

Pupil Premium Strategy Statement

Royal School for the Deaf Derby

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	43
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Paul Burrows
Pupil premium lead	Rachael Irgi
Governor / Trustee lead	Paul Burrows

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,036
Pupil premium funding carried forward from previous years	£18,893
Total budget for this academic year	£70, 929

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged children and young people (CYP). Whilst socio-economic disadvantage is not always the primary challenge our CYP face, we do not see a significant variance in outcomes for disadvantaged CYP across the school when compared to their peers (and those who join us at similar starting points). The following areas of challenge have been identified:

- Opportunities to enhance parental engagement
- Academic attainment in reading and literacy skills
- Academic attainment in maths
- Social and Emotional Needs
- Employability

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

Although our strategy is focused on the needs of disadvantaged CYP, it will benefit all CYP in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged CYP will continue to improve alongside progress for their disadvantaged peers. The outcomes are specifically linked to the Raising Standards Plan to ensure a whole school focus on improvement is achieved.

The RSDD strategy focusses on wider strategies to support CYP's social, emotional and behavioural needs. This provides disadvantaged CYP the opportunity to understand their feelings and emotions which in turn fosters resilience and positive mental health and wellbeing.

RSDD will also provide disadvantaged CYP 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 adulthood.

Due to the diverse nature of RSDD families consistent communication can be challenging; therefore developing family communication is essential for children's learning. Improving confidence in signing ability for parents/carers and siblings along with opportunities to participate in school activities will enhance family confidence and engagement.

Challenges

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

Challenge number	Detail of challenge
1	<p>RSDD acknowledge the essential role that parents/carers and families have in the academic success and maintaining social and emotional wellbeing of CYP. Ensuring families have the opportunity to develop their own BSL communication skills and knowledge/understanding of the deaf community, culture and identity is very important to ensure they are able to get the best support as they move through life's challenges. It is clear talking to parents that access to BSL lessons and a deaf community is variable according to the area in which they live. Giving parents the opportunity to develop good communication with their child and cultural understanding regardless of postcode is imperative.</p> <p>RSDD data shows 67% of pp/disadvantaged CYP live in homes where BSL is not the first language of their family. There are currently 14% of pp/disadvantaged families accessing RSDD parent/carer BSL sessions.</p>
2	<p>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)</p> <p>RSDD assessments show a high number of pp/disadvantaged CYP have low reading and comprehension skills with regards to their chronological age, particularly in primary. Low reading ability affects academic progress in all curriculum subjects. RSDD data shows 52% of pp/disadvantaged CYP in December 2025 are below the reading and comprehension test level.</p>
3	<p>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)</p> <p>'Less than half (48%) of deaf children now achieve a grade 4 or above in both Maths and English, compared to almost three quarters (71%) of other children'. (NDCS, 2019)</p> <p>RSDD assessments, observations and discussions show pp/disadvantaged CYP struggle with the language and comprehension skills required in order to problem solve in maths. In addition, low confidence using basic maths skills creates challenges when trying to progress through different areas of maths which in turns affects the rate of potential progress. RSDD data shows 79% of pp/disadvantaged CYP are working at a level more than 3yrs below their chronological age.</p>
4	<p>'When children have more than one additional need, it's important to consider both and also how they interact with each other. Both deafness and autism can have a significant impact on communication and language, learning and mental well-being (NDCS, Sept 2022).</p> <p>At RSDD 60% of pp/disadvantaged CYP have complex needs in addition to deafness.</p> <p>A literature review entitled 'Emotional wellbeing in deaf children and young people, and their families' reports an association between lower language ability (whether spoken or signed) and an increased likelihood of emotional wellbeing difficulties (NDCS, 2020)</p> <p>'More than 1 in 3 deaf people report the pandemic has had a negative impact on their mental health' (Sign Health, 2021)</p> <p>According to Ofsted (2022) 'The pandemic's impact on some pupils' mental health and well-being remained a concern. Leaders talked about pupils having lower levels of resilience and confidence, and increased levels of anxiety'</p> <p>RSDD assessments, observations and discussions show disadvantaged CYP generally have challenges around communicating, expressing feelings and expressing their wants and needs which make social interactions and understanding of social situations difficult. During the academic year 2024-2025 38% pp/disadvantaged CYP have received wellbeing support.</p>

