



# Pupil Premium 2022-23

## September 2023

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 2022-23 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)	£1,385
Pupils in years 7 to 11 recorded as Ever 6 FSM	£985
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	£320

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 9 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
- Supporting the introduction of synthetic phonics and Visual Phonics by Hand
- Continuing to develop "The Den", a Social and Emotional Wellbeing space, designed to help regulate those students with anxiety and SEMH profile
- Employment of a Play Leader for break and lunchtimes to support young people learning to play collaboratively
- Resourcing break and lunchtime play to encourage individual and collaborative play/team games
- Providing students with additional resources to expand on their love of reading
- Expanding the library space and making it more accessible and inviting to encourage reading
- Promoting and supporting independent travel
- Supporting activities that students would not normally be able to engage in ie Sailing

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
- Students spending more time outside and learning to collaborate in play

### **Pupil Premium Income 2022-23**

The total student population of the school up to Year 11 at the end of July in 2022-23 is 33. Of these pupils:

4 (12%) are eligible for free school meals

1 (3%) have parents who are in the armed forces

2 (6%) are Looked after Children (not eligible for PPG)

3 further students who are eligible for PPG are Post 16 College students.

The number of pupils eligible for Pupil Premium decreased to 8. 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.

The total amount of money allocated to the school this year was £5245– this has been provided from ESFA. A further £2245 was provided by Local Authorities as top up funding.

Total PPG received 2022-23	£7490
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### National Guidelines: 2022-23

Entitlement	Number of students
£1,385 for eligible primary school students	0
£985 for eligible secondary school students	7
£320 for eligible Service children	1
£2,345 for each LAC who meets the criteria.	0
<b>Total 2022/23:</b>	<b>8</b>

### Pupil Premium Grant received

	2015-16	2016-17 to date	2017-18 to date	2018-19	2019-20	2020-21	2021-22	2022-23
Pupil Premium Entitlement	£24,951	£16,400	£13,180	£8340	£6,420	£7,695	£13,465	£7,215
Pupil Premium Received	£15,849	£9,395	£11,310	£8340	£4,985	£7,695	£9,715	£ 5245 (ESFA) £2245 (LA )
Percentage received	63.52%	(+ arrears payments = £14,446)*	86%	100%	78%	100%	72%	100%

## 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.

91% 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>
Phonics	<ul style="list-style-type: none"> <li>To support reading in Deaf children (this was after research showing synthetic phonics with adaptations could be used by the majority of Deaf children to support reading skills)</li> <li>To support PP children who have no reading support/encouragement at home</li> </ul>	<p>For students to show marked improvement in reading</p> <p>To encourage parental engagement</p>
Phonics CPD	<ul style="list-style-type: none"> <li>Training for all staff on Visual Phonics by Hand</li> </ul>	<p>Students to feel more confident with phonics (using visual cues) and to improve reading outcomes</p>
Upgrade for Twinkl resources	<ul style="list-style-type: none"> <li>To give teachers a wider range of resources to teach phonics</li> </ul>	<p>Students to feel more confident with phonics (using visual cues) and to improve reading outcomes</p>
Rhino readers	<ul style="list-style-type: none"> <li>To improve learning of phonics and provide books directly linked to phonics programs</li> </ul>	<p>Students to feel more confident with phonics (using visual cues) and to improve reading outcomes</p>
Theatre – Hansel and Gretel (Paddleboat)	<ul style="list-style-type: none"> <li>To give students the opportunity to participate in a live theatre production with an interpreter</li> </ul>	<p>Students feel more involved in “hearing” culture and develop interests outside of the classroom</p>
Theatre trip – Mary the Pigeon Including an associated art workshop and development of a book that was published	<ul style="list-style-type: none"> <li>To give students the opportunity to participate in a live theatre production with an interpreter</li> <li>To raise the profile of reading and real books</li> </ul>	<p>Students feel more involved in “hearing” culture and develop interests outside of the classroom</p> <p>Students to understand how books are produced and be encouraged to write/read</p>
Devon Library service comprehensive package (Upgraded Library service package to include a regular re-stock of the books)	<ul style="list-style-type: none"> <li>to encourage reading interest in pupils who do not have books at home</li> <li>to support students by ordering books linked to personal interest</li> </ul>	<p>Better access to a wide range of books</p> <p>Increased interest in reading</p> <p>Students able to read independently and enjoy books</p>

