



Royal Cross Primary School

Lancashire's school for deaf children

Pupil premium strategy statement – 2021 / 2022

School overview

Metric	Data
School name	Royal Cross Primary School
Pupils in school	26
Proportion of disadvantaged pupils	Funding for 13 pupils
Carried forward from 2020/2021	£1, 475
Pupil premium allocation this academic year	£17,485
Total allocation	£18,960
Total actual spend 2021/2022	£14,536.08
Total Carried forward	£4,423.92
Academic year or years covered by statement	2021 / 2022
Publish date	06/09/2021
Review date	18/07/2022
Statement authorised by	Bev Hennefer, Headteacher
Pupil premium lead	Bev Hennefer, Headteacher
Governor lead	Clive Gregory, Chair of Governors

Disadvantaged pupil barriers to success

Pupil Cohorts (SEN/Deaf): All 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. (See pupil progress updates – B Squared). A broad and balanced creative curriculum is used within school, modified in pace & delivery to suit the communication & learning needs of pupils.

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. (see EYFS assessment Data & B Squared data).

Communication: Royal Cross pupils are not generally straight forward HI 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 steps of language development 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.

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 and affects all our pupils (see Language Profile assessments). 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 support than can be offered within a mainstream provision.

Recovery Education: Deaf pupils within our school have all been impacted by extended/repeated periods away from routine, face to face education – due to the global pandemic and national lockdowns. They have been affected by loss of routine and limited access to digital devices. These children will benefit from additional 'Catch-Up' Funding to target core curriculum areas and help to make up the lost academic progress during school's enforced partial closure.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
<p>Pupil Cohorts: Pupils make progress in targeted areas, including communication, literacy and maths through specialist teaching interventions.</p>	<p>Individual pupil's ongoing progress evidenced through school's assessment systems with specific reference to PSHE, communication, literacy and maths.</p>	<p>July 2022</p>
<p>Low Starting Points: Pupils make accelerated progress upon entry at Royal Cross School through access to a specialist teaching & learning environment.</p>	<p>Individual pupil progress evidenced in comparisons using entry/end of Autumn term data point.</p>	<p>January 2022</p>
<p>Communication: Pupils make improved and consistent progress across both receptive and expressive areas of communication, including</p>	<p>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</p>	<p>June 2022</p>

the acquisition, retention and use of new vocabulary.	'communication confidence' when interacting with a peers, staff and visitors.	
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 evidences growing confidence and skills when writing creatively.	April 2022
Recovery Education: <ul style="list-style-type: none"> To re-engage and motivate pupils in learning within a positive, supportive ethos. To identify significant gaps in learning and provide learning sequences and opportunities which address these gaps. To prioritise the curriculum content based on pupil's current needs. 	Individual pupil recovery evidenced though observed behaviours such as: <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 pupil questionnaires, parent/carer feedback and observed behaviours. Good attendance rates in school. 	December 2021

Strategy aims for disadvantaged pupils – wider outcomes

Aim	Evidence of impact.	Target date
To improve attendance with particular focus on Persistent Absence (PA).	Decreased rates of PA sustained over 3 terms (any covid-related absences not counted in data).	December 2021
Support for individual pupil wellbeing through specialist 1:1 intervention by school's mental health first aider.	Identified vulnerable pupils display improved mood and self-confidence & positive engagement in class.	July 2022
Support for in-class curriculum intervention to ensure individual access to teaching and learning.	Individual pupils make sustained progress across maths and literacy evidenced in B Squared data and staff progress meetings.	July 2022
Support for nutrition, wellbeing and healthy living through provision of daily fruit snack for KS2 PP pupils.	Pupils enjoy healthy snacks that provide a boost to learning & sample different varieties of fruit.	July 2022

Support for additional language interpreters (BSL/Urdu/Polish) for key school meetings.	All families feel well informed and welcomed by school through equal access to key information.	June 2022
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Teaching priorities for current academic year