5	<p>According to EEF (2016) Research by the Sutton Trust, they found careers provision in English schools to be a 'postcode lottery' where some young people 'have access to much better career guidance than others'. There is a risk that a lack of good quality careers education will disproportionately impact on students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and who could be left poorly equipped in making decisions about their futures.</p> <p>RSDD observations and discussions indicate that disadvantaged CYP require additional support to access opportunities in the local communities which develop independence and skills as they move towards adulthood. CYP need access to directed information and access to deaf role models to motivate and maintain high aspirations for future pathways and careers.</p>
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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
<p>Strategic Objective 2.2: Improve parental engagement for all parents -local and remote.</p> <p>To promote the importance of high level BSL skills both at home and school.</p> <p>To ensure pp/disadvantaged CYP are able to develop cultural capital knowledge through first hand experiences.</p>	<p>Weekly parent/carer BSL lessons are delivered and promoted well through social media, parent information sessions and EHCP review meetings.</p> <p>There is an increased number of pp/disadvantaged CYP parent/carers attending the BSL sessions from 14% in Dec 2025 to 20% in Dec 2026.</p> <p>The number of pp/disadvantaged CYP parents/carers at inspire days and whole school events is at least consistently 30% increasing year on year. RSDD aims to increase this to ensure that all pp/disadvantaged parent/carers have attended at least one whole school event through the year.</p>
<p>Strategic Objective 1.3: Extend Phonics and Reading Strategy further and embed Whole School Writing Strategy</p>	<p>In Primary the phonics Read, Write, Inc programme is applied consistently and half termly progress is recorded. Progress of pp/disadvantaged CYP is recorded as a discrete group to ensure the gap between non-pupil premium and pupil premium is reducing.</p> <p>100% pp/disadvantaged CYP make phonological improvements leading to demonstrable progress in reading levels.</p> <p>Reading strategies are observed to be readily used in all curriculum subjects across the whole school.</p> <p>There is an increase in the percentage of pp/disadvantaged CYP with a reading and comprehension age in the April reading test.- from 48% to 60%</p> <p>The reading curriculum is reviewed to ensure progress, expectations and reading opportunities are clear across the whole school with particular regard to early readers.</p> <p>CYP are considered to have further developed a love of reading through physical texts and signed stories. PP/disadvantaged CYP have access to reading materials at home as well as school.</p>
<p>Quality of Education Strategy: RSDD has an ambitious curriculum for all learners EYFS-post 16, fulfilling each Key Stage's requirements.</p>	<p>Quality First Teaching is evident through support, scaffolding and differentiation of resources and strategies to facilitate understanding of maths concepts. Staff have the knowledge and skills to be</p>

