

Pupil Premium Strategy – Academic Year 2019-2020

1. Summary information

Total number of pupils:		Total pupil premium budget:	£31,350
Pupil eligible for pupil premium:	29	Per pupil amount received	Primary - Secondary -

2. How we measure impact

Pupil attainment and progress meetings are held twice a year.

Teachers submit current attainment data to the Head Teacher and set targets for the end of the school year, the end of the key stage and the end of students' time at the school.

Teacher assessments are validated through regular book scrutiny, lesson observations and moderation of work with mainstream partner schools and the Haringey Special Schools Assessment Working Party.

Progress 2019 – 2020

Please note our cohorts are very small.

	No of PPG pupils	READING			WRITING			MATHS		
		BTE	EXP	BEL	BTE	EXP	BEL	BTE	EXP	BEL
Key Stage 1	5	0/5	4/5	1/5	0	3/5	2/5	0	4/5	1/5
Key Stage 2	6	0	4/6	2/6	0	4/6	2/6	1/6	4/6	1/6
Key Stage 3	9	0	8/9	1/9	0	9/9	0	0	6/9	3/9
Key Stage 4	9	0	7/9	2/9	0	5/9	4/9	0	8/9	1/9

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers 2019 - 20 (*issues to be addressed in school, such as poor oral language skills*)

Barriers identified by Senior Leadership Team and external professionals in multi-disciplinary team meetings. Impact of COVID-19 on communication needs, learning and emotional well-being becoming increasingly clear.

Identified by NDCS in their document

'Must do better! Barriers to achievement by deaf children'

- Better support for families.
- Enabling parents to communicate with and educate their deaf children.
- A curriculum that works for deaf children.
- Supporting the specialist support
- Better planning and provision.

	Modes of Communication
A	Lack of formal language both BSL and / or spoken language
B	Pupils' emergent communication skills in BSL.
C	Further development of BSL.
D	Pupils' emergent communication in English.
E	Pupils' development of sentence structure.
	Wellbeing and Safeguarding
F	Pupils' ability to engage in class.
G	Pupils' lack of emotional resilience.
H	Anxiety levels for pupils with additional needs other than deaf or hearing impaired.
I	Lack of self esteem.
J	Pupils' ability to engage with peers.
K	Pupil attendance.
	Parents and carers
L	Parental / carer engagement with BSL.
M	Parental / carer engagement due to the 12 boroughs which the pupils get transportation from to Blanche Nevile School.

External barriers 2019/20 (issues which also require action outside school, such as low attendance rates)

N	Attendance for individual pupils over the academic year 2019/20	
4. Desired outcomes 2019/20		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Modes of Communication		
A	Development of formal language in BSL and / or spoken language	Pupils eligible for PP in KS1 and KS2 classes made at least expected progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B	Improved pupils' emergent communication skills in BSL.	Vocabulary development evident in PP pupils' communication at Primary and Secondary.
C	Increased BSL language.	Vocabulary development evident in PP pupils' communication at Primary and Secondary.
D	Improved pupils' emergent communication in English.	Vocabulary development evident in PP pupils' communication at Primary and Secondary.
E	Clearer understanding of sentence structure.	Evidence by use of shape coding via Speech and Language Therapy interventions and in class at Primary and Secondary for PP pupils and non-PP pupils.
Wellbeing and Safeguarding		
F	Greater engagement in class.	Evidenced via performance management records and lesson observations.
G	Improved emotional wellbeing and emotional resilience.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
H	Reduced anxiety for the pupil by enabling a better development of class routines and expectations.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
I	Improved self-esteem.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
J	Improved communication with peers.	Evidenced via performance management records and lesson observations.
K	Improved attendance.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improved in line with other pupils who are non PP.

L	Parental engagement with BSL.	Evidence – parental attendance at BSL classes.
M	Improved parental engagement and support.	Evidence – parental attendance at school based meetings, telephone contact and engagement with extra curriculum activities including school trips.

5. Planned expenditure					
Academic year		2019/20			
The below demonstrates how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all including targeted support for 2017/2018					
Desired outcome linked to above	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, C, D and J Improved BSL / language skills at Primary.	Staff training on high quality feedback. 1:1 support of EYFS children from specialist BSL tutor. Guided reading (AHT P) Embedding of visual phonics (CT P)	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. (This is a resource which has been independently evaluated and shown to be effective in other schools.) Developing language at the earliest opportunity is key to raising achievement.	BSL tutor timetabled to attend EYFS sessions, so maximum benefit can be gained from interventions. On going relationship with Dr Ros Herman and UCL City Lit	BSL tutor Senior staff with literacy lead	Summer 2020
					Cost: £7,177.79
A, B, C, D and J Improved BSL / language skills at Secondary.	Communication policy implemented and implemented Guided reading workshops (Subject Lead)	As above Targeted 1:1 support for individual pupils.	BSL Tutor Timetable Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Secondary BSL lead, literacy lead, senior staff, SaLT	Summer 2020
					Cost: £4,846.24
E & F Writing and engagement	Use of Shape Coding to improve understanding of sentence structure and hence improve writing outcomes.	Designed by Speech and Language Therapist Susan Ebbels for use with young people with language disorders	On-going raining of all staff in Shape Coding. Internal CPD		On-going

	Integration opportunities where appropriate	but is used successful with deaf students Structured opportunities for BN pupils to integrated with hearing peers. Primary with Highgate and Secondary with Fortismere	Monitored use through book scrutiny		
					Cost: £1,193.22
G, H, I Improving wellbeing	School visits programme Home School Liaison Officer My Concern software After school clubs to include specialist yoga Primary to Secondary transition	Enrichment approaches can directly improve pupils' attainment as identified by EEF. HSLO provides vital link between school and families Staff confident in using software to record concerns. Compliance with and regular updates on all current legislation, standards and guidance Provides clear and auditable evidence	Whole school staff refresher training. All staff using My Concern consistently Termly reports identify patterns Professional Yoga teacher specialising in delivering Yoga to students with additional needs. Observation by relevant staff of the Y6 pupil group as they transition into Year 7 with focus on PP pupils.	All staff DSL Senior staff Primary and secondary teachers with responsibility for transition of Year 6 to Year 7.	Visits cancelled from March 2020 (Impact of COVID-19) Evaluate summer 20 On-going
					Cost: £2,750.75
K, L and M Parental engagement	Improved pupil attendance First Day Absence Calling School Comms.Software		Monthly meetings HT and Admin to monitor attendance. Attendance discussed at fortnightly MDT meetings		On-going
					Cost: £380.00
Linked to all outcomes:					

<ul style="list-style-type: none"> • Headteacher and teachers use of B squared to monitor small steps of progress and plan for specific support. • All staff use MyConcern software to record and track the emotional , physical and safeguarding of all our pupils including pupil premium pupils. • Admin support – updating record, providing reports • Communication Support Worker Support – signed support for PP students and families • Assistant Heads monitoring of PP well-being • UPS Teacher – EYFS and KS1 targeted support for PP pupils and families • Home School Liaison Officer (HSLO) – targeted support for PP pupils and families with housing, medical appointments etc • BSL instructor – 1:1 support for pupils arriving in-year • B-Squared progress tracking software 	
	£15,617.51
Total	£31,965.52

Totals from above

Desired outcome A, B, C, D and J at primary	£7,177.79
Desired outcome A, B, C, D and J at secondary	£4,846.24
Desired outcome E & F	£1,193.22
Desired outcome G, H & I	£2,750.75
Desired outcome K, L & M	£380.00
Linked to all outcomes	£15,617.51
Total	£31,965.52