Library refit	<ul style="list-style-type: none"> <li>To create a reading space that students would find accessible and exciting</li> </ul>	Students use library independently at break and lunchtime, finding their own books
		Raise profile of reading for pleasure, especially for those with few/no books at home
Individual resources for students relating to SaLT, fine/gross motor, resources to improve focus and engagement	<ul style="list-style-type: none"> <li></li> </ul>	
Sailability – Learning to sail and gain qualifications with the YA	<ul style="list-style-type: none"> <li>To give secondary aged students an opportunity to engage in an unusual activity/sport that would normally be financially out of reach</li> <li>To gain confidence in and on the water</li> <li>To develop new interests</li> <li>To gain qualifications linked to sailing</li> </ul>	Students to gain qualifications linked to Sailing (All students gained Bronze or Silver Awards)
Trips: Dartmoor Bronze Age Roundhouse / Wildwood /	<ul style="list-style-type: none"> <li>To provide exciting curriculum enrichment</li> <li>To fund trips for students who would otherwise be unable to do this,</li> </ul>	
Sensory rooms in seahorse/jellyfish classes	<ul style="list-style-type: none"> <li>To create a safe, inviting space for students to go when dysregulated</li> <li>To support students with ASD and SEMH to self regulate</li> </ul>	Behaviour incidents will reduce as students are able to self regulate/ / regulate in a new space with support.
Indoor games for collaborative work and wet play	<ul style="list-style-type: none"> <li>To give students opportunities to play games together to develop social skills and awareness</li> <li>Encourage collaborative play</li> </ul>	Develop a sense of belonging Social skills developed

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 (8 are included in this report)**

There are 8 Pupil Premium students. 1 School Complex needs, 4 School and 3 College. It should be noted that the small numbers involved can result in larger variances in percentages.

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

### **English**

In School, the PP students taking Employability English over 2 years are on track to achieve this target, which is the same for the non PP students.

In respect of making progress across Reading and Writing, the PP students had a higher rate of

expected progress than the non PP students in Writing and approximately the same for Reading.

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## Pupil Premium

English	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
Reading	0	0.0%	3	75.0%	1	25.0%
Writing	0	0.0%	4	100.0%	0	0.0%

## Non Pupil Premium

English	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
Reading	1	7.7%	10	76.9%	2	15.4%
Writing	1	7.7%	9	69.2%	3	23.1%

In College, unlike non PP students, PP students have not taken any Level 1 or 2 formal qualifications. 2 PP students achieved Unit Awards, which was their target, and 1 PP student is on target to achieve Unit Awards over 2 years. Based on achieving individual targets, PP students have performed better than non PP students.

ENGLISH	Exceeded		Achieved		Did Not Achieve	
Pupil Premium	0	0.0%	2	100.0%	0	0.0%
Non Pupil Premium	7	29.2%	8	33.3%	9	37.5%

## Maths

In School, the PP students taking Entry Level Maths over 2 years are on track to achieve this target, which is the same for the non PP students. There is 1 PP student taking Number & Measure L1 over 2 years, they are on target to achieve this, which is the same as the non PP students.

In respect of making progress across Maths, the PP students had a higher rate of expected progress than the non PP students.

## Pupil Premium

Maths	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
	0	0.0%	4	100.0%	0	0.0%



## Non Pupil Premium

Maths	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
	0	0.0%	11	84.6%	2	15.4%

In College, PP students studied at Level 1 and Level 2 (Number & Measure). 2 PP students are studying over 2 years and are on track, which compares well with non PP students. 1 PP student made excellent progress and took the exam a year earlier than anticipated but failed by a small margin. Based on target outcomes PP students did not perform as well as non PP students in Maths.