<p>To continue to raise standards in maths, developing depth of problem solving and times table check in yr4</p> <p>To develop mathematical language in order to accelerate progress in problem solving.</p>	<p>able to plan for and deliver high quality maths lessons which have a particular focus on vocabulary.</p> <p>Evidence of improved maths problem solving skills is seen in books. Moderation/work scrutiny demonstrates equally high expectations of pp/disadvantaged CYP learning.</p> <p>2/3 Year 4 pp children pass the Year 4 times table check.</p> <p>End of year maths assessments demonstrate the percentage of pp/disadvantaged CYP working more than 3 years below their chronological age has reduced from 51% to 30% in the end of year assessments 2026.</p>
<p>Strategic Objective 3.2: Strategies and processes for wellbeing</p> <p>To improve social and emotional regulation of pp/disadvantaged CYP leading to improved engagement with lessons and learning.</p> <p>Develop good levels of pp/disadvantaged CYP wellbeing to support balance and the ability to cope well.</p> <p>To encourage pp/disadvantaged CYP motivation, engagement and resilience, as well as the support to 'bounce back' from life's challenges.</p>	<p>All pp/disadvantaged CYP are prioritised should there be a waiting list to access wellbeing support and/or art therapy support.</p> <p>The number of pp/disadvantaged CYP with persistent absence that is not for medical reasons has reduced from 36% to 20% with a view to reducing this further year on year.</p>
<p>Strategic Objective 1.1: Developing Post 16 education further; academically and socially.</p> <p>Strategic careers planning for the whole school</p> <p>PP/disadvantaged CYP's ambition for future work or academic progression is high.</p>	<p>PP/disadvantaged CYP have additional support by RSDD careers lead as well as an independent careers adviser to submit future pathways application forms.</p> <p>CYP actively participate in the decision making on future pathways, they are given quality information of options in a timely manner to be able to make an informed decision.</p> <p>Parents/carers are included in the decision making through parents evening discussions and EHCP review meetings.</p> <p>CYP have the opportunity to engage with a range of deaf employees, deaf employers as role models, shared experiences or motivational speaking.</p> <p>All pp/disadvantaged CYP have a clear progression route on leaving RSDD. Destinations are recorded and there is a commitment to ensure no CYP leave RSDD Not in Education, Employment or Training (NEET).</p> <p>Successful implementation of the START Profile for all students from KS3 to Post 16.</p>

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Development</p> <p>Daily phonics sessions for all primary children in small groups which are organised according to phonological ability, whether that be through listening or lip reading.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.....The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). (Phonics, EEF toolkit)</p> <p>Each deaf pupil has individual needs. As with all interventions to support inclusion, you will find that a graduated response to supporting the needs of deaf pupils is needed....you will need to know the deaf pupil's level of language development. Some deaf pupils may have age-appropriate language skills, while others will have significantly delayed language skills which will have a significant effect on their phonological development.(NDCS, 2016,Pg15)</p>	2
<p>CPD for staff to further develop an understanding of phonics and reading opportunities in subject areas along with an understanding of Blanks language levels.</p> <p>Coaching sessions to enhance practice and ensure consistent delivery of phonics is maintained.</p>	<p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.(EEF)</p>	2
<p>Maths Development</p> <p>CPD White Rose Maths for all maths teachers and Education Assistants supporting in lessons</p>	<p>According to a study by UCL Institute of Education, this approach has been found to significantly improve students' understanding of mathematics, with 76% of students showing improvement in problem-solving skills. An expert in the field, Dr. Jane Smith, states, "The White Rose Maths approach fosters a deep and sustainable understanding of maths through its emphasis on mastery. It's not just about rote learning; it's about truly understanding and applying mathematical concepts."</p>	3
<p>The numeracy lead will attend CPD organised by the maths hub. Information attained will be disseminated during faculty meetings to ensure a consistency of approach to teaching maths is maintained.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance: key stages 1 and 2</p> <p>Teaching mathematics at key stage 3</p>	3
<p>Termly moderation and work scrutiny to ensure problem solving activities are evidenced in maths books. PP/disadvantaged CYP books will be a specific focus of moderation and work scrutiny.</p>	<p>The phrase 'coordinating mathematical success' describes how effective schools make sure that curriculum plans, teaching approaches, pupil tasks, assessments and mechanisms for evolving these align well. When successful, each individual element is of high quality, and the elements work in harmony,</p>	2,3

