



Royal Cross Primary School

Lancashire's school for deaf children

Part A: Pupil Premium Strategy Plan – 2025 / 2026

School overview

Detail	Data
School name	Royal Cross Primary School
Pupils in school	33
Proportion of disadvantaged pupils	Funding for 13 pupils (39%)
Academic year or years covered by statement	2025 / 2026
Date this statement was published	23/07/2025
Date this was reviewed	
End date	25/06/2026
Statement authorised by	Sofia Parveen, Headteacher
Pupil premium lead	Sofia Parveen, Headteacher
Governor lead	Clive Gregory, Chair of Governors

Funding overview

Detail	Amount
Pupil premium allocation this academic year 2025/26	£38,605
Pupil premium funding carried forward from previous year 2024/25	£0
Total budget for this academic year	£38,605

Statement of Intent

Deaf children are already at a disadvantage when they enter Royal Cross school due to the impact deafness has on language development and understanding. This disadvantage can be further impacted by other socio/cultural/economic factors. Our objective at Royal Cross is to utilise all additional funding and resources to ensure that as many of these disadvantages as possible are overcome within our school.

School's Premium Funding strategies are brought together to identify need and to source both specific and wider interventions and strategies. These will be through in-class support and through wider curriculum resources and purchases.

The key principles that run through School's strategy plan will be:

- Understanding of the specific needs of our children
- Understanding of the context of the issues that impact on achievement for our children
- Knowledge base of the specialist staff who work alongside our children in identifying need and barriers to achievement.

Challenges

1	<p>Pupil Cohorts (SEN/Deaf): All Deaf pupils who begin in EYFS, begin below typical development for pupils of that age due to effects of profound hearing loss on language development. Pupils present with a wide range of ability on arrival and class groups although small, include a diverse range of issues. School needs to evaluate / reflect progress on a regular basis to ensure that individual learning needs are being supported. Pupils need a personalised approach to learning & support to ensure best possible progress is made & more able pupils are challenged to achieve full potential. A broad and balanced creative curriculum is used within school, modified in pace & delivery to suit the communication & learning needs of pupils.</p>
2	<p>Low starting points: All our children have very low starting points across the curriculum (confirmed by baseline assessments), below typical development for pupils of the same age nationally. Especially apparent in communication and language, reflecting the impact deafness has on language development. There is a significant attainment gap between school's Deaf pupils and their mainstream peers. However, our pupils are capable of achieving excellent progress relative to their starting points when the curriculum pace and delivery is adapted to suit their individual needs.</p>
3	<p>Communication: Royal Cross pupils are not generally straight forward Deaf children. They have been placed at the school because their hearing impairment has led to a complexity of needs and increased barriers to learning or co-exists with additional factors, notably around speaking & listening. All pupils have low levels of language development (receptive and expressive) and communication difficulties on entry (confirmed by baseline assessments). They require more time and intensive input to develop language skills to achieve their potential academically, emotionally and socially. They also benefit from targeted intervention programmes for core subjects and communication.</p>
4	<p>Literacy: Deaf pupils have significant difficulties developing literacy skills and accessing phonic based cues to reading (unable to access the higher frequency sounds – f / ff / s / ss / sh /c/ ch / t / th). This has a significant impact upon the development of reading. Deafness has a direct impact, causing a significant delay in language development and affects all our pupils. The acquisition of written English for our pupils presents similar problems to those children acquiring written English as an additional language (EAL learners). These children benefit from a higher level of in-class specialist support than can be offered within a mainstream provision.</p>
5	<p>Social (BSL signed) interaction: When a significant number of deaf pupils rely on British Sign Language (BSL) for communication, but their families and wider communities lack sufficient BSL skills, it can lead to serious social and emotional challenges. The inability to communicate effectively at home and in community settings can leave pupils feeling isolated, misunderstood, and emotionally unsupported. This communication barrier can have a detrimental impact on their social, emotional, and mental health (SEMH), affecting their confidence, sense of identity, and overall wellbeing. Without inclusive and accessible communication in both family and community environments, these pupils may struggle to build meaningful relationships and fully engage in social life—both of which are essential for healthy emotional development.</p>

The loss of social signed (BSL) interaction had a significant impact on their emotional literacy and specific interventions from our Deaf role model and BSL tutor remain a high priority. These pupils in particular will require more time and 1:1 communication support to help prepare for their move into secondary provision.

