**2024/25 – Pupil Premium**

**Allocation** £ 22,530

**Our Pupils:**

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

Secondary: 10 pupils receive funding (13 pupils not eligible, 5 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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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  Reading for pleasure initiatives throughout the year, e.g. Christmas book advent calendar, World Book Day activities, Author visits | approx  £220  £100  £1000  £2000  £500 | 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.  Develop a love of books and encourage reading for pleasure. Enable pupils to feel inspired by reading. | July 2025 |  |
| Reading  /phonics intervention work – staffing  CPD for staff in strategies for reading  Additional resources for supporting literacy/phonics, e.g. magnetic letters, flashcards etc  Literacy lead to attend off site CPD day at derby school for the Deaf.  Laptops/ tablets  Clicker8 subscriptions | £1500  £200  £400  £3000  £1000 | 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  Pupils to access reading programmes such as Bug Club direct to their hearing aid equipment via Bluetooth for better sound quality/listening  Pupils to increase their independence when researching the meaning of words e.g. use of google images, support of learning  Pupils to engage in a range of literacy-based activities which are motivational and support a range of skills such as sentence structure, reading comprehension, vocabulary development etc. | July 2025 |  |
| OT assessment and advice  OT equipment | £1500 | For pupils requiring sensory need to access the curriculum and achieve their potential | July 2024 |  |
| Additional Speech and Language therapy  Purchase of additional Speech and language therapy resources & apps | approx £700  £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 |  |
| 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 |  |
| 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 |  |
| Funding towards outdoor pursuits opportunities  Funding towards trips to enhance learning | approx £2000  Approx £2000 | We want PP pupils have full access to broad educational experiences, improving resilience, confidence physical and emotional wellbeing.  Enhance life skills and broaden world knowledge of our pupils. For example, theatre trips to bring studied texts to life, trips to a range of local attractions linked to class topics. | July 2024 |  |
| Additional pastoral support for vulnerable learners | £4000 | Working with families on welfare and attendance. Supporting appointments and interpreting needs. |  |  |
| Total spend | £ 21,600 |  |  |  |