Consistent strategies used to teach maths concepts.	together supporting pupils to learn effectively. It means setting out a path to proficiency in the subject, checking pupils are on that path and helping them to stay on that path.	
Cat 4 tests are facilitated for all CYP to inform target setting, support needs and establish clear progression routes and intended outcomes throughout the school. CPD to ensure tests are standardised.	'Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way' (EEF, Diagnostic Assessment).	2,3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SaLT sessions to develop communication skills when out in the community i.e. lego therapy. SMiLE therapy CPD.	'The SMiLE therapy approach is effective in providing deaf children with the communication skills and confidence to interact with English speakers in targeted situations. The lack of generalisation of these skills to similar situations may be overcome by a longer therapy programme specifically promoting these skills across different situations' (Herman, Alton & Pring, 2011) All secondary pp/disadvantaged pupils accessed SMiLE therapy sessions in 2022-2023 and are reported to have developed communication skills according to their level of ability.	2
1:1 phonics sessions for identified CYP Read, Write, Inc CPD and resources to ensure a consistent approach to phonics is maintained	'Most deaf children have the potential for better levels of spoken language than ever before, and expectations for them should be as high as those for other children of similar ability' (NDCS, 2012) 'Phonics is recognised as a key tool in the acquisition of literacy skills for all children and should be made accessible to deaf children.....having ongoing opportunities to develop language skills and to read texts is vital for deaf children as they may have fewer opportunities than other children to learn 'incidentally' (NDCS,2012).	2
1:1 BSL sessions for identified CYP	New CYP arriving at the school with limited BSL skills need additional BSL sessions to boost their vocabulary and confidence using BSL. 'Effective language and communication skills lie at the heart of deaf children and young people's social, emotional and intellectual development (NDCS, 2022).	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Opportunities to learn through experience and practise social skills is maximised.</p> <p>All pp/disadvantaged are given the resources needed e.g. warm clothes for participation in Forest Schools, equipment for DofE</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker [Social and Emotional Learning] SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.... SEL interventions in education 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.(EEF Toolkit, Social and Emotional Learning).</p>	4
<p>All pp/disadvantaged CYP are given additional wellbeing support where appropriate and therapy support for pp/disadvantaged CYP is prioritised.</p>	<p>The University of Roehampton 'found school-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care....the study found that pupils who were offered counselling services experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.' The paper also calls for urgent evaluation of other mental health interventions for adolescents, such as Cognitive Behavioural Therapy (CBT) and classroom modules on emotional literacy.</p>	4
<p>Family BSL sessions to develop communication in the home are offered to all families. Additional financial support is given to pp/disadvantaged families in order to attend and participate.</p>	<p>Research shows that good interactions between adults and children make a big difference to how well communication and language skills develop. Children benefit from being with responsive and enthusiastic adults who show interest in talking with them. (DFE)</p>	1
<p>START Profile implemented and used to support CEIAG. PP/disadvantaged are known to the careers lead, additional time given to staff to ensure pathways are meaningful/aspirational.</p>	<p>A gap in employment outcomes exists between young people from lower socio-economic backgrounds and their more advantaged peers. Analysis of longitudinal education outcomes (LEO) data, reveals that 26% of young people who received free school meals (FSM) in year 11 are not in education or employment (NEET) aged 18- 24, compared to 13% of non-FSM students.</p> <p>Although differences in GCSE attainment are a contributing factor, young people from disadvantaged backgrounds remain twice as likely to be categorised as NEET even when qualifications are controlled for. High achieving students from disadvantaged backgrounds are also less likely to apply to higher education, attend a high status university, or access high status professional jobs than similarly qualified peers from more affluent backgrounds. However, there is evidence to suggest that career support in schools can help to address this inequality (The Careers & Enterprise Company, 2021)</p>	5

