



Braidwood School

Turning potential into success

**Premium Plan // COVID Catch-up KS3, KS4 & KS5
April 2022- April 2023**

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Braidwood Trust School for the Deaf
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date on which it will be reviewed	April 2023
Statement authorised by	School Leadership Team
Pupil premium lead	Karen Saywood
Governor	Leanne Hickenbottom-Marriott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,505
Recovery premium funding allocation this academic year	£8,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,093
Total budget for this academic year	£41,718

Part A: Pupil premium strategy plan -Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for the learners of our school. Socio-economic disadvantage is not always the primary challenge our learners face. As a result of their deafness, the resulting language deficit and for some learners, additional educational and health needs, we do see challenges particularly in terms of:

- Academic attainment
- Social opportunities

Compounded by the barriers presented by society to those who are Deaf there are additional challenges of:

- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is the wellbeing and personal development of all learners, high-quality teaching and the provision of experiential learning, focussed on literacy and communication because these are the keys that help learners to access a broad and balanced curriculum.

Our strategy is focused on the needs of all learners in our school because every one of them is vulnerable and disadvantaged by society as a result of their Deafness.

We will also provide learners with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
HIGH QUALITY TEACHING AND LEARNING	
1	Classroom based staff have identified the need to raise/maintain their British Sign Language skills in order that all learners first language needs are met and they are able to fully access teaching and learning
2	Our records and assessments demonstrate that a small but significant number of our learners have been diagnosed with ADHD. It is vital that all staff have an on-going understanding of their needs and challenges in order to fully support their personal and academic needs. Staff have identified the need to refresh their understanding of ADHD
3	Our observations have shown that we need to take action to maintain the provision of high quality visual presentations to support learners' development of concepts and language.
4	Our observations and discussions demonstrate the need for high quality assessment tool to assess the BSL receptive levels of learners
5	Our observations and assessment demonstrate that a number of learners would be able to benefit from the use of Radio Aid technology to support learning in the classroom.
6	Our assessments, observations and discussions demonstrate the need for Key Stage 3 learners to enhance and extend their problem solving skills and build confidence and resilience when facing a challenge.
7	Our observations demonstrate the need for a small amount of additional PE equipment would ensure that less ambulant learners are catered for in PE
TARGETED ACADEMIC SUPPORT	
8	Our assessments demonstrate the need for increased individual targeted support for learners who are significantly behind their peer groups in literacy and/or numeracy.
9	Additional speech and language therapy to support Speech, Language and Communication Needs (SLCN) for those learners who might not otherwise receive SaLT from NHS provision.
WIDER STRATEGIES	
10	Braidwood believes that everyone, at every stage of their lives, should have opportunities to build the skills of: communication, positivity, aiming high, leadership, teamwork, problem solving and creativity they will need for their next steps in education,

	training or employment. Due to the nature of Deafness, and the levels of social deprivation, access to the skills needed to advance in education and later in the workplace, isn't always fair. Where they are missed, it undermines social mobility, productivity and wellbeing.
11	Our school aims to provide high quality independent careers advice and guidance from someone who understands the needs and challenges faced by Deaf young people
12	Our experience shows that learners need an interactive and relevant experience of a range of issues and decision making scenarios that they can discuss, reflect and learn from. The drama and workshop approach is very engaging and enables learners to witness thoughts and emotions they too might experience in teenage life in a safe non threatening supportive environment.
13	Our observations and discussions show that learners often arrive at school without having eaten breakfast due to the early start on home to school transport
14	A large number of our learners' families are unable to communicate sufficiently well with them as they have either never learned any BSL or discontinued their learning some years ago. For some families who are under scrutiny by Childrens' Services this becomes a crucial part of moving out of either Child in Need or even Child Protection measures. Due to circumstances parents are not always able to attend external classes therefore the school is able to fund a small number of families with home tuition.
15	Basic Skills Quality Mark will provide us with an external evaluation of our work in teaching literacy and numeracy
16	Our experience and observations have shown that a number of learners enjoy and benefit from regular Music tuition.
17	Our observations in year 2021-2022 have demonstrated the value of the Thrive approach and we wish to continue with this and develop further Thrive - subscription
18	Our experience of using the Brighthouse Residential Centre has demonstrated the value of providing residential experiences for learners. Our subscription means that we can offer residential learning and day experiences to all learners for no financial cost to the families. This guarantees equality and releases families from having to declare they need financial support in order for their child to take part.

