

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Elmfield School for Deaf Children |
| Number of pupils in school | 47 |
| Proportion (%) of pupil premium eligible pupils | 38.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Kate Persaud, Headteacher |
| Pupil premium lead | Kate Persaud |
| Governor / Trustee lead | Deborah Crossan |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £25,095 |
| Recovery premium funding allocation this academic year | £18,161 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £43,825 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Elmfield School for Deaf Children is to promote high achievement and learning for life. Our children and young people are immersed in a rich language community to thrive socially and in their learning. Central to our school is the use of bilingualism as our approach to teaching Deaf children which combines both British Sign Language (BSL), the language of the Deaf community, and English, the language of the hearing community. We value these languages equally and want our children to become equally fluent in both. Through assisting our children in becoming bilingual the aim is that they are able to access the benefits of being members of both hearing and deaf communities. .

We will use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, it can contribute to the difficulties our pupils face in terms of:

- Academic attainment
- Employability
- Social opportunities

At the heart of our approach is high-quality bilingual teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as specialist input to access a broad and balanced curriculum. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for living in a hearing world.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Personalised curriculum</p> <p>All our pupils have an EHCP with hearing loss as their primary need. Each pupil requires personalised and individualised curriculum to meet their needs. In order to access the curriculum we provide a fully bi-lingual education through speech, sign supported speech, or British Sign Language.</p> |
| 2 | <p>Lower attainment and progress compared to peers in Reading & Writing</p> <p>Our assessments show that although the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in English outcomes as all pupils have slower development than mainstream peers in reading and writing and language comprehension due to their communication needs.</p> |
| 3 | <p>Increased communication needs</p> <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. Delayed oral language skills requires specialist input.</p> |
| 4 | <p>Social isolation</p> <p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. By not having access to enrichment activities outside of school there is a gap in their life experiences, their social interactions and the development of wider skills and interests.</p> |
| 5 | <p>Financial inequality</p> <p>Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel, life skills, confidence and independence. Pupils who face financial inequality have less access outside of school to develop these skills and therefore reveal a lower sense of self-worth as their peers.</p> |
| 6 | <p>Lower self-esteem / mental health needs.</p> <p>Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of</p> |

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| | development of many of our disadvantaged pupils have been impacted by reduced access to communication outside of school. This can have a profound impact on a child's attachment and the development of a positive self-view. |
| 7 | Attendance disparity. Our attendance data for the last year indicates that attendance among disadvantaged pupils is less than for non-disadvantaged and falls below our 95% target. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Pupils can access a fully sign bilingual education to aid their understanding and to develop expressive communication skills. BSL skills are developed. | <ul style="list-style-type: none"> i) Each term BSL assessments show meet or exceed targets ii) Learning walks and lessons observations consistently show outstanding use of sign bi-lingual pedagogy in all lessons and interventions. |
| Pupils have full access to specialist teachers of the deaf, as well as highly skilled support staff and Communication Workers. | <ul style="list-style-type: none"> i) All teachers will hold, or be working towards the Teacher of the Deaf (ToD) qualification. ii) All teachers will attend specialist CPD through the sign bi-lingual consortium iii) To have a specialist BSL instructor who is up to date with pedagogical developments |
| Improvement in literacy (reading and writing attainment) for disadvantaged pupils so that can access all of their learning with more ease. | <ul style="list-style-type: none"> i) Assessment of pupils' reading shows meets or exceeds target. ii) Assessment of pupils' writing shows meets or exceeds target |
| Improved language and cultural comprehension for disadvantaged pupils so that they can access their broad and balance curriculum. | <ul style="list-style-type: none"> i) Assessment of pupils' attainment across the curriculum meets or exceeds targets ii) Pupils have greater sense of achievement and therefore improved attendance. |

