in English and Maths outcomes.
2	Assessments, observations, and discussions with staff and pupils show pupils generally have greater difficulties with reading and writing in Literacy including challenges with spelling. These are evident from EYFS through to KS2.
3	Some children are language deprived and some children are delayed in language development which affects cognitive, social and emotional development. Some children have language, communication and behavioural issues which has an impact on their learning and communication.
4	Some children struggle with loss of sense of self and identity within and with-out the school community and some children have increased anxieties around friendships, life/death, socialising, and school.
5	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.
6	Lack of/or limited communication at home means the majority of children are developing behaviour issues, that parents/carers/families find challenging to manage. Lack of/or limited communication at home means the majority of children are isolated most of the time. This includes technology issues where Including some family homes have little or no access to technology which contributes towards barriers to learning and isolation.
7	Lack of enrichment activities for Deaf children at home means their opportunity to benefit from real life experience is limited. Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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. Termly reading assessments show pupils progress through book bands and reading skills.

	Pupils develop confidence in writing. Staff attend Shape Coding training and are confident in implementing this in their teaching practice. Shape Coding practices are seen across the school from EYFS to KS2 such as classrooms, workbooks and displays.
Ensure the new BSL curriculum is embedded to improve outcomes in BSL receptive and pro-ductive skills.	Pupils' BSL attainment data reflects progress. Staff have opportunity to discuss pupils' BSL targets and receive training in BSL skills. BSL therapy programme established and pupils identified. Priority pupils receive BSL therapy and show progress in BSL productive and receptive skills assessments.
To raise outcomes in Maths.	Pupil attainment data demonstrates progress in Numeracy. Pupils and staff are confident in using the White Rose Maths programme including workbooks and assessments. Pupils complete termly Maths assessments and these assessments reflect teacher assessments and expectations.
Pupils to know their own learning targets. Pupils to have clear aspirations for the future.	Pupils have clear knowledge of their own personal learning objectives and expected outcomes in order to make progress. Pupils are able to state their aspirations including their short- and long-term goals.
Review the behaviour policy and agree behaviour management strategies. 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.	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. Behaviour recording is established and used by staff. Pupils have a reward system that is meaningful and effective. Sanctions as consequence for negative behaviour commensurate and appropriate.
Provide support to parents including BSL, parenting skills, advocacy and signposting.	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. Parents are consistently supported by established programmes. Pupils show improved academic or social, emotional progress.

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: £5,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Shape Coding across the school from EYFS to KS2. Shape Coding Staff Training to raise outcomes in literacy (reading and writing). The SHAPE CODING^{TM} 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^{TM} system have been published in peer-reviewed journals: https://shapecoding.com/research/ SHAPE CODING: https://www.moorhouseschool.co.uk/shape-coding	1, 2
White Rose Maths Assessments to support the assessment for learning approach and monitor pupil progress. Purchase of White Rose Maths assessment workbooks to follow the White Rose teaching pro-gramme. Workbooks to be distributed to all pupils to complete termly and/or end of unit.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1

	Majority of children have limited language which means they struggle to develop problem solving skills through the use of mathematical language. Evidence from last year's data showed pupils made 100% progress in line with expectations. White Rose Maths: https://whiterosemaths.com/resources/primary	
EYFS Literacy: Staff training to develop curriculum provision in word reading and writing. KS1&2 Literacy – Reading: Set up consistent reading programme from recording, observations to assessments. Whole School Literacy – Reading: Staff training in Guided Reading. KS1&2 Literacy – Reading: Training for teachers in PM Reading Assessment.	Proficiency in reading and writing is vital for pupils' success. Through these, pupils develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum (DfE, 2023) DfE, The Reading Framework The EEF's primary literacy guidance reports state that, in the early stages of literacy learning, pupils benefit from explicit instruction in and modelling of reading comprehension strategies. The EEF is clear that teaching these evidence-informed strategies can support children to understand and interpret texts. These strategies are instructional techniques that teachers can use to develop pupils' successful comprehension and to build understanding of a text. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes (EEF, 2021). Teaching reading comprehension strategies in Key Stages 1 and 2 EEF: Vocabulary in Action	1, 2, 3

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	[Improving Literacy in Key Stage 2](#) [Improving Literacy in Key Stage 2: Guidance Report](#) [Improving Literacy in Key Stage 2: Summary of Recommendations](#)	
Purchase of standardised diagnostic assessment: Sonar (Juniper Education). Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: [Diagnostic assessment | EEF](#) Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload (EEF, 2024).	1, 2, 3
Teaching pupils and ensuring access to resources at home is effective when pupils have access to necessary technology and ensuring equity of access. Purchase of iPads including: Charger; Cable; Keyboard and Case for pupils to have their own iPads and personalised learning resources.	There are a number of factors that may have contributed to the attainment gap. These include: • 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). 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.	6
YouTube account to be further refined 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	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. Evidence shown in our pupils' BSL data for Productive and Receptive Skills which shows progression in language development.	3, 6

the latest news and what is happening in the world.	YouTube is a global online video sharing platform: https://www.youtube.com/	
Teaching Assistants and Higher-Level Teaching Assistants professional development training/courses.	Offering effective professional development are key to retaining teaching staff which in turn is crucial to maintaining high standard of teaching and learning. Strategic deployment of TAs is important to ensuring that priority pupils are supported. (EEF, 2015, 2021) https://educationendowmentfounda-tion.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2, 3