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
1	Raised British Sign Language skills will result in classroom based staff ensuring that all learners first language needs are met and they are able to fully access teaching and learning	All learners report fully access to the curriculum
2	Staff refresh their understanding of ADHD	Learners with ADHD will have their needs fully understood and catered for by all staff.
3	Maintenance the provision of high quality visual presentations	All learners have access to high quality visual resources and presentations that will enhance their understanding and engagement.
4	A high quality assessment tool to assess the BSL receptive levels of learners will be available for use in baselining and assessment	The BSL team will be able to describe baselines and progress with increasing accuracy.
5	Radio Aid technology to be provided to all learners who are able to benefit	Learners report satisfaction with the use of radio aids
6	Key Stage 3 learners will enhance and extend their problem solving skills and build confidence and resilience when facing a challenge.	Three problem solving days will be delivered.
7	Suitable PE equipment will provide challenge, variety and enjoyment for less ambulant learners.	All learners will enjoy their experience of PE
8	Literacy and Numeracy catch up will	6 performance and workshop sessions will be delivered to learners to support wellbeing and learning in the PSHE curriculum
9	Startalkers- Speech and Language Therapy maximises opportunities for all our learners to make best progress in language acquisition, the use of their residual hearing and voices and to raise confidence in their communication skills in real-life settings	Practitioner will: <ul style="list-style-type: none"> • deliver a therapy that effectively prepares students with social skills & communication skills for life • set up a range of smiLE Therapy modules to maximise learner success

		<ul style="list-style-type: none"> • generate quantitative clear outcome measures and share these with learners, parents/carers, and SLT
10	Skills Builder Enterprise days will support the delivery of skills through active and enjoyable theme based days	Learners are provided with opportunities to build the skills of: communication, positivity, aiming high, leadership, teamwork, problem solving and creativity they will need for their next steps in education, training or employment.
11	School Affiliate Membership of the Careers Development Institute in order that we are able to complete the training of a member of staff as an Independent Careers Advisor	Learners will receive good independent careers advice and guidance incorporating careers interviews and plans; visits to colleges; meeting with a range of training providers.
12	Loudmouth Theatre Company - to provide innovative relationships and safeguarding programmes in support of Personal, Social, Health and Economic education through interactive drama performances and workshops theatre in education.	Delivery of six full sessions - drama performance and workshop discussions of issues will be delivered to KS3/4/5
13	Breakfast Club - Ensure that learners are able to begin each day of learning without feeling hungry.	Breakfast Club will be well attended and learners will enjoy this social time
14	Families who are unable to communicate with their Deaf child and cannot attend evening classes for BSL are able to acquire some level of communication skill to support their relationship.	Families and learners from our school report satisfaction with their learning and communication has improved
15	Basic Skills Quality Mark assessment will provide the school will have independent review of provision	The school will successfully renew the Quality Mark for basic skills
16	The fostering of an enjoyment of making music through individual commitment, teamwork and staying positive.	Learners report enjoyment and are able to share their progress with their peers through performance
17	Thrive-Online™ (TOL) - is a web-based profiling, action-planning and progress monitoring tool that will enable us to ensure the best outcome for each child or group.	<p>Staff will be well informed on how to support the personal development and progress of learners.</p> <p>Short-medium term outcomes include:</p> <ul style="list-style-type: none"> • Secure sense of belonging • Improved emotional resilience • Better access to and engagement in learning <p>Medium-long term outcomes:</p>

		<ul style="list-style-type: none"> ● Improved educational attainment ● Improved mental health
18	Brighthouse subscription	Learners will be able to take part in day and residential visits at no financial cost to their families

Activity in this academic year 2022-23

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

High Quality Teaching

Budgeted cost: £5871.38

Challenge number(s) addressed and Activity	Evidence that supports this approach	Cost
1. Weekly BSL lessons for all staff	Our assessments demonstrate that almost all our teaching groups have 1+ pure BSL users and it is vital to ensure that every learner has full access to the curriculum in their natural language. 2 tutors Level 3 for 2 terms	1.056.00
2. ADHD training	<p>Improving Behaviour In Schools - EEF Guidance Report stressed the following aspects as crucial to supporting young people:</p> <ul style="list-style-type: none"> ● Knowing and understanding learners and their influences, Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. ● Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time. ● Consistency and coherence at a whole-school level are paramount. <p>Thus we have chosen a whole school training approach from a leading training provider that can be delivered in school and repeated wholly or selectively.</p>	319.00

