



# Pupil Premium 2023-24

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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 2023-24 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)	£1,455
Pupils in years 7 to 11 recorded as Ever 6 FSM	£1,035
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	£2,530
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)	£2,530
<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	£335

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 construction of a bespoke Outdoor Classroom to encourage learning in a different space, motivate pupils with SEMH needs and EBSA (Emotional Based School Avoidance)
- Additional resources – games/ books/ small equipment for specific PP students to enhance access and increase motivation to the curriculum
- Providing students with additional resources to expand on their love of learning
- Buying a “Boombox” to support social interaction and access to music for students with access to sound. Used at Playtimes and as part of curriculum delivery
- Supporting activities that students would not normally be able to engage in i.e. some school trips where parental contributions were asked for
- Buying uniform/ PE kit for PP students
- Support for families during the holidays – food / access to activities etc

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 attendance
- Improved emotional wellbeing and resilience
- Students spending more time outside and learning to collaborate in play

### **Pupil Premium Income 2023-24**

The total student population of the School provision in 2023-24 is 33. Of these pupils:

12 (36%) are eligible for free school meals

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

2 (6%) are Looked after Children

The number of pupils eligible for Pupil Premium increased to 10 (11 including the College provision student).

The funding for Pupil Premium in 2023-24 has increased to £1,035 per secondary school pupil receiving Free School Meals (FSM) and £1,455 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 £335. Funding for Looked After Children (LAC) has increased to £2,530. This means the total amount of money allocated to the school this year has increased to £9,790 – this has been provided from ESFA.

Total PPG received 2023-24	£9,790
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#### National Guidelines: 2023-24

Entitlement	Number of students
£1,455 for eligible primary school students	2
£1,035 for eligible secondary school students	6
£335 for eligible Service children	2
£2,530 for each LAC who meets the criteria.	0
Total 2023/24:	10

#### Pupil Premium Grant received

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pupil Premium Entitlement	£8340	£6,420	£7,695	£13,465	£6298	£9,790
Pupil Premium Received	£8340	£4,985	£7,695	£9,715	£ 5245 (ESFA) £2245 (LA )	£9,790
Percentage received	100%	78%	100%	72%	84%	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 45% of non-PP students.

We spent the money in the following ways:

### Thematic list of areas of spend.

Item/Project	Objective	Anticipated Outcome
Reading resources and 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>	<ul style="list-style-type: none"> <li>• To increase opportunities for reading in the school timetable</li> <li>• To provide additional support to increase reading ages</li> </ul>
Outdoor Classroom	<ul style="list-style-type: none"> <li>• A teaching space for those with significant SEMH or EBSA issues</li> <li>• Create a relaxed and engaging outdoor space for play and lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Students will feel comfortable in a “non - classroom” space to learn and engage in activities</li> <li>• Improvement in student interpersonal skills. Encouraging students to be outside in all weathers to engage in new activities</li> </ul>
Development of outdoor space – benches and tables – wheelchair accessible	<ul style="list-style-type: none"> <li>• To encourage development of social skills and communication in fully accessible way</li> </ul>	<ul style="list-style-type: none"> <li>• Students to develop close supportive friendships with a wider variety of peers</li> </ul>
SEMH Resources	<ul style="list-style-type: none"> <li>• To support self regulation techniques in the classroom</li> </ul>	Students able to use self regulation strategies more regularly
Individual resources for students relating to SaLT, fine/ gross motor, resources to improve focus and engagement	<ul style="list-style-type: none"> <li>• To enable those with sensory need to focus on learning in classroom</li> </ul>	Supporting classroom engagement
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
Significant funds given to all PP families to support with food and activities through the holiday periods, and uniform/ PE kit bought	<ul style="list-style-type: none"> <li>• To support families during tricky holiday periods.</li> <li>• To ensure students feel confident in school, wearing the correct uniform/ kit</li> </ul>	Students return to school having had better time during the holidays and ready to learn.

As a result of these projects and 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 accelerated progress.

We have also seen in the latter part of the Summer term, a significant increase in attendance from those with EBSA but this did not mitigate the overall data for the year. We do, however, expect an upturn in attendance for these specific PP students over the course of the next year due to strategies being introduced, and following this an upturn in progress.

### **Part D: Pupil Premium (PP) Students**

There are 11 Pupil Premium students. 3 School Complex needs, 7 School and 1 College. It should be noted that the small numbers involved can result in larger variances in percentages.

#### **School Complex Needs**

2 of the School Complex Needs PP students made expected progress across all their subjects. 1 PP student, who had a very low attendance rate, made limited progress against their targets. The non PP School Complex Needs students achieved all their targets and 40% of them exceeded their targets in Communication, English & Maths.

#### **English**

In respect of Reading and Writing, 60% (4) of the School PP students made expected progress. The others made limited progress. This is the same for Maths (see below) and is impacted by these 3 students having extremely low levels of attendance.