Measure	Activity
Priority 1	Purchase specialist reading resources to support early reading skills for SEN/deaf pupils, to include BSL school signage.
Priority 2	Literacy – purchase digital resources and apps to support individual sentence construction and independent creative writing for SEN/deaf pupils.
Priority 3	Fund additional in-class interventions – specialist support through experienced support staff with specialist experience and BSL communication skills.
Priority 4	Purchase science programmes and resources to support challenge and to widen pupil's opportunities to quality science experiences; including specialist workshops and 'hands-on' experiences.
Priority 5	Purchase maths programmes and resources to support individual pupils needing mathematical challenge and to support individual pupils needing practical experiential access to mathematical learning.
Priority 6	To provide an up to date test box on site for specialist teachers of the deaf to use. This help to ensure all pupils have the best access to sound and that speech intelligibility alongside language development takes place onsite regardless of Covid measures in place by NHS staff.
Barriers to learning these priorities address	<p>Loss of face/face teaching time through repeated school lockdowns (national) – impacted on pupil progress; 'catch-up' is a school priority for pupils at all levels of ability.</p> <p>Lack of resources to support for specialist (SEN/deaf) reading resources at early reading levels; 'plateau' reading necessary for pupils at similar levels.</p> <p>Lack of quality specialist (SEN/deaf) digital resources to support individual progress in understanding sentence building.</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>Loss of access to key NHS staff onsite during lockdowns and after a return to school (LA hearing aid technical support).</p>
Actual spending	£12, 533.30

Wider strategies for current academic year

Measure	Activity
Priority 1	Purchase additional digital devices and apps to support individual IT skills for those pupils with limited access in the home.
Priority 2	Support transport for vulnerable families to access key meetings in school when no other alternative is available.
Priority 3	Purchase miscellaneous items for individual pupils to ensure they are fully included in all aspects of school life.
Barriers to learning these priorities address	<p>Home - limited / poor access to digital devices.</p> <p>Family - geographical disadvantages to accessing on site school meetings.</p> <p>Family - social /economic disadvantages to accessing all aspects of school life.</p> <p>Family - cultural disadvantages to taking a full and active part in school life and the education of their children.</p>
Actual spending	£2,002.78

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 computing skills are prioritised - targeted to prepare deaf pupils to access visual learning, BSL 'live' communication and to support their ability / awareness of personal online safety and to support 'remote' learning.</p> <p>Onsite training by specialist teachers of the deaf for hearing aid equipment management – regular onsite support for all deaf pupils.</p>	<p>Purchase additional resources to support deaf pupil's access to learning across the core subject areas.</p> <p>Work with curriculum leaders 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> <p>Purchase a Test Box to support hearing aid equipment management & ensure all pupils get the best access to quality sound (part funded by Covid Catch-up funding).</p>
Wider strategies	<p>To ensure additional support is provided for individual pupils 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 work closely with all external professionals working with families & to carry out any referrals as needed.</p>

Review: current year's aims and outcomes (2021/2022) – completed July 2022

Aim	Outcome
<p>Improve progress in reading.</p>	<p>Specialist reading resources purchased to support early reading skills for SEN/deaf pupils.</p> <ul style="list-style-type: none"> • 5% of pupils made progress over 4 levels in the school's reading assessment. • 11% of pupils made progress over 3 levels in the school's reading assessment. • 38% of pupils made progress over 2 levels in the school's reading assessment. • 44% of pupils made progress over 1 levels in the school's reading assessment • 100% of pupils made progress from starting points in September. <p>These resources have been beneficial in addressing individual levels and pupils needing additional experience at early stages of reading. Additional Phonic books purchased have been successful in extending the reading for pupils working at higher levels of reading. Feedback from families (at EHCP reviews) and by staff have been positive. Feedback from both families and staff cite improved engagement and confidence in reading activities both in school and at home.</p>
<p>Improve progress in writing.</p>	<p>Specialist writing / vocabulary/letter & grapheme resources purchased to support early writing/spelling skills for SEN/deaf pupils.</p> <ul style="list-style-type: none"> • 16% of pupils made progress over 3 levels in the school's writing assessment. • 44% of pupils made progress over 2 levels in the school's writing assessment. • 38% of pupils made progress over 1 levels in the school's writing assessment • 100% of pupils made progress from starting points in September. <p>Literacy – digital resources purchased to support individual sentence construction and independent creative writing for SEN/deaf pupils. Sentence construction (English) teaching is taught using new resources and strategies to support this have been shared with families. Feedback from families who have engaged with this have been positive and they have expressed views that their child's confidence has improved.</p>

Review: current year's aims and outcomes (2021/2022) – completed July 2022

Improve progress in Maths (NUMBER).

Specialist number / place value resources purchased to support understanding of number and number concepts for SEN/deaf pupils.

- 11% of pupils made progress over 3 levels in the school's number assessment.
- 38% of pupils made progress over 2 levels in the school's number assessment.
- 50% of pupils made progress over 1 levels in the school's number assessment
- 100% of pupils made progress from starting points in September.

Maths resources/schemes of work updated and purchased. Maths audit by curriculum leader to identify gaps and strengthen learning resources for more-able and pupils needing a visual/practical approach to number.