	The START platform is a valuable resource for young people with SEND to create their personalised vocational profiles, helping them to achieve their best next steps (Careers Hub)	
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Total budgeted cost: £70,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Overview</p>	<p>Sept 2022 46% pupil premium</p> <p>Sept 2022 – 49% identified as pp/disadvantaged</p> <p>Sept 2023 – 43% pupil premium</p> <p>Sept 2023 – 50% pupil premium/disadvantaged</p> <p>Nov 2024 – 39% pupil premium</p> <p>Nov 2024 – 50% pupil premium/disadvantaged</p> <p>Nov 2025 – 43% pupil premium</p> <p>Nov 2025 – 57% pupil premium/disadvantaged</p> <p>CYP can be identified as disadvantaged regardless of being on the pupil premium list.</p>
<p>Strategic Objective 3.3: Coordinate experiences and skills in order to prepare pp/disadvantage CYP for life beyond the school gates.</p> <p>To promote the importance of high level BSL skills both at home and school.</p> <p>To ensure pp/disadvantaged CYP are able to develop cultural capital knowledge through first hand experiences.</p>	<p>Weekly parent/carer BSL lessons are delivered and promoted well through social media, parent information sessions and EHCP review meetings. Parents are encouraged to be involved in signing songs during whole school events e.g. Christmas Service.</p> <p>The number of parents accessing the parent/carer BSL sessions has increased throughout the year. The number of pp/disadvantaged parents has decreased to 14% due to parents having completed qualifications and no longer needing lessons.</p> <p>The number of pp/disadvantaged primary parents/carers at inspire days and whole school events is at least consistently 37% for the year 2024-2025. RSDD aims to increase this to ensure that all pp/disadvantaged parent/carers have attended at least one whole school event through the year.</p>
<p>Strategic Objective 1.3: Develop a coherent, effective and ambitious reading development strategy for EYFS –P16 learners</p>	<p>In Primary the phonics Read, Write, Inc programme is applied consistently and half termly progress is recorded. Progress of pp/disadvantaged CYP is recorded as a discrete group to ensure the gap between non-pupil premium and pupil premium is reducing.</p> <p>In July 2023 43% primary pp/disadvantaged children made good progress in their phonics awareness knowledge</p> <p>In May 2024 70% of primary pp/disadvantaged CYP made improvements in their phonics knowledge.</p> <p>In Dec 2025 100% of those pp/disadvantaged CYP on the phonics programme made improvements in their knowledge</p> <p>In April 23 the percentage of pupil premium/disadvantaged students without a reading age in April 2023 is 47%</p> <p>In Oct 23 the percentage of pupil premium/disadvantaged students without a reading age is 45%</p> <p>In April 24 the percentage of pupil premium/disadvantaged students without a reading age is 40%</p> <p>In Dec 2025 the percentage of pupil premium/disadvantaged students without a reading age is 52%</p> <p>Reading strategies are being readily used successfully in wider subjects. Training, observations and coaching to continue into the next academic year to ensure the strategies are being applied consistently.</p>

The reading curriculum has been reviewed to ensure progress, expectations and reading opportunities are clear across the whole school with particular regard to early readers. Reading tests are completed twice a year to ensure strategies and progression are improving.

PP/disadvantaged CYP have access to reading materials at home as well as school. Books are given to the students through book buzz and on open day.

Strategic Objective 1.1: RSDD has an ambitious curriculum for all learners EYFS- post 16, fulfilling each Key Stage's requirements.

To continue to raise standards in maths, developing depth of problem solving and times table check in yr4

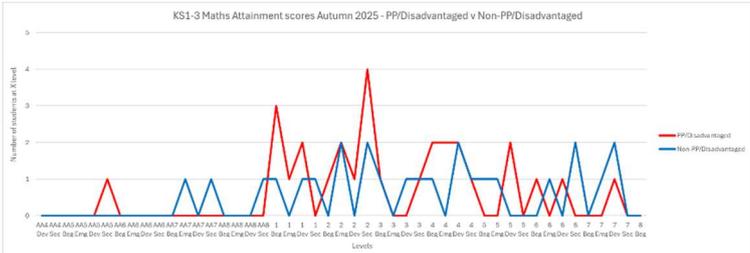
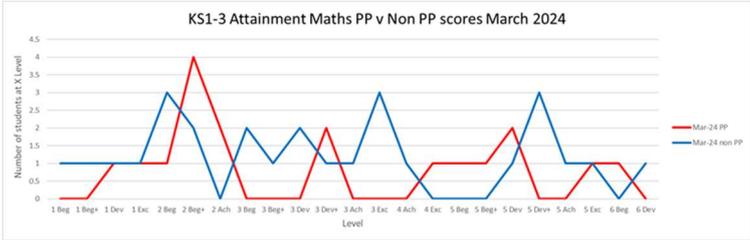
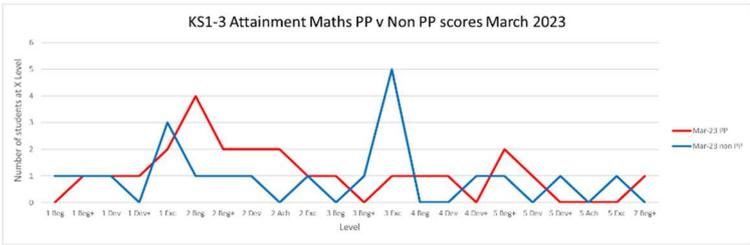
To develop mathematical language in order to accelerate progress in problem solving.