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| | iii) Pupils make progress by meeting or exceeding their SaLT targets |
| To promote increased independence, self-confidence, self-esteem, better mental health, social skills and communication skills. Disadvantaged pupils to have greater confidence and independence to help them engage more with their immediate and wider communities and prepare for adulthood. | <ul style="list-style-type: none"> i) Measures of self-esteem (such as MALS) show a level of improvement following an intervention ii) Pupils access any broader extra-curricular opportunities offered iii) Pupils have improved attendance iv) Less behaviour points or suspensions (where applicable) v) Greater number of positive rewards |
| Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity. | <ul style="list-style-type: none"> i) All disadvantaged pupils access high quality work experience and careers mentoring. ii) Deaf role models are regularly invited in to speak to pupils |
| Attendance | i) For disadvantaged pupils to achieve our school expectation of 96% attendance. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7825

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD for teaching staff on pedagogical expertise of sign-bilingual education. Train new teachers to become Qualified Teacher of the Deaf (ToD). | Supporting continuous and sustained professional development (CPD) on evidence-based classroom approaches is important to develop the practice of teachers in our setting. The content of CPD is based on the best available evidence. Effective CPD requires a balanced approach that includes building knowledge, motivating | £5540 1, 2, 3 |

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| <p>Staff attending specialist BSL training events</p> | <p>teachers, developing teacher techniques, and embedding practice</p> <p>A common form of support for teachers of the deaf professional development is mentoring, particularly for recently qualified teachers.</p> <p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge. Vital when delivering content to SEND pupils in a bi-lingual environment:</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p> | |
| <p>Drive a continued excellence in QFT provided across the school.</p> <p>Using Cornerstones curriculum for a rich and engaging curriculum for Primary. Training provided for teachers.</p> <p>Train BSL instructor in new assessments.</p> | <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This includes the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, those pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>https://dera.ioe.ac.uk/30348/1/2teachers-impact-report-final-1.pdf</p> | <p>£575</p> <p>1, 2, 3</p> |
| <p>Assessment software.</p> | <p>Successful implementation of a pupil premium strategy is carefully stage process that takes time, rather than being a one-off event. School leaders must continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> | <p>£204</p> <p>1, 2</p> |
| <p>Diagnostic assessment through BSL specialist</p> | <p>Diagnostic assessments can indicate areas for development with individual pupils, or across classes and year groups.</p> | <p>£480</p> |

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| assessments@: £10 per pupil | Using the most up to date assessments systems available to assess pupils' knowledge of BSL. https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf | 1, 3, 4, 6 |
| Maintaining our visual phonics scheme across the school | The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way words are written. Has an average impact of +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | £350 1, 2 |
| Specialist software to support pupils' learning: Espresso, Learning A-Z, TT Rockstars, Abacus | We use technology in many ways and with a wide range of aims. To improve learning, we have considered the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) | £676 1, 6 |

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5591

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Supporting Speech and Language Therapist (SALT) time with support staff. | Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. | £2694 2, 3 |

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| | <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists. Has an average impact of +6 months.</p> | |
| <p>BSL, lessons, Deaf culture lessons & introduction of BSL exams</p> | <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support our pupils include explicit BSL instruction.</p> <p>We require specialist activities and resources to meet the specific needs of disadvantage pupils with hearing loss.</p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> | <p>£1635</p> <p>1, 2, 3, 6</p> |
| <p>Software package to support improvements in reading: Power of Reading</p> | <p>Pupils require targeted academic support to assist language development. Interventions are carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: "The Simple View of Reading" National Center on Improving Literacy</p> | <p>£262</p> <p>2, 3</p> |
| <p>Each pupil requires personalised and individualised curriculum to meet their needs</p> <p>Training and ongoing supervision of a MELSA on each site to develop learning resilience</p> | <p>Intensive individual support, either one to one or as a small group, can support pupil learning.</p> <p>A personalised support programme aimed at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one (average impact of +5 months):</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups (average impact of + 4 months):</p> | <p>£1000</p> <p>1, 2, 3, 6</p> |

