



## Pupil Premium 2021-22

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Exeter Royal Academy for Deaf Education, a company limited by guarantee  
Registered office: 1 Douglas Avenue, Exmouth, Devon, EX8 2AU

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## About Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the attainment gap between them and their peers. The Pupil Premium is allocated to schools for pupils, in Years R to 11, who are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the past six years (Ever 6). Pupil Premium is also allocated for children who have been looked after by the local authority. The rates of Pupil Premium are as follows:

The PPG per-pupil rate for 2021 to 2022 is as follows:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
<b>Service children</b>	<b>Service premium per pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

More information about the Pupil Premium is available on the Department for Education website:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

## Our School

Exeter Royal Academy for Deaf Education (The Deaf Academy) educates children and young people between the ages of 5 and 25. All children and young people who attend the Academy have a hearing impairment and many have an additional educational need.

## How we use the pupil premium

Children and Young People for whom the school receives PP are rigorously assessed to determine the areas of difficulty they are experiencing. These difficulties may not simply be educational but also social and emotional. We use the PP to fund additional support which addresses these needs and can demonstrate a positive impact on their educational and emotional development. These are some of the ways we have been using Pupil Premium:

- Providing extra reading resources and interventions
- Designing and implementation of “The Den”, a Social and Emotional Wellbeing space, designed to help regulate those students with anxiety and SEMH profile
- Providing students with additional resources to expand on their love of reading
- Providing resources to enable the young person to participate in their chosen course
- Promoting and supporting independent travel

These strategies and interventions are implemented to support the pupils in closing the gap with their peers in terms of their communication and curriculum access and achievement.

We anticipate that as a consequence of these strategies and interventions, pupils for whom the Pupil Premium applies will make at least expected progress and preferably above expected progress relative to their peers.

### How we measure effectiveness

The effectiveness of the interventions funded through the Pupil Premium are measured primarily through performance in specific areas of the curriculum (Maths, English, BSL etc.) Some of the ways we measure improvement are:

- Improved reading ability both in terms of accuracy and context
- Improved attendance
- Improved emotional wellbeing and resilience
- Equipped to undertake their chosen course

### Pupil Premium Income 2021-22

The total student population of the school at the end of 2021-22 was 19. Of these pupils:

Number of students on roll (up to Y11) at July 2022: 19

% of pupils on FSM:  $4/19 = 21\%$  (2 additional in Post 16 received FSM PPG)

% of LAC pupils:  $2/19 = 11\%$  (1 additional student in Post 16 received LAC PPG)

% of Service pupils:  $1/19 = 5\%$

% of pupils receiving PPG:  $7/19 = 37\%$  (3 additional students in Post 16 received PPG)

Of the children and YP who attended The Deaf Academy in 2021-22, 9 received Pupil Premium and 1 received service premium

Total PPG received 2021-22	£9,715
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## National Guidelines: 2021-22

Entitlement	Number of students
£1,345 for eligible primary school students	1
£955 for eligible secondary school students	5
£310 for eligible Service children	1
£2,345 for each LAC who meets the criteria.	1 (£1000) 1 (£630) 1 (£1655)
Total 2021/22:	10

## Pupil Premium Grant received

	2015-16	2016-17 to date	2017-18 to date	2018-19	2019-20	2020-21	2021-22
Pupil Premium Entitlement	£24,951	£16,400	£13,180	£8340	£6,420	£7,695	£13,465
Pupil Premium Received	£15,849	£9,395	£11,310	£8340	£4,985	£7,695	£9,715
Percentage received	63.52%	(+ arrears payments = £14,446)*	86%	100%	78%	100%	72%

For note – one LAC student joined part year, hence the reduction in PPG received.

One LAC student was in College Post 16.

## Pupil Premium Expenditure (understanding of non-academic challenges)

Following an assessment of the needs of the individual pupils together with our desire to implement a sharper focus on the progress of vulnerable pupils, we focused our interventions on a number of areas. We had a focus on improving the access and enjoyment of reading as well as providing an SEMH area for students who struggle with anxiety and wellbeing.

80% of PP students have SEMH needs in comparison to 50% of non-PP students.

We spent the money in the following ways

## Thematic list of areas of spend.

Item/Project	Objective	Anticipated Outcome
Reading interventions	<ul style="list-style-type: none"> <li>Additional support to baseline reading ages.</li> <li>Providing reading interventions for school aged students</li> <li>Encouraging reading</li> </ul>	<p>To increase opportunities for reading in the school timetable</p> <p>To provide additional support to increase reading ages</p>
Reading Chairs for Library	<ul style="list-style-type: none"> <li>To increase the enjoyment of reading, by making it visual and entertaining for the students</li> </ul>	<p>Reading chairs used by staff at break, lunch times and during the school day.</p> <p>Students to visit and use the library more</p>
Magazines	<ul style="list-style-type: none"> <li>A range of magazines to be purchased such as National Geographic, Beano, Young Farmers, Brainz Kids, School news to encourage students to pick up and read during tutor times</li> </ul>	<p>Students will feel less pressured to read a book and have other opportunities such as magazines to use.</p>
Large books	<ul style="list-style-type: none"> <li>One student with complex needs has an enjoyment of large books</li> </ul>	<p>Provide more opportunities and a range of materials</p>
Paddleboat Theatre Company	<ul style="list-style-type: none"> <li>To show students that they can engage in a variety of different media approaches and interests</li> </ul>	<p>Students engagement and enjoyment and attendance increases.</p>
"The Den"	<ul style="list-style-type: none"> <li>The School section of the Academy support many students will social, emotional and mental health needs. Students required a space to go and regulate, where they felt safe and calm away from their classroom and peers, to help decrease the number of incidents where students were being interrupted in their learning by another students SEMH needs and where a student felt safe and secure resulting in them managing their 'big' feelings more appropriately.</li> </ul>	<p>The impact of the Den has been significant. Students have used the Den when feeling 'wobbly/fizzy' and have been able to re-regulate using the equipment and then re assess their learning. There have been less classroom disruptions as staff have been able to use the den as a space to go with a student and talk through a problem or their feelings. Students are observed to physically relax and enjoy the time to use the sensory items to help self soothe and feel regulated.</p>

As a result of these interventions we have seen a consistent continuation of progress for pupils receiving the pupil premium. We recognise this group to be vulnerable to poor progress. We have ensured, through deployment of Pupil Premium funding, that they make at least expected progress and in some cases above.

