**2022/23 – Pupil Premium Review Sept 2023**

**Allocation** £ 16,960

**Our Pupils:**

Primary: 2 pupils receive funding (4 pupils not eligible for Pupil Premium 1 PP+)

Secondary: 14 pupils receive funding (12 pupils not eligible, 3 PP+)

PP+ are not included in this funding document

With few pupils at DSD not eligible for pupil premium 'diminishing differences' impact is not significant. Outcomes will be measured on the impact on attainment. Quality first teaching, effective feedback, targeted support is ongoing and impacts on the progress of learners.

**Barriers to future attainment:**

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| Literacy: British Sign Language (BSL) is the first language or preferred language of most pupils. BSL does not have a written form and has its own grammar and sentence structure which is quite different from English. Literacy skills can be lower than their peers for deaf young people. Limited life experiences and aspirations impacts on deaf young people’s ability to comprehend unseen text ‘Deaf children are also arriving at secondary school having already fallen behind. Less than half (43%) achieve the expected standard at reading, writing and maths at Key Stage 2 compared to 74% of other children’. (NDCS, 2020) |
| Maths: The language used in maths can create challenges for deaf CYP in being able to comprehend problem solving questions. Due to deafness many CYP may have missed opportunities to develop basic maths skills through exploring the world around them. Missed opportunities to ‘overhear’ basic mathematical references can mean that ‘a lack of explicit awareness of mathematics concepts may make it difficult for young children to make use of their prior knowledge and to form essential connections when encountering formal mathematics in school’ (Pagliaro & Kritzer, 2013).  |
| Communication: Communication breakdowns e.g., at home and in the community, impact on personal development, emotional health and confidence.Limited communication strategies of some pupils impacting on learning and behaviour Communication and language difficulties can affect CYP wellbeing, emotional resilience, problem solving skills and ability to express themselves in order to access appropriate support. |
| Homework:Pupils struggling to maintain homework consistency. Pupils may have long journeys home .  |
| Learning after school: Many pupils do not live locally. |
| Access to wider experiences:Mainly due to communication barriers and family budgets pupils do not get opportunity to improve their resilience, self- confidence and wellbeing.  |
| Not ready to learn:Arriving at school hungry after a long journey Watching and processing language can be tiring  |