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| | Small group tuition Toolkit Strand Education Endowment Foundation EEF | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30328

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Specialist expressive arts input to improve social and emotional learning</p> | <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. We use some whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. External professionals provide valuable expertise for some of our pupils.</p> <p>Social & emotional learning interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Has an average impact of +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Art based approaches may offer a route to re-engage pupils in learning. Has an average impact of +3 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | <p>£3925</p> <p>1, 4, 6, 7</p> |
| <p>Providing families with simple resources in BSL.</p> | <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as creating and providing bespoke BSL resources and tailoring positive communications about learning, are vital for our school cohort. Parental engagement has an average impact of +4 months.</p> <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p>Supporting children with special educational needs and disabilities NSPCC</p> | <p>£1136</p> <p>1, 6, 4</p> |

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| <p>Helping pupils to feel more independent and prepared for daily life through a range of activities: Life skills</p> | <p>Extracurricular activities are an important part of education in its own right. These approaches increase engagement in learning, as well as preparing our pupils for the wider world.</p> <p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p> <p>Collaborative learning. Pupils need support and practice to work together, it does not happen automatically. Tasks and activities need to be designed carefully so that working together is effective and efficient. Has an average impact of +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> | <p>£1100</p> <p>4, 5, 6, 7</p> |
| <p>Attendance. looking at wider issues, analytics. Negating financial inequalities therefore removing barrier. Employing an ELSA for 3 days a week, to work across sites with regular supervision. Working with EWO team when necessary.</p> | <p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Strong attendance leadership and management sets a clear vision for attendance, underpinned by high expectations and core values, which are communicated and understood by staff, pupils and families. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Pupils are not to be disadvantaged by financial inequalities in activities such as school camp etc. A fund is available so pupils feel no additional barriers to attending school.</p> | <p>£20542</p> <p>7</p> |
| <p>Self-esteem and believe in pupils' ability to make good choices through a structured</p> | <p>The links between pupil well being and learning are well documents and complex. Pupils need to feel safe and understood to thrive. DFE-RB-BRIEF-TEMPLATE-FRONT-JL (publishing.service.gov.uk)</p> | <p>£800</p> <p>6, 7</p> |

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| rewards programme | | |
| Careers programme that offers real experiences with employers and the opportunity to experience mock interviews to increase confidence | <p>Exposure to careers education can challenge students to consider their educational experiences in a new light, making connecting themselves between what happens in the classroom and how it can relate to future work-places which were previously harder to make.</p> <p>The-impact-of-career-development-activities-on-student-attitudes-December-2016-2.pdf (educationandemployers.org)</p> | <p>£825</p> <p>4, 5, 6, 7</p> |
| <p>Breakfast clubs, After school and lunchtime clubs</p> <p>Associated transport and staffing costs</p> | <p>Providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. This can have an average impact of +2 months.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p> <p>During these interaction, teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. In a small group this could be explaining their thinking when solving a task, alongside promoting and developing metacognitive talk related to the lesson objectives. Has an average impact of +7 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | <p>£2000</p> <p>4, 5, 6, 7</p> |

Total budgeted cost: £43744

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Intended outcome | Success criteria | Review |
|---|---|---|
| Pupils can access a fully sign bilingual education to aid their understanding and to develop expressive communication skills. BSL skills are developed. | Each term BSL assessments show meet or exceed targets. | 85% of disadvantaged pupils were able to meet or exceed target. |
| | Learning walks and lessons observations consistently show outstanding use of sign bi-lingual pedagogy in all lessons and interventions. | A number of learning walks were carried out by members of SLT, as well as ECT mentor. All lessons showed a consistency in approach and commitment to sign bilingualism. |
| Pupils have full access to specialist teachers of the deaf, as well as highly skilled support staff and Communication Workers. | All teachers will hold, or be working towards the Teacher of the Deaf (ToD) qualification. | 1 teacher finished the training in July and is now qualified as a Teacher of the Deaf. Another member of staff has begun this training. |
| | All teachers will attend specialist CPD through the sign bi-lingual consortium. | All staff: support, teachers and interpreters attending this bi-annual conference. Additional in-house CPD has supported this work and is building on it. |
| | To have a specialist BSL instructor who is up to date with pedagogical developments. | Both of our BSL teachers are able to attend national meetings to provide a consistent academic standard to BSL education. |
| Improvement in literacy (reading and writing attainment) for disadvantaged pupils so that can access all | Assessment of pupils' reading shows meets or exceeds target. | 85% of disadvantaged pupils meet or exceeded For all pupils the figure is lower at 76%. |

