**2023/24 – Pupil Premium Reviewed Sept 24**

**Allocation** £ TBC

**Our Pupils:**

Primary: 2 pupils receive funding (6 pupils not eligible for Pupil Premium 1 PP+)

Secondary: 11 pupils receive funding (14 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 Resources  Subscription of e books and magazines. Picture news subscription  New reading books, books for interventions  library books | approx  £220  £100  £1000  £2000 | We want to give pupils the opportunity to read at home and for pleasure  We 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 2024 | Of PP pupils who can access the YARC, 5/6 made progress or accelerated progress.  PP pupils who cannot access the YARC are making progress on the Single Word Reading Test.  Pupils are engaging well with the library and choosing books to read for pleasure. Age-appropriate books to suit a range of needs are available and being read regularly.  Pupils are interested in relevant news/current affairs topics, and this is supported through accessible news lessons.  World book day – many more pupils dressed up/brought in books of their choice (as opposed to film characters as in previous years) showing an increased interest in books. |
| Reading  /phonics intervention work – staffing  CPD 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 & reading intervention for secondary pupils | July 2024 | Clear progress evidenced in English books e.g. year 8 pupil who has literacy intervention (AS) - her book shows increased writing independence and more extended writing.  Reading interventions for PP pupils using BSL as a first language shows increase comprehension scores through translation between English and BSL. Progress/accelerated progress for 3 / 4 PP pupils who are BSL users and can access the YARC.  Daily reading using bug club e books and hard copy reading scheme books is having an impact on progress (see YARC data).  KS4 outcomes for reading show the positive impact on exam results e.g. Functional Skills reading exams - all pupils achieved their target levels |
| 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 2024 | 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 advice  OT equipment | £500 | For pupils requiring sensory need to access the curriculum and achieve their potential | July 2024 | 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 £500  £500 | 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 2024 | 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 | £500 | 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 2024 | Pupils look smart and are proud of their uniform.  Many pupils travel long distances and are hungry when they arrive at school. Breakfast buns and fruit are provided so that they are ready to learn. Fruit is also provided at break time to ensure pupils are having a mid-morning energy boost so that they are ready to learn. Fruit promotes a healthy and balanced diet. |
| 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 2024 | After school club was well attended. Pupils increased their social skills and given them the opportunity to attend a club that they would not be able to access at home.  After school GCSE Art catch up sessions ensured good GCSE outcomes for KS4 pupils, with 9/10 achieving their target grades. One pupil also chose to do Art at college. |
| 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 2024 | Residential trip to Ingleborough Hall gave pupils a valuable opportunity to experience a trip away from home, take part in a range of outdoor pursuit activities and improve their social and independence skills.  Pupils who did not attend Ingleborough Hall, did a range of alternative trips and activities throughout the year such as the Wildlife Park, Bowling, Gullivers Valley Theme Park, Magna Science centre, Tropical World. All of these gave opportunities for both enhancing the learning in the classroom and broadening world knowledge in general. |
| 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 2024 | PP pupils continue to be supported in school educationally and emotionally. Year 11 pupil had a particularly challenging time and support was offered which enabled her to attend school some of the time and achieve some qualifications, e.g. Entry Level 3 English and Maths, grade 2 Art. |
| Total spend | £ 17,620 |  |  |  |