Targeted academic support

Budgeted cost: £35,000.00

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 guide-lines, online classroom teaching resources and assessment. Workbooks to be distributed to all pupils to work in following teaching sessions and units.	Some children have limited language which means they struggle to develop problem solving skills through the use of mathemati-cal language. Supporting information: White Rose: https://whiterose-maths.com/resources?year=year-1 Summary of Recommendations in Improv-ing Mathematics in Key Stages 2 and 3 from the EEF: https://d2tic4wvo1iusb.cloudfront.net/pro-duction/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommenda-tions_Poster_update.pdf?v=1732884928	1
Whole School Literacy: Set up new Spelling system and estab-lish clear progression in BSL and English.	Spelling is a critical component of communi-cation. 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.	1, 2, 3, 6

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. This requires filming, editing and uploading costs including staff costs.	Pupils are encouraged to practice their spellings daily at home using their Spelling videos. Pupils will be able to re-watch videos, refer back to use these to support literacy tasks. Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning (Cheung, A.C. and Slavin, R. E., 2013, EEF, 2019). Using Digital Technology to Improve Learning | EEF	
Extra hours of Teaching Assistants and/or Higher-Level Teaching Assistants to provide targeted support for pupils.	Strategic deployment of TAs is important to ensuring that priority pupils are supported. Research on TAs delivering targeted interventions in one to one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (EEF, 2021). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Making best use of teaching assistants, summary of recommendations (EEF, 2021) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1732882600	1, 2, 3
Autism Training for Staff	For pupils with SEND, this training will provide staff with the tools needed to support pupils' learning and help to deliver the curriculum with adaptations needed. https://www.sendstation.co.uk/	3
Extended School Time: Homework Club Extending teaching through targeted after-school	Extended school time programmes are more likely to impact learning is they are clearly structured, linked to the curriculum and led by well-qualified and well-trained staff (EEF, 2021).	5, 6, 7

homework programme with school staff on hand to support especially with having access to language – providing information and instruction in pupils' first language, BSL.	Extended School Time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
BSL Therapy to provide targeted language development	Whole school BSL attainment data demonstrates progress in specific areas of the language such as BSL grammar which was a previously identified area of development. Monitoring of pupils receiving one to one BSL therapy show progress in BSL based on teaching staff observations and discussions. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (EEF, 2021). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 3

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

Budgeted cost: £30,605.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Weekly swimming lessons at the local swimming pool taught by qualified swimming teachers with support of school staff who have signing skills. Swimming has a positive impact on a range of physical and mental health conditions	7

local swimming clubs, no deaf peers or teachers with signing skills.	including obesity, cancer, cerebral palsy, and pulmonary disease. https://www.swimming.org/swimengland/health-and-wellbeing-benefits-of-swimming/ The National Child Measurement Programme (NHS Digital, Oct 2023) found that "children living in the most deprived areas, obesity prevalence was twice as high compared with those living in the least deprived areas".	
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.	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. Centre Parcs: https://www.centerparcs.co.uk/discover-center-parcs/holiday-locations/elveden-forest.html	4, 7
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
Class trips for real-life applications to class learning. Including weekly outdoor learning sessions such as Forest School and horse-riding lessons. Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation | Teaching and Learning Toolkit | EEF	3, 6, 7
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our	Both targeted interventions and universal approaches can have positive overall effects:	3, 6

school ethos and improving behaviour across school.	[Behaviour interventions | Teaching and Learning Toolkit | EEF](#)	
Therapy sessions e.g. LEGO Therapy / Art Therapy / Play Therapy / Music Therapy focusing on supporting pupils' social, emotional and behavioural needs.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (EEF, 2021). Frequent sessions several times a week over an extended period of up to a term appear to be the most successful (EEF). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4
Communicating with and supporting parents including providing: Equipment at home to support learning such as pupils' own stationery. Discounted school uniforms. Coffee Mornings for parents to meet and have focussed topics for discussion with our SENCO and variety of speakers. Planned home-visit sessions focussing on specific topics and/or support e.g. behaviour management in the home.	There is an established link between the home learning environment at all ages and children's performance at school. Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable Offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings, and for building relationships. Parental Guidance, EEF, 2019 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222 Approaches where a parent works directly with their child one to one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular (EEF, 2021).	4, 5, 6, 7

|	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
BSL at Home for Parents: Home School Communication for targeted families to deliver the Family Sign Language Curriculum to improve communication between the child and their family at home. The sessions are delivered by Deaf Family Communication Support Workers (FCSW) who visit the family home on a weekly basis. This aims to break down communication barriers and increase fluency of British Sign Language (BSL) at home and improve communication through BSL between parents, siblings, other relatives and Deaf children.	There is an established link between the home learning environment at all ages and children's performance at school (EEF). Whole school BSL attainment data demonstrates progress in specific areas of the language. Monitoring of pupils receiving home-school BSL support show progress in BSL based on teaching staff observations and discussions. A record of taught sessions at home provided by the Family Communication Support Worker corroborates class teaching staff observations and discussions. Home School Communication Project: https://www.fbarnes.camden.sch.uk/home-school-communication-project-1/	5, 6, 7

Total budgeted cost: £70,605.00

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023-2024 academic year using Key stage 1 and 2 performance data and our own internal assessments.