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| <p>of their learning with more ease.</p> | <p>Assessment of pupils' writing shows meets or exceeds target.</p> | <p>75% of disadvantaged pupils meet or exceeded. For all pupils this is slightly higher at 77%.</p> |
| <p>Improved language and cultural comprehension for disadvantaged pupils so that they can access their broad and balance curriculum.</p> | <p>Assessment of pupils' attainment across the curriculum meets or exceeds targets</p> | <p>For disadvantaged pupils 70% meet or exceeding across the curriculum. 25% meet or exceeded in all but one area. In 5% they were below in more than 1 aspect.</p> |
| | <p>Pupils have greater sense of achievement and therefore improved attendance.</p> | <p>50% of disadvantaged pupils improved their attendance over the year. 50% of disadvantaged pupils have attendance over 90%. 15% of these are at aspirational attendance of over 95%.</p> |
| | <p>Pupils make progress by meeting or exceeding their SaLT targets</p> | <p>95% of our disadvantaged pupils achieved this.</p> |
| <p>To promote increased independence, self-confidence, self-esteem, better mental health, social skills and communication skills. Disadvantaged pupils to have greater confidence and independence to help them engage more with their immediate and wider communities and prepare for adulthood.</p> | <p>Measures of self-esteem (such as MALS) show a level of improvement following an intervention</p> | <p>During this year there were no specific interventions from MELSA or ELSA to track.</p> |
| | <p>Pupils access any broader extra-curricular opportunities offered</p> | <p>45% of our disadvantaged pupils were supported to access opportunities outside of the normal school day.</p> |
| | <p>Pupils have improved attendance</p> | <p>See above for analysis.</p> |
| | <p>Less behaviour points or suspensions (where applicable)</p> | <p>75% of disadvantaged pupils were able to reduce the number of behaviour points received term on term.</p> |
| | <p>Greater number of positive rewards</p> | <p>As above</p> |
| <p>Disadvantaged pupils feel better prepared for career progression and / or HE</p> | <p>All disadvantaged pupils access high quality work experience and careers mentoring.</p> | <p>100% of pupils received this. Those in secondary were all in receipt of a programme than exceeded the</p> |

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| opportunities through mentoring, work experience and opportunity. | | expectations of the GATSBY benchmarks. |
| | Deaf role models are regularly invited in to speak to pupils | Throughout the year a wide range of deaf role models were invited into the school. 100% of disadvantaged pupils were able to participate in sessions with these role models. |
| Attendance* | For disadvantaged pupils to achieve our school expectation of 96% attendance. | 15% of disadvantaged pupils achieved this. |

We are on target to meet the majority of outcome of our strategy, apart from attendance*. We may need to report authorised and unauthorised attendance data separately next year. As a special school we experience inflated levels of authorised absence. These are in relation to medical and audiology appointments. These are not able to be scheduled outside of the school day. Additionally, our pupils are all transported in by taxi and the LAs are not able to bring children in late or collect early for appointments. This leads to additional unnecessary absence.

Externally provided programmes

| Programme | Provider |
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Service pupil premium funding (optional)

| Measure | Details |
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| How did you spend your service pupil premium allocation last academic year? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |

Further information (optional)