Feedback from the Curriculum Leader in subject action plans has identified further areas for improvement and development in 2022/2023. Feedback from teaching staff in curriculum meetings has been positive as regards the appropriateness of the new schemes of work in identifying and supporting gaps in mathematical understanding and skills. Further work will continue to address both Using and Applying maths skills and in Problem solving as a school improvement focus.

Improve progress in communication

Additional resources purchased to support clarity of listening conditions has enhanced opportunities for speech and language development across school, including for speech and language (SALT) room. This supports the co-operative working of SALT and class teams.

Within communication:

- 27% of pupils made progress over 3 levels in the school's speaking assessment.
- 33% of pupils made progress over 2 levels in the school's speaking assessment.
- 38% of pupils made progress over 1 levels in the school's speaking assessment
- 100% of pupils made progress from starting points in September.

Within vocabulary, grammar & punctuation (VGP):

- 16% of pupils made progress over 4 levels in the school's VGP assessment.
- 27% of pupils made progress over 3 levels in the school's speaking assessment.
- 27% of pupils made progress over 2 levels in the school's speaking assessment.
- 27% of pupils made progress over 1 levels in the school's speaking assessment
- 100% of pupils made progress from starting points in September.

British Sign Language:

Deaf tutor has been appointed and has accessed training and development for strengthening the Deaf Studies curriculum offer and additional training to deliver BSL tuition across the school community.

Additional training for key staff involved in communication support has strengthened the skill set across school.

Strategy aims for disadvantaged pupils – wider outcomes for 2021 / 2022

Aim	Outcome
<p>To improve attendance with particular focus on Persistent Absence (PA).</p>	<p>PP children consistently outperform NPP unlike national trend.</p> <p><i>PA - % dropped in the Spring Term 1 in comparison to the Autumn Term.</i></p> <p><i>During Spring 2 Term there has been a significant increase in the number of pupils who are PA – the main reason for this being: medical appointments/ cold symptoms; Covid symptoms; more pupils being seen by medical professionals due to Covid restrictions easing; Increase in stomach related illness.</i></p> <p>School continues to work with the LA Attendance team to reduce the 5 of pupils who are PA.</p>
<p>Support for individual pupil wellbeing through specialist 1:1 intervention by school's mental health first aider.</p>	<p>School is able to respond quickly with targeted support for pupils identifies as needing additional support. This has been achieved through school & externally funded training.</p> <p><i>The school's Pastoral Support Team has been strengthened to include therapeutic support through gardening activities, Forest Schools and BSL 1:1 intervention. The Deputy Head is on the DfE funded Senior Mental Health Lead training to further strengthen the mental health & wellbeing support offered by school.</i></p> <p><i>The Deaf Tutor has also undergone additional training for mental health support through the NDCS Healthy Minds programme.</i></p>
<p>Support for in-class curriculum intervention to ensure individual access to teaching and learning.</p>	<p>Class sizes were kept small and a high pupil/staff ratio was maintained. This was done by using Pupil Premium Grant (PPG) funding to maintain a high level of in-class TA support, accessed through supply. This ensured that within small classes there was additional TA support to help individual pupils benefit from 1:1 curriculum support. This allowed for a more differentiated curriculum offer that met the needs of individual pupils</p> <p><i>The use of the national Tutoring funding also supported small group interventions to help 'boost' year 6 pupils in preparation for transition into KS3.</i></p>

<p>Support for nutrition, wellbeing and healthy living through provision of daily fruit snack for KS2 PP pupils.</p>	<p>School funded additional fruit for all the pupils in school. PPG funding used to directly provision an offer of daily nutritious fruit for all pupils in KS2. <i>This was requested by the school pupil council previously and has been maintained ever since.</i></p>
<p>Support for additional language interpreters (BSL/Urdu/Polish) for key school meetings.</p>	<p>All pupils and families, no matter their ethnicity or communication background have access to accurate and informed information about their child's progress in their preferred / first language. No family are disadvantaged or left 'isolated' from school information. <i>School funded interpreters through PPG to support all key school meetings.</i></p>
<p>Support for transport to / from school for key whole school celebrations.</p>	<p>Taxi transport was funded by PPG for families with no access to cars and limited family support to attend school events. <i>This ensured that families at a danger of feeling isolated from school celebrations & events were fully included in school life.</i></p>
<p>Support to purchase miscellaneous items for individual pupils.</p>	<p>Individual items and 'spending money' was provided by school through the PPG funding to individual pupils on a case by case basis. <i>This ensured that no pupil was disadvantaged by Family - social /economic factors that would be a barrier to accessing all aspects of school life.</i></p>