We are not required to publish our 2024 Key Stage 2 results due to being a small school where pupils can be identified from the data. We will however share our whole school data for our core subjects and data for our first/preferred language, British Sign Language (BSL):

Overall Progress for KS2 Pupils
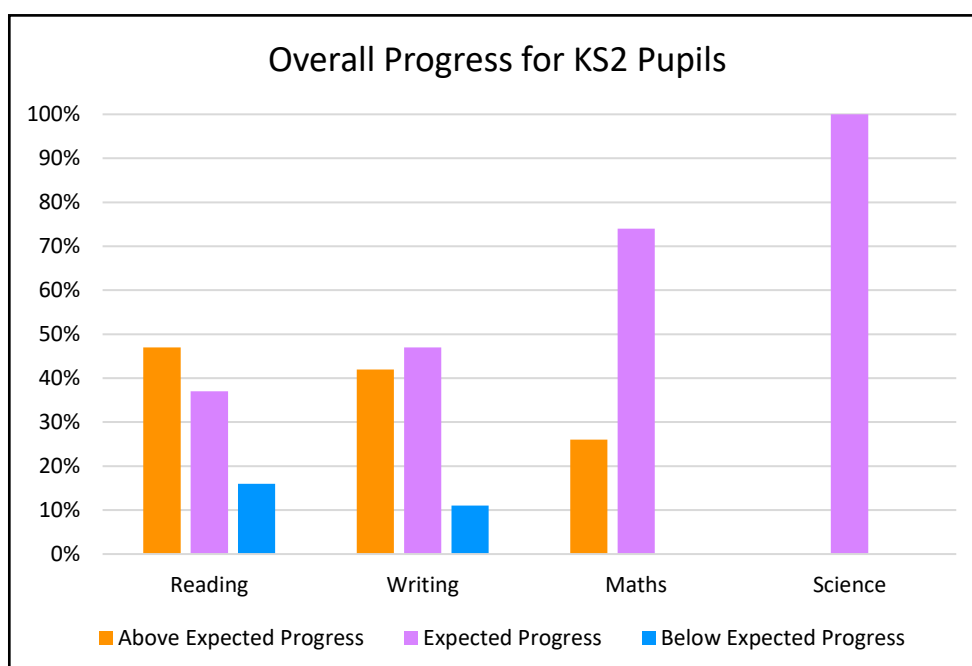
Our overall progress in KS2 from September 2023 to July 2024 shows that our children have made Below to Expected to Above Expected level of progress in Literacy. All children have made Expected to Above Expected level of progress in Maths and Science.

In the Summer term 2024, we carried out our annual BSL assessments. The assessments included both BSL productive and BSL receptive skills tests in children from reception to Year 6. The data from 2022/23 was compared with data from 2023/24 to identify progress and areas of development.

BSL Receptive Skills: Testing in 2022/23 showed that 75% pupils assessed were identified as having age appropriate receptive skills. In 2023/24, 57% pupils tested were identified as age appropriate and above. This result does not necessarily mean the outcomes were worse in 2023/24. A number of factors impacted on the results. We had a higher number of children to assess and some new admissions that were new to BSL. In 2022/2023 due to problems with the DCAL portal (online assessment system) the assessment was conducted in person by someone the children were very familiar with. In 2023/24 the DCAL Portal was working and they were assessed after watching a video. For most children this was their first time accessing the video and many seemed unsure of the process.

BSL Productive Skills: Analysis of the overall data summary for pupils' BSL productive skills from 2023/24 shows a higher proportion of pupils (53%) are working at an age-appropriate level or above. This is a positive result.

However, there was a decrease last year (2023/24) in the number of pupils achieving age appropriate levels and above in their BSL productive skills and use of BSL grammar, narrative content and narrative structure compared to the previous academic year. In our current cohort we have a number of children with additional needs who have difficulty in retelling stories without visual support. Staff changes may also have impacted on results. Staff must prioritise time to have regular, quality conservations with children in order to support their language development further.

In planning our new pupil premium strategy, we evaluated previous activities and discussed future implementations we would like to see. We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEN pupils.

We held a staff training session focusing on our Pupil Premium strategy for the next three years from 2024 to 2027 and identified support and resources we would like to see implemented and embedded for our pupils across the three areas: high-quality teaching, targeted academic support and wider strategies.

We used the EEF's implementation guidance to help us develop our strategy, particularly the tiered approach and guide to the pupil premium to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities (EEF, 2024).

We have put a framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for our pupils.

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Further information

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

Working in partnership with parents/families, Deaf/BSL role models 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.

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/