Quality First Teaching has been consistently observed in maths lessons. There is good use of manipulatives which develop in complexity as the CYP move through the key stages. White Rose Maths is used to plan and deliver consistently good and outstanding lessons across the school.

Evidence of improved maths problem solving skills is seen in books. Moderation/work scrutiny demonstrates equally high expectations of pp/disadvantaged CYP learning. Focus on pp/disadvantage learning is a key component of all quality of teaching and learning activities.

All year 4 pupils participated in the year 4 times table check.

Data demonstrates improved attainment in maths for both pp/disadvantaged and non pp:



Strategic Objective 2.2: Establish clear behaviour for learning at all levels

To improve social and emotional regulation of pp/disadvantaged CYP leading to improved engagement with lessons and learning.

Develop good levels of pp/disadvantaged CYP wellbeing to support balance and the ability to cope well.

To encourage pp/disadvantaged CYP motivation, engagement and resilience, as well as the support to 'bounce back' from life's challenges.

All pp/disadvantaged CYP are prioritised should there be a waiting list to access wellbeing support and/or art therapy support.

Dec 2025 data shows 53% of pp/disadvantaged CYP are accessing 1:1 support from the wellbeing team, therapy team or support from NDCAMHS

Formal observations demonstrate pp/disadvantaged CYP are engaged in lessons. The engagement of pp/disadvantaged in lessons continues to be good.

Wellbeing team support continues to support CYP with attendance, motivation and resilience. A robust PSHE curriculum is in place to support CYP learning.

<p>Strategic Objective 3.2: Strategic careers planning for the whole school</p> <p>PP/disadvantaged CYP's ambition for future work or academic progression is high.</p>	<p>PP/disadvantaged CYP have additional support by RSDD careers lead as well as an independent careers adviser to submit future pathways application forms.</p> <p>CYP actively participate in the decision making on future pathways, they are given quality information of options in a timely manner to be able to make an informed decision.</p> <p>Parents/carers are included in the decision making through parents evening discussions and EHCP review meetings.</p> <p>All pp/disadvantaged CYP have a clear progression route on leaving RSDD. Destinations are recorded and there is a commitment to ensure no CYP leave RSDD Not in Education, Employment or Training (NEET). 100% year 11 students continued into Post 16 in September 2025.</p> <p>The START Profile is being used successfully to track careers engagement.</p>

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Organising visitors to the school to extend CYP wider experiences. Examples include health professionals, emergency services, Safe and Sound. There will be a focus on deaf CYP access to information in the wider community.
- Ensuring that all CYP have the opportunity to experience activities, places of interest and services in the local community which will be essential as they move towards adulthood and beyond
- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable all CYP to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables CYP to have first-hand experience of work, such as apprenticeships and training

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated activity undertaken in previous years to ensure the outcome is as expected.

We used a disadvantaged calculator specific to the needs of CYP at RSDD to look at the performance of the pupil premium CYP and review the number of CYP identified as disadvantaged.

We looked at several reports, studies and research papers about effective use of Pupil Premium and techniques to identify CYP that are disadvantaged. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners with specific focus on deaf CYP mental health. Art therapy sessions proved successful in giving all CYP regardless of pupil premium and disadvantage the opportunity to access support to maintain positive mental health regarding effects of the pandemic.

Published NDCS research has proved invaluable in ensuring areas of challenge in deaf CYP learning and communication skills are highlighted and understood by staff. Support, training and funding can be directed in these areas to try to reduce the gap identified as a national trend.

In addition to the pupil premium funded activity outlined above CPD for all staff has supported teaching staff to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for CYP over time.

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