3. High quality visual materials and presentations	<p>High quality visual materials are essential for a wide range of reasons and count as vital in the support and education of young people with SEND - most particularly Deaf and those learners with ASD, for which there is a wealth of research. A school laminator will assist in the rapid production of visual aids.</p>	<p>488.50</p>
4. BSL receptive levels assessment	<p>This is an important resource for the Deaf Community and families of Deaf children enabling the use of accessible tests, normed on deaf people themselves. Developed by the Deafness, Cognition and Language Research Centre (DCAL), at University College London. DCAL is the largest research centre in Europe focused on sign linguistics, psychology and neuroscience. It brings together leading Deaf and hearing researchers to provide unique insights into language thought, by studying deaf people's communication and cognition.</p>	<p>500.00</p>
5. Radio Aid technology to support learning in the classroom	<p>Radio Aid Systems can have a hugely positive impact on the deaf and hard of hearing in workplaces, busy classrooms, and can be worn with complete freedom of movement, making them ideal for our active school environment.</p>	<p>2,115.48</p>
6. Problem solving x 3 to enhance a problem solving approach in maths	<p>Research on interventions supporting young people's problem solving skills suggest that development of these skills is associated with positive social and emotional wellbeing outcomes, including a reduction of bullying incidents in the classroom, reduction of symptoms of anxiety and depression amongst Autistic young people and improved social self-efficacy.</p> <p>Centre for Education and Youth - How do essential skills influence life outcomes? An Evidence Review</p>	<p>1,500.00</p>
7. PE equipment to ensure that less ambulant learners are catered for in PE	<p>Our aim as a school is to ensure that PE should be:</p> <ul style="list-style-type: none"> ● Inspirational - Every learner inspired to participate ● Accessible - Every learner can take part ● Meaningful - Every learner feels the positive benefit from participation 	<p>211.40</p>

Targeted support

Budgeted cost: £14,287

Challenge number(s) addressed and Activity	Evidence that supports this approach	Cost
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<p>8. Literacy and numeracy catch-up to assist learners who are significantly behind their peers.</p> <p>8b. Resources to support Literacy Catch Up sessions</p>	<p>Both interventions are based on rigorous academic research and are targeted to the needs of individual learners. They involve 15-minute individual sessions delivered twice a week by trained teaching assistants.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>(Education Endowment Foundation)</p>	<p>1,800.00</p> <p>487.00</p>
<p>9. SALT - Provide cost effective therapy and improvement in social and communication skills</p>	<ul style="list-style-type: none"> ● 7.6% of children (two in every class of 30) start school with a developmental language disorder (DLD) and a further 2.3% of children start school with a language disorder linked to or co-occurring with another condition. ● Vocabulary difficulties at age five are significantly associated with poor literacy, mental health and employment outcomes at age 34 ● As many as 60% of young offenders have speech, language and communication needs (SLCN). ● 88% of long-term unemployed young men have been found to have SLCN 	<p>12,000.000</p>

Wider strategies

Budgeted cost: £ 13,584.45

Challenge number(s) addressed and Activity	Evidence that supports this approach	Cost
10. Skills Builder Enterprise days	<p>The Better prepared: Essential skills and employment outcomes for young people Report 2021 is built off a new research study conducted by YouGov including more than 3000 young people aged 16 - 24 years old. Individuals completed a self-assessment against the Skills Builder Universal Framework, as well as sharing other outcomes data. Insights generated include:</p> <ul style="list-style-type: none"> • That higher levels of essential skills are correlated with higher social advantage and greater levels of parental engagement, and inversely correlated with attending an Alternative Provision setting or having a special educational need. • Overwhelmingly, young people see the value of essential skills across key aspects of their lives for transition, including academic performance (78%), university entrance (66%), successful recruitment (91%), progression in employment (91%), and overcoming wider life challenges (89%). • There are strong links between higher essential skill scores and self-efficacy and perseverance of effort. • There is evidence of a wage premium of around 15% or £3,400 per year for full-time workers aged over 19 moving from the 1st percentile of skills score up to the median. This wage premium is substantially increased in cases where young people report confidence in applying their essential skills in a range of scenarios. In this case, the wage premium for those individuals rises to £10,200. 	750.00
11. Independent careers advice and guidance	<p>The central importance of careers advice is explored by a recent Sutton Trust report - <i>High-quality careers guidance is vital to ensuring young people can access jobs that suit their talents and aspirations. This advice is particularly important for students from lower socioeconomic backgrounds, as they are less likely to have access to a wide range of knowledge and guidance from family and friends, or to have networks which provide an insight into a range of career options.</i></p>	405.00