MATHS	Exceeded		Achieved		Did Not Achieve	
Pupil Premium	0	0.0%	0	0.0%	1	100.0%
Non Pupil Premium	0	0.0%	4	100.0%	0	0.0%

## BSL

In School, no students are taking formal qualifications. In terms of general progress, PP students are not performing as well as PP students, although half of PP students have made expected progress.

## Pupil Premium

BSL	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
	0	0.0%	2	50.0%	2	50.0%

## Non Pupil Premium

BSL	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
	1	7.7%	9	69.2%	3	23.1%

In College, 1 PP student achieved their target of Level 2. 2 students did not achieve their Level 3 target, however neither did the non PP students (see “qualifications” section above for discussion on L3). Based on target outcomes PP students did not perform as well as non PP students in BSL.

BSL	Exceeded		Achieved		Did Not Achieve	
Pupil Premium	0		1	33.3%	2	66.6%
Non Pupil Premium	0		6	60.0%	4	40.0%

## Individual Education Plans

The table below shows the outcomes of the IEP targets over each term for PP and non PP students. As mentioned above, having small numbers of PP students can impact the percentages.

Academy Overall	IEP Targets Autumn Term	IEP Targets Spring Term	IEP Targets Summer Term
Total Pupil Premium Students	8	8	8
Total Non Pupil Premium Students	54	52	47
Number PP students who achieved all targets	1	2	3
% PP who achieved all targets	12.5%	25.0%	37.5%
Number NON PP students who achieved all targets	9	20	17
% NON PP who achieved all targets	16.7%	38.5%	36.2%
Number PP students who achieved the majority of targets	5	2	1
% PP who achieved the majority of targets	62.5%	25.0%	12.5%
Number NON PP who achieved the majority of targets	18	14	15
% NON PP who achieved the majority of targets	33.3%	26.9%	31.9%
Number PP students who did not achieve the majority of targets	2	4	4
% PP who did not achieve the majority of targets	25.0%	50.0%	50.0%
Number NON PP who did not achieve the majority of targets	27	18	15
% NON PP who did not achieve the majority of targets	50.0%	34.6%	31.9%

Additionally, apart from 1 PP student in the Autumn term and 1 PP student in the Spring term, all PP students progressed any target that they did not meet.

As can be seen, there is a broad similarity between PP and non PP students in achieving their IEP targets.

### EHCPs

The table below shows progress against EHCP targets as of Summer 2023.

Academy Overall	Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Well Being	Sensory & Physical Needs	Independence
Total Pupil Premium Students	8	8	8	8	1
Total Non Pupil Premium Students	50	50	49	45	7
PP - Number on target for all aims	3	3	5	6	0
PP - % on target for all aims	37.5%	37.5%	62.5%	75.0%	0.0%
Non PP - Number on target for all aims	26	23	27	29	1
Non PP - % on target for all aims	52.0%	46.0%	55.1%	64.4%	14.3%
PP - Number on target for majority of aims	3	3	2	1	0
PP - % on target for majority aims	37.5%	37.5%	25.0%	12.5%	0.0%
Non PP - Number on target for majority of aims	14	18	7	8	2
Non pp - % on target for majority aims	28.0%	36.0%	14.3%	17.8%	28.6%
PP - Number not on target for majority of aims	2	2	1	1	1
PP - % not on target for majority of aims	25.0%	25.0%	12.5%	12.5%	100.0%
Non PP - Number not on target for majority of aims	10	9	15	8	4
Non PP - % not on target for majority of aims	20.0%	18.0%	30.6%	17.8%	57.1%

As can be seen, with the exception of “Independence” (where only having 1 PP student will impact the figures), and SEMH, where PP students are making better progress against their aims than non PP, there is broadly similar progress.

### **Pupil Premium conclusion**

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. Some PP students are performing better than non PP students due to interventions and strategies being used.

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.

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