

*Turning potential into success*

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

**April 2021- April 2022**

# 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

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| **Detail** | **Data** |
| School name | Braidwood Trust School for the Deaf |
| Number of pupils in school | 71 |
| Proportion (%) of pupil premium eligible pupils | 42% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published |  |
| Date on which it will be reviewed | April 2022 |
| Statement authorised by | School Leadership Team |
| Pupil premium lead | Karen Saywood |
| Governor | Leanne Hickenbottom-Marriott |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £26,740 |
| Recovery premium funding allocation this academic year | £9,977 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.03 |
| **Total budget for this academic year** | £36,717 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| **Challenge number** | **Detail of challenge** |
| 1 | Our assessments, observations and discussions demonstrate the need to  extend strategies available for supporting learners’ wellbeing |
| 2 | Our observations and discussions show that learners lack understanding of the need to monitor their own fitness and exercise levels |
| 3 | Our assessments, observations and discussions with learners show they do not have access to a sufficiently wide range of reading materials both fiction and non-fiction |
| 4 | The need to secure reliable and easy access to on-line learning for all staff and learners |
| 5 | Our assessments, observations and discussions demonstrate that learners’ lack of self-confidence often leading to poor collaboration skills and social awareness |
| 6 | Our assessments, observations and discussions with learners, parents and  carers demonstrate there is a need to maximise opportunities for all our  learners to make best progress in language acquisition and in the use of their residual hearing and voices.  In addition we are aware of a lack of social skills and confidence to practise them in real-life settings. |
| 7 | 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 |
| 8 | There is a need to train a Whole School Wellbeing Lead will provide leadership skills and prioritise wellbeing across the school |
| 9 | Our observations and discussions with learners demonstrate the need to  reward learners’ half termly- encouraging effort and House competitions |

## 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.

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| **Intended outcome** | **Success criteria** |
| 1 Extend strategies available for supporting learners’ wellbeing | Trained staff that are able to provide a range of approaches to support wellbeing using the Thrive approach.  SMiLE Therapy is delivered by trained staff |
| 2 Provide support learners’ understanding of the need to monitor their own fitness and exercise levels | Learners are able to monitor their own heart rates. |
| 3 For learners to access to a wider range of reading materials both fiction and non-fiction | Learners access and enjoy reading a wider range of materials |
| 4 Secure reliable and easy access to on-line learning for all staff and learners | Purchase of further 25 Zoom user licences in order that meetings and online learning is able to proceed without interruption |
| 5 Raise self-confidence, collaboration, social awareness and emotional outlet | Provision of whole-school drama. Raised  self-confidence, collaboration, social awareness and emotional outlet leading to  improved  resilience in all learners measured through learner interviews and observations. |
| 6 Maximise 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 | Speech and language targets provided by SALT are met and learners report that they feel they are making progress/improvement.  smiLE therapy to demonstrate success in confidence in communication abilities and social skills. |
| **Intended outcome** | **Success criteria** |
| 7. Provide cost effective therapy and improvement in social and communication skills | Practitioner will:   * 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 * generate quantitative clear outcome measures and share these with learners, parents/carers, and SLT |
| 8 Ensure that learners are able to begin each day of learning without feeling hungry. | Breakfast club has a good uptake, learners do not complain of hunger |
| 9 Train a Whole School Wellbeing Lead | The Whole School Wellbeing Lead will provide leadership and prioritise wellbeing across the school, leading to a more robust system of support for learners and staff |
| 10 Reward learners’ half termly- encouraging effort and House competition | Learners will engage in House competition and in raised efforts in lessons |

## 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 and Learning

Budgeted cost: £*4,385*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| * Purchase access to e-books, Primary and Secondary, fiction and non-fiction * English dept will introduce learners to the use of reading library app. * Staff meeting to introduce all staff to e-library and encourage its use across all curriculum areas | The positive impact of reading for enjoyment on young people’s learning and future career opportunities has long been evidenced in international and national research. Equally, young people’s comfort with, and familiarity around, technology is well recognised.  Digital reading platforms can support learners with reading challenges like dyslexia as they  offer special customisable settings to help them to read.  e-book platforms also have innovative features that can improve literacy outcomes and learners’ confidence.  <https://www.teachwire.net/news/the-impact-of-ebooks> | 3 |
| Purchase of further 25 Zoom user licences. | Covid lockdown demonstrated the value of a school being able to easily continue to provide learning and welfare calls to Deaf learners through video calls | 4 |

**Targeted support – (e.g.** Extend strategies available for supporting learners’ wellbeing; provide learners with therapy they require