Intended Outcomes

Intended Outcome	Success Criteria
Pupil Cohort: Pupils make progress in targeted areas, including communication, literacy and maths through specialist teaching interventions.	Individual pupil's positive ongoing progress evidenced through school's assessment systems with specific reference to PSHE, communication, literacy and maths.
Low Starting Points: Pupils make accelerated progress upon entry at Royal Cross School through access to a specialist teaching & learning environment.	Individual pupil progress evidenced in comparisons using entry/end of Autumn term data point.
Communication: Pupils make improved and consistent progress across both receptive and expressive areas of communication, including the acquisition, retention and use of new vocabulary.	Individual pupil progress evidenced through specialist language assessments recorded in Language Profiles - to include both speech and language (SALT) and British Sign Language (BSL). Individual pupils demonstrate 'communication confidence' when interacting with a peers, staff, and visitors. Individual pupils use a widening range of vocabulary across curriculum topics.
Literacy: Pupils make improved and consistent progress across all aspects of literacy as a result of specialist language/literacy interventions that support the particular needs of deaf pupils.	Individual pupil progress evidenced through regular collection of key data demonstrating sustained and consistent progress in reading and writing. Book sampling across school at regular intervals evidence growing confidence and skills when writing creatively. Learning walks by SLT, Curriculum Leaders and Governors demonstrate progress across curriculum areas in pupil books.
Mathematics: Pupils make improved and consistent progress across all aspects of mathematics as a result of specialist support using specific interventions - supporting the particular needs of deaf pupils.	Individual pupil progress evidenced through regular collection of key data demonstrating sustained and consistent progress across all strands of mathematics. Review the schemes of work for maths across school to assess against the specific needs of RCPS pupils.

	<p>Book sampling across school at regular intervals evidence growing confidence and skills when handling number.</p> <p>Learning walks by SLT, Curriculum Leaders and Governors demonstrate progress across maths areas in pupil books.</p>
<p>Targeted academic support, through additional in-class support. Employment of appropriately skilled and experienced support staff.</p> <p>Pupils are better prepared for the transition into KS3 and the move into more structured learning within Literacy and Maths.</p> <p>Pupils benefit from targeted support to mitigate the loss of learning and support intensive intervention work.</p>	<p>Class sizes are small with high staff/pupil ratios.</p> <p>All pupils benefit from in-class support from appropriately skilled and experienced support staff with the right communication qualifications.</p> <p>Classes are calm, safe areas of learning where all pupils have opportunities to benefit from 1:1 interventions.</p> <p>Learning gaps/needs correctly identified across key curriculum areas.</p> <p>Pupils positively & actively engaged in learning, demonstrating understanding of their progress and next step learning.</p> <p>Pupils demonstrate motivation when involved in learning</p> <p>Pupils interact positively with staff and engage with learning with confidence.</p> <p>Pupils in KS2 make good progress across key curriculum areas.</p> <p>Key stage 2 pupils make positive transitions into KS3 settings.</p>
<p>Wellbeing</p> <p>All pupils will have access to enrichment opportunities to increase their confidence and self-esteem.</p>	<p>All pupils will access enrichment opportunities in school and pupils will be more confident to access more appropriate activities in their local area.</p>
<p>Attendance</p> <p>Pupils identified through attendance monitoring will be supported to reduce absence from school.</p>	<p>For identified pupils there will be increased school attendance.</p>

Activity in this Academic Year

How we intend to spend our Premium Funding to address the challenges listed above.

Teaching

Budgeted Cost: **£20,000 in class support**

Activity	Evidence that supports this approach	Challenge
----------	--------------------------------------	-----------

<p>Fund additional in-class interventions – specialist support through experienced support staff with specialist experience and BSL communication skills.</p> <p>Catch-up in class – additional staff with appropriate skill sets needed to support individual pupil access to curriculum teaching and learning alongside peers.</p> <p>Support Staff Level 3 with BSL signing skills & SEN /Deaf experience.</p>	<p>Individual pupil recovery evidenced through observed behaviours such as:</p> <ul style="list-style-type: none"> • Pupils positively & actively engaged in learning • Pupils demonstrate motivation when involved in learning • Pupils interact positively with staff and each other • Pupil's positive wellbeing evidenced through specialist in class support to work alongside peers. 	<p>1 2 3 4 5</p>
---	--	-------------------------

Targeted Academic Support

Budgeted Cost: £ 10,000

Activity	Evidence that supports this approach	Challenge
<p>To continue to improve provision in Reading, Writing and Maths.</p> <p>Identified pupils to access interventions in English, Maths, BSL and Speech and Language</p> <p>Source appropriate external training for key staff to support</p>	<p>Pupils make progress in English, Maths, BSL and communication.</p> <p>Pupils are engaged in their learning.</p> <p>Pupils are motivated to learn.</p> <p>Behaviour in school is good/ excellent.</p> <p>Pupils are confident in reading, writing and maths.</p> <p>Pupils are confident communicators.</p> <p>Pupils develop their subject specific vocabulary.</p>	<p>1 2 3 4 5</p>
<p>Source appropriate external training for key staff to support teaching & learning of English and Mathematics, to include external workshops for staff.</p>	<p>Increase parental engagement in reading at home.</p> <p>Parents/ carers attend English and Maths workshops to support home learning.</p> <p>Subject leaders are confident in supporting staff, children and families with Reading, Writing and Maths.</p>	<p>1 2 3</p>
<p>Fund additional curriculum training for staff at all levels to support targeted in-class interventions and understanding of teaching and learning strategies.</p>	<p>Deaf pupils have in-class access to staff with specialist teaching skills daily.</p> <p>Staff at all levels of intervention have the necessary skills, experience and</p>	<p>1 2 3 4 5</p>

	understanding to impact directly on pupil's progress.	
Fund BSL intervention work to support pupil's language and communication.	Deaf pupils will have made progress in their communication, and are able to make their needs, wants and desires known.	1 2 3 4 5
Fund SEMH intervention to support identified pupils identify strategies through yoga and mindfulness.	Pupils will have strategies to manage their emotions.	1 2 3 4 5