### **Pupil Premium (PP) Students (9 are included in this report due to one joining in Summer term)**

There are 9 Pupil Premium students. 1 Foundation, 5 School and 3 College. It should be noted that the small numbers involved can result in larger variances in percentages.

8 out of 9 Pupil Premium students achieved their Educational Targets last academic year.

7 out of 7 Pupil Premium students who were entered for accreditation achieved their qualifications ranging from Entry Level 2 to Functional Skills Level 1.

In English, PP students had a lower achievement rate than the non PP students. PP students only studied Band 5 and Unit Award levels. 2 pupil premium students did achieve some Unit Awards but not the amount/level they were targeted for.

In Maths, PP students had a higher achievement rate and this included levels from Band 5 to Level 1.

In BSL, PP students had approximately the same achievement rate as the non PP students and this was consistent across all the levels studied this year.

The Foundation PP student achieved or exceeded all their targets, which is broadly similar to the non PP Foundation students.

For the Key Personal Targets (with the caveats discussed above), a snapshot has been taken of Summer 2. This shows that PP students performed better in “unlocking potential” and “literacy & language” but did not have as many students achieve their targets in “independence” as non PP students. This is an improvement from last year, where more PP students were in the “developing” section across all categories and no PP student had “exceeded/generalised”.

In respect of the EHCP targets (with the caveats discussed above), with the exception of “Independence” which just 1 PP student has as an aim, the majority of PP students are on target to achieve all or most of their aims. They have a slightly higher percentage than non PP students in the areas of “Communication & Interaction” and “Cognition & Learning”, and are broadly similar in “Social, Emotional and Mental Wellbeing” and “Sensory & Physical Needs”.

Taking all these various aspects in the round, both Pupil Premium and Non Pupil Premium students are broadly comparable, with no major discernible pattern that would give specific cause for concern.

## English

### Pupil Premium Overall

Exceeded		Achieved		Did Not Achieve	
0	0.0%	4	57.1%	3	42.9%

### Non Pupil Premium Overall

Exceeded		Achieved		Did Not Achieve	
0	0.0%	33	94.3%	2	5.7%

## Maths

### Pupil Premium Overall

Exceeded		Achieved		Did Not Achieve	
1	20.0%	3	60.0%	1	20.0%

### Non Pupil Premium Overall

Exceeded		Achieved		Did Not Achieve	
0	0.0%	6	28.6%	15	71.4%

## BSL

### Pupil Premium Overall

Exceeded		Achieved		Did Not Achieve	
0	0.0%	6	85.7%	1	14.3%

### Non Pupil Premium Overall

Exceeded		Achieved		Did Not Achieve	
0	0.0%	28	87.5%	4	12.5%

### Key Personal Targets

KEY PERSONAL TARGETS (snapshot of Summer 2)		G Number of Students	G %	S Number of Students	S %	D Number of Students	D %
Unlocking Potential	Pupil Premium	2	25.0%	4	50.0%	2	25.0%
	Non Pupil Premium	2	4.3%	31	66.0%	14	29.8%
Literacy & Language	Pupil Premium	0	0.0%	6	75.0%	2	25.0%
	Non Pupil Premium	1	2.1%	28	59.6%	18	38.3%
Independence	Pupil Premium	0	0.0%	5	62.5%	3	37.5%
	Non Pupil Premium	4	8.3%	32	66.7%	12	25.0%

EHCP Aims	Communication & Interaction		Cognition & Learning		Social, Emotional and Mental Well Being		Sensory & Physical Needs		Independence	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
<b>TOTAL STUDENTS</b>	8	47	8	47	8	44	7	37	1	4
Number on target for all aims	5	24	4	20	2	25	5	21	0	3
% on target for all aims	62.0%	51.0%	50.0%	43.0%	25.0%	57.0%	72.0%	56.0%	0.0%	75.0%
Number on target for majority of aims	2	13	3	16	4	7	1	8	0	0
% on target for majority aims	25.0%	28.0%	37.0%	34.0%	50.0%	16.0%	14.0%	22.0%	0.0%	0.0%
Number not on target for majority of aims	1	10	1	11	2	12	1	8	1	1
% not on target for majority of aims	13.0%	21.0%	13.0%	23.0%	25.0%	27.0%	14.0%	22.0%	100.0%	25.0%

### Funding for the year 2022-23

The total student population of the school in 2022-23 is 24. Of these pupils:

6 (25%) are eligible for secondary free school meals

2 (8%) have parents who are in the armed forces

2 (8%) are Looked after Children

The number of pupils eligible for Pupil Premium is 10. The funding for Pupil Premium in 2022-23 has increased to £985 per secondary school pupil receiving Free School Meals (FSM) and £1,385 for Primary School pupils receiving Free School Meals (FSM); funding for pupils where the parent is a member of the Armed Forces also increased to £320. Funding for Looked After Children (LAC) has increased to £2,345. This means the entitlement for 2022/23 is £11,240.

We will continue to apply the same rigorous scrutiny of the progress of our pupils who attract Pupil Premium. We will use focused interventions to help the pupils realise their potential.