<p>12. Delivery of six drama education performances and workshops</p>	<p>Loudmouth is an innovative theatre in education company. They run relationships and safeguarding programmes to support our Personal, Social, Health and Economic education through interactive drama performances and workshops.</p>	<p>2025.00</p>
<p>13 Breakfast club - breakfast provided for all learners who wish to receive</p>	<p>It is important for learners to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p>	<p>700.00</p>
<p>14 Family BSL</p>	<p>The quality of relationships between parents and their children is severely damaged when parents do not have access to acquiring the language in which their child thinks and communicates. Due to a number of factors, parents often miss the opportunities that have been provided in the primary stage of their child's education and so we try to assist families where we can. This has had mixed results, but is something we continue to offer.</p>	<p>1000.00</p>
<p>15 Quality Mark</p>	<p>Tribal's Quality Mark is an internationally acknowledged accreditation supporting and recognising improving standards in the provision, practice and performance of English and mathematics, and providing evidence of high-quality education.</p>	<p>550.00</p>
<p>16 Music tuition - 5 hours of weekly provision: 1 x Inspiring session for 30 weeks will now be charged at our subsidies WCIT rate of £1,200 for the year (however if we secure funding you will be reimbursed/won't have to pay) 1 x WCIT for 33 weeks - £1,200 2 x £48 hourly sessions for 33 weeks - £3168</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.</p> <p>(Education Endowment Foundation)</p>	<p>6360.00</p>

<p>1 x £48 hourly session subsidised by Arts Council 50% - £24 for</p> <p>33 weeks: £792</p> <p>A free Sounds of Intent introduction/training for staff</p>		
<p>17 Thrive subscription and training</p>	<p>Pre-schools, primary schools, secondary schools and specialist units have all successfully used Thrive to help children to become more emotionally resilient so that they are better equipped to deal with life's ups and downs.</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p>	<p>294.45</p>
<p>18 Brighthouse subscription</p>	<p>Residential school trips help learners in many ways; they become more confident and have lots of fun learning and gaining new skills. Plus:</p> <ul style="list-style-type: none"> ● Help create more cohesion in tasks and problem solving ● Improve fitness, health and wellbeing ● Experiences they have not tried before ● Improve independent living skills 	<p>1500.00</p>

Total budgeted cost: £ 33,742.83

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our aim to provide learners with access to a wider range of reading materials both fiction and non-fiction was accomplished through the purchase of Sora online libraries for Primary and Secondary. This was introduced to all classroom based staff and learners. Whilst learners have 'borrowed' books we still need to work on the enjoyment factor that will drive the development of reading skills.

Our assessments, observations and discussions demonstrated the need to extend strategies available for supporting learners' wellbeing. Therefore, staff were trained in order to be able to provide a range of approaches to support wellbeing using the Thrive approach. We now have a programme of Thrive assessment which is being shared with staff to enhance their understanding of learners' developmental profile and provide support appropriately.

Training of Whole School Wellbeing Lead has provided leadership and enabled our school to further prioritise wellbeing. The team is now making excellent progress both in terms of providing in-school support and liaising with key external professionals, ensuring that we provide a setting with high potential reach to facilitate delivery of adolescent health interventions which aim both to improve health and to narrow inequalities.

We have seen an increase in the number of learners voluntarily seeking out speech and language support this year. Learners who previously were not interested in taking up the provision have now begun to do so.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech and Language Therapy	Star Talkers
Breakfast club	Magic Breakfast
Thrive	Fronting The Challenge Project