**We intend to spend funding in the following ways to support initiatives to raise attainment and achievement:**

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| Item/Project | Cost  | Objectives/ Desired Outcomes  | Review date | Impact  |
| READING ResourcesSubscription of e books and magazines. Picture news – subscription New reading books, books for interventionslibrary books  | approx £220 £100£1000£2000 | We want to give pupils the opportunity to read at home and for pleasureWe want newspapers and magazines that pupils can access and enjoy We want to enhance the quality of our reading books. Encourage reading and learning from texts.Encourage the pupils to experience the library learning environment. | July 2023 | For PP pupils reading tests show progress. (ref: YARC reading test data, termly reading information, analysis by SF of reading and progress) Pupils interest in relevant interesting topics/news supported. Age-appropriate reading books to suit individual levels. Pupils have engaged well with the library and many pupils are now reading for pleasure. Pupils are accessing the library more at unstructured times. Pupils are being a part of choosing new books they would like to see and borrow from the library.  |
| Reading/phonics intervention work – staffingCPD for staff in strategies for reading  | £1500 | 1:1 withdrawal for reading Bug club for reading intervention activities and to improve sight reading. To Improve the quality of teaching and learning, by further developing the teaching of reading to enable more pupils to recognise high-frequency words and expand their vocabulary in reading.Phonics intervention for secondary pupils  | July 2023 | One EAL Y11 pupil has a consistent 1:1 phonics intervention every morning. This has supported him to improve his reading skills and access English work and qualifications. He achieved his functional skills English level 2 exam. For PP pupils reading tests show progress. (ref: YARC reading test data, termly reading information, analysis by SF of reading and progress).  |
| professional development (CPD for teaching staff. Maths mastery training ) | Approx. £2000 |  Improve the quality of teaching and aim to have an ‘outstanding’ teacher in every classroom as judged by internal assessment  | July 2023 | This has improved through school collaboration with teachers planning using the concrete pictorial abstract (CPA) approach. Book scrutiny and lesson obs have improved. This has led to improved pupil progress and outcomes (see maths books) and maths assessment.This has been successful in the secondary maths teaching and pupils sitting GCSE maths achieved expected outcomes.  |
| OT assessment and adviceOT equipment  | £500 | For pupils requiring sensory need to access the curriculum and achieve their potential  | July 2023 | Sensory integration activities and resources for PP pupils who need sensory input and equipment purchased supported learners to access curriculum. New equipment continued to enable the OT to concentrate on specific needs of the PP pupils during 1:1 OT sessions. |
| Additional Speech and Language therapy Purchase of additional Speech and language therapy resources & apps  | approx £1000£1000 | We want to continue to enhance our Speech and Language provision and include external consultation We want our therapists to have engaging resources that support their work in developing pupils’ language  |  July 2023  | SALT support continues to play a vital part in PP pupils' engagement in lessons – SALT graphs/data and reports show all made progress with speech and language. Some PP pupils also require much more visual material and social stories. The in-print program has supported SALTs to create meaningful social stories which have supported individual interventions for need. For example, two PP pupils require a lot of support around social time and appropriate touch. SALT time is supported by in-print to create these stories with in-print.  |
| Uniform and breakfast | £400 | Replacement jumpers/ uniform on a need’s basis. Giving pupils a sense of belonging. One free tie for secondary pupils. Food and fruit on arrival  | July 2023 | Pupils proud of uniform. A sense of belonging from the outset. Behaviour and self-esteem evident.Many PP pupils travel long distances to school so additional food & fruit is provided. This ensures they are ready to learn.  |
| Staffing and resources for clubs and activities after school | approx £800 | We want to give PP pupils opportunity to participate in sports and creative activities. We also want our pupils to work in teams, gain responsibility and gain specific skills that can be transferred to education and life. Talents, skills and efforts celebrated and develop self-confidence.  | July 2023  | Activities after school have provided PP pupils to engage and participate in extracurricular activities. This has increased the social skills of the pupils involved and given them opportunity to engage in a club they would not be able to access from home.  |
| Funding towards residential opportunities  | approx £3000  | We want PP pupils have full access to broad educational experiences, improving resilience, confidence physical and emotional wellbeing. We intend to offer secondary pupils two days at Low Mill activity centre and Primary residential TBC.  | July 2023  | This residential activity did not take place due to our booking being cancelled by the Low Mill centre due to their staffing issues. However, an alternative residential visit took place to Ingleborough Hall Outdoor activity Centre. Also, day activities were organised and pupils took part in these as individuals and as groups. For example: CyclingBowling Orienteering Visits to the seasideNo PP Pupil is exempt from any opportunity at school. Curricular trips are wholly funded. Residential opportunities offer (motivating, life and social skills, outdoor experiences and learning)  |
| Dedicated staff to support vulnerable pupils  | £5000 (increased this year as more PP pupils require this support)  | To provide dedicated time (1:1 and in groups) and support to support emotional development. Work with CAMHs and other professionals. Additional support to develop emotional language.Improve self-esteem, social skills and emotional resilience of identified PP pupils leading to increased confidence and attainment in the classroom.  | July 2023 | PP pupils continue to be supported in school educationally and emotionally. Pupil T has continued to have a particularly challenging year and this support has been vital for her self-esteem which continues to improve knowing she has a key support to talk to. Engagement in learning by pupil T who have found school and home challenging has improved and reports from carers are positive. |
| Funding towards BSL/ Deaf awareness lessons for parents and carers | £200  | Parents and Carer of identified pupils will be encouraged to attend BSL and / or Deaf awareness sessions so that they can communicate effectively and support appropriately at home.  | July 2023 | Communication at home for PP pupils is improved and reduces frustration. |
| Total spend  | £ 18,720  |  |  |  |