Budgeted cost: £ 10641.80

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| * Register the school with THRIVE**®** * Identify a member of the Wellbeing Team to become a licensed THRIVE practitioner. * Ensure identified member of staff receives time and support to complete training | 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.  <https://www.thriveapproach.com/about-thrive/impact-of-thrive/> | 1 |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **Additional speech and language therapy to support Speech, Language and Communication Needs (SLCN)**  This will be provided for those learners who might not otherwise receive SaLT from NHS provision. | * 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 | 6 |
| **smiLE Therapy** -Functional Communication and Social Skills for Deaf Students and Students with Special Needs  Practitioner training | smiLE Therapy teaches learners::​   * to become actively responsible for their own communication and learning * ways to prevent or repair communication breakdown in face-to-face situations * a range of strategies to ensure they communicate their message successfully (hierarchy of communication strategies) * strategies to clarify information received * to self-evaluate * ​to work with their peers in a group and be respectful * ​socially appropriate behaviours eg. greetings, to wait if another person is busy   Supporting research:  **Schamroth, K.** with Lawlor, E. (October 2015) ‘smiLE Therapy Strategies and Measurable Interaction in Live English: Functional Communication and Social Skills for deaf students and students with special needs’. Speechmark-Routledge Publishing.  **Lawlor, E** (2009). Investigating the effectiveness of teaching conversational skills to deaf children and their ability to generalise these skills. A quantitative study looking at the effectiveness of a functional therapy approach used by Speech and Language Therapists with Deaf children and the ability of Deaf Children to generalise skills from a trained to an untrained task. Unpublished MSc Reasearch Project, City University: London. | 6 |

**Wider strategies**

Budgeted cost: £ 18571.09

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **Drama provided by the Birmingham Repertory Theatre**  All learners accessing drama leading to raised self confidence, collaboration, social awareness and emotional outlet leading to  improved  resilience in all learners | Yasmeena El Sabeh writes of the many benefits of drama in education in Shout Out UK all of which align with the vision and intent of our school.  <https://www.shoutoutuk.org/2014/10/27/importance-drama-education-academic-process/> | 5 |
| **Subsidised Breakfast Club**  Breakfast Club will provide a free breakfast for all learners | It is important for pupils 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. | 7 |
| **Training of Whole School Wellbeing Lead** will provide leadership skills and  prioritise wellbeing across the school | A growing evidence base, however, indicates that health and educational attainment are synergistic rather than competing goals (Littlecott et al., [2018](https://www.tandfonline.com/doi/full/10.1080/02643944.2018.1528624)).  Schools provide a setting with high potential reach to facilitate delivery of universal adolescent health interventions which aim both to improve population health and to narrow inequalities (Bonell et al., [2013](https://www.tandfonline.com/doi/full/10.1080/02643944.2018.1528624), [2014a](https://www.tandfonline.com/doi/full/10.1080/02643944.2018.1528624); Langford et al., [2014](https://www.tandfonline.com/doi/full/10.1080/02643944.2018.1528624); Moore et al., [2015b](https://www.tandfonline.com/doi/full/10.1080/02643944.2018.1528624)). | 8 |
| **Support learner**  **understanding  of the need to monitor their own fitness and exercise levels**  Purchase a small number of fitness ‘watches’ for use by learners who are concerned with regards to their physical health i.e. obesity | To stay healthy, the [UK Chief Medical Officers' Physical Activity Guidelines, on GOV.UK](https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report), state that everyone should try to be active every day and aim to do at least 150 minutes of physical activity over a week, through a variety of activities. | 2 |
| **Purchase of** Amazon House point rewards | * Using house point systems has been shown to have a positive impact on motivation and behaviour, as well as encouraging a sense of identity and belonging among school pupils. * Such systems include all pupils, not just the highest achievers, and help develop a variety of skills other than academic. * A sense of camaraderie, teamwork and healthy competition is nurtured, which contributes to a thriving school culture. * Ofsted, the government’s office for standards in education, children’s services and skills, [has also suggested](https://www.theguardian.com/education/2008/jun/13/schools.uk) traditional house point systems help pupils become more engaged in their own education, while raising standards.   <https://www.theguardian.com/education/2008/jun/13/schools.uk> | 9 |

**Total budgeted cost: £ 33,597.89**

# 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 2020 to 2021 academic year.

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| Our internal assessments during 2020/21 indicated that disadvantaged learners and wider development outcomes were in general below what was anticipated and the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most learners’ development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.  We mitigated the impact on academic outcomes by our employment of distance learning through live video call lessons. However, it was challenging to provide differentiated support to our learners online.  Our assessments and observations suggested that for many learners, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We have been pleased that the investment the school has made previously in training, i.e.   * Mental First Aid for all members of staff * Trauma Practitioner * Counsellor * Drawing Therapy   meant that the school was proactive in maintaining contact through social video calls for individuals and groups. In addition to usual ‘academic’ input, we were able to provide on-line music lessons and drama and purchased individual art sets that were posted or delivered in person to learners’ homes so that they could continue to engage in the arts..  The impact of all of these challenges has been evidenced across the country, and learners were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended. |

## 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*

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| **Programme** | **Provider** |
| Speech and Language Therapy | Star Talkers |
| Drama | Birmingham Rep |
| Thrive | Thrive -A leading provider of support for children and young people's social and emotional development |
| Breakfast club | Magic Breakfast |
| smiLE Therapy | [smiLE Therapy: Functional communication and social skills for deaf students and students with special needs](https://www.routledge.com/SmiLE-Therapy-Functional-Communication-and-Social-Skills-for-Deaf-Students/Schamroth-Lawlor/p/book/9781909301559)  Karin Schamroth with Emma Lawlor |