Wider Strategies (behaviour, attendance and wellbeing)

Budgeted Cost: £8,605

Activity	Evidence that supports this approach	Challenge
Support for nutrition, wellbeing and healthy living through provision of daily milk for KS2 PP pupils, including breakfast and fruit for snack time where needed across all key stages. Support for lessons on nutrition and healthy eating.	Pupils enjoy healthy snacks/ milk that provide a boost to learning & sample different varieties of fruit. Pupils take part in nutrition and healthy eating lessons, including food preparation and consequently make healthy food choices.	1
Provide opportunities and experiences to develop pupils' wider skills – themed days, trips, real life experiences through the curriculum.	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	1 2 3 4 5
Purchase miscellaneous items for individual pupils to ensure they are fully included in all aspects of school life.	Pupil's wellbeing depends on feeling included and part of a wider community. This approach ensures all pupils feel part of the school community and are not unfairly disadvantaged.	1 2 3 4 5

Total Budgeted Cost: £38,605

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>To ensure time and thought is given to curriculum review and development across the core curriculum areas of English, science and Maths.</p> <p>Ensure additional in-class teaching support is available to support curriculum teaching and learning.</p>	<p>Use of INSET days and additional external and internal staff training to support professional development of all staff.</p> <p>Peer coaching and Curriculum Leadership roles used to support colleagues CPD. Curriculum leadership non-contact time allocated within school day.</p> <p>Individual class groups – maintained small cohort numbers through setting up of an additional class in school. Each class group supported by a fulltime qualified teacher of the deaf + full time support staff.</p> <p>Additional in-class TA support to facilitate 1:1 catch up time.</p>
Targeted support	<p>To ensure money is allocated to update/renew and provide quality curriculum resources to access the curriculum for Deaf/SEN pupils.</p> <p>To ensure staff are skilled in assessing and delivering targeted interventions.</p>	<p>Purchase additional resources to support deaf pupil's access to learning across the core subject areas.</p> <p>Work with curriculum leaders & curriculum teams to plan and source resources.</p> <p>Purchase additional resources to support appropriate software for deaf pupils and access to IT devices that support visual learning opportunities.</p>
Wider strategies	<p>To ensure additional support is provided for individual pupils and their families to overcome any geographic / cultural /socio-economic barriers.</p>	<p>To work closely with families to ensure all are able to access meetings / information regarding their child's progress across all aspects of school life.</p> <p>To ensure that pupils are ready for learning.</p> <p>To ensure that pupils are confident and have good self-esteem (breakfast/ sensory circuits).</p> <p>To work closely with all external professionals working with families & to carry out any referrals as needed.</p>

Part B: Review of outcomes in the previous academic year.

Current year's aims and outcomes (2025/2026) – to be completed June 2026

Aim	Outcome
<p>Teaching</p> <p>Fund additional in-class interventions – specialist support through experienced support staff with specialist experience and BSL communication skills.</p> <p>Catch-up in class – additional staff with appropriate skill sets needed to support individual pupil access to curriculum teaching and learning alongside peers.</p> <p>Support Staff Level 3 with BSL signing skills & SEN /Deaf experience.</p>	
<p>Targeted Support</p> <p>To continue to improve provision in Reading, Writing and Maths.</p> <p>Identified pupils to access interventions in English, Maths, BSL and Speech and Language</p> <p>Source appropriate external training for key staff to support</p>	
<p>Targeted Support</p> <p>Fund BSL intervention work to support pupil's language and communication.</p>	
<p>Targeted Support</p> <p>Fund SEMH intervention to support identified pupils identify strategies through yoga and mindfulness.</p>	
<p>Wider Strategies</p> <p>Support for nutrition, wellbeing and healthy living through provision of daily milk for KS2 PP pupils, including breakfast and fruit for snack time where needed across all key stages.</p> <p>Support for lessons on nutrition and healthy eating.</p>	

<p>Wider Strategies</p> <p>Provide opportunities and experiences to develop pupils' wider skills – themed days, trips, real life experiences through the curriculum.</p>	
<p>Wider Strategies</p> <p>Purchase miscellaneous items for individual pupils to ensure they are fully included in all aspects of school life.</p>	