All others made expected progress across both subjects, with 25% (4) making accelerated progress in one or both subjects. Only 1 non PP student made limited progress in Writing

#### **Pupil Premium (School)**

English	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
Reading	0	0.0%	4	57.1%	3	42.9%
Writing	0	0.0%	4	57.1%	3	42.9%

#### **Non Pupil Premium (School)**

English	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
Reading	2	12.5%	14	87.5%	0	0.0%
Writing	3	18.8%	12	75.0%	1	6.3%

There is only one PP College student and they exceeded their target by achieving Entry Level Certificate (EL3) in English. The vast majority of non PP students also achieved their targets in English.

Given the small numbers involved, there is little difference in achievement between PP and non PP in College.

English	Exceeded		Achieved		Did Not Achieve	
Pupil Premium	1	100.0%	0	0.0%	0	0.0%
Non Pupil Premium	1	5.9%	14	82.4%	2	11.8%

## Maths

In School, 6 PP students and 3 non PP are due to complete Entry Level Maths in 2024/25. 1 PP and 1 non PP are due to complete Number & Measure Level 1.

In respect of making progress across Maths, the non PP students had a higher rate of expected progress than the PP students. This is impacted by the PP student's' attendance rates (as mentioned previously).

### Pupil Premium (School)

Maths	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
	0	0.0%	4	57.1%	3	42.9%

### Non Pupil Premium (School)

Maths	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
	3	18.8%	13	81.3%	0	0.0%

In College, the PP student achieved a Level 1 qualification (Number & Measure), which was their target. C75% in total of non PP students achieved or exceed their targets. Given the small numbers involved, there is little difference in achievement between PP and non PP in College.

Maths	Exceeded		Achieved		Did Not Achieve	
Pupil Premium	0	0.0%	1	100.0%	0	0.0%
Non Pupil Premium	1	8.3%	8	66.7%	3	25.0%

## BSL

In School, no students are taking formal qualifications. In terms of general progress, PP students are not performing quite as well as non PP students, although nearly 3/4 of PP students have made expected or accelerated progress. This is, again impacted by one of the previously mentioned students with low attendance rates.

### Pupil Premium (School)

BSL	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
	2	28.6%	3	42.9%	2	28.6%

### Non Pupil Premium (School)

BSL	Accelerated Progress	AP %	Expected Progress	EP %	Less than Expected Progress	LEP %
	7	43.8%	8	50.0%	1	6.3%

In College, the 1 PP student achieved their target of Level 2. All non PP students also achieved their targets at Levels 1 and 2. No student took Level 3 this year.

BSL	Exceeded		Achieved		Did Not Achieve	
Pupil Premium	0	0.0%	1	100.0%	0	0.0%
Non Pupil Premium	0	0.0%	3	100.0%	0	0.0%

### 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	11	11	11
Total Non Pupil Premium Students	54	55	59
Number PP students who achieved all targets	2	2	4
% PP who achieved all targets	18.2%	18.2%	36.4%
Number NON PP students who achieved all targets	19	15	28
% NON PP who achieved all targets	35.2%	27.3%	47.5%
Number PP students who achieved the majority of targets	6	6	4
% PP who achieved the majority of targets	54.5%	54.5%	36.4%
Number NON PP who achieved the majority of targets	19	29	24
% NON PP who achieved the majority of targets	35.2%	52.7%	40.7%
Number PP students who did not achieve the majority of targets	3	3	3
% PP who did not achieve the majority of targets	27.3%	27.3%	27.3%
Number NON PP who did not achieve the majority of targets	16	11	7
% NON PP who did not achieve the majority of targets	29.6%	20.0%	11.9%

Additionally, apart from 1 PP student in each term (a different student each term and all with low attendance rates) all PP students progressed any target that they did not meet. All non PP students progressed all targets they did not meet.

The College PP student met all their IEP targets in the Autumn and Summer terms, and the majority of them in the Spring term.

As can be seen, PP students are performing slightly worse in achieving their IEP targets. This again is due primarily to poor attendance.

## EHCPs

The table below shows progress against the longer term EHCP targets as of Summer 2024.

Academy Overall	Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Well Being	Sensory & Physical Needs	Independence
Total Pupil Premium Students	11	11	10	11	3
Total Non Pupil Premium Students	59	59	58	54	19
PP - Number on target for, or have achieved, all aims	5	6	6	6	1
PP - % on target for, or have achieved, all aims	45.5%	54.5%	60.0%	54.5%	33.3%
Non PP - Number on target for, or have achieved, all aims	27	29	37	32	11
Non PP - % on target for, or have achieved, all aims	45.8%	49.2%	63.8%	59.3%	57.9%
PP - Number on target for majority of aims	4	3	1	2	0
PP - % on target for majority aims	36.4%	27.3%	10.0%	18.2%	0.0%
Non PP - Number on target for majority of aims	19	23	11	13	1
Non pp - % on target for majority aims	32.2%	39.0%	19.0%	24.1%	5.3%
PP - Number not on target for majority of aims	2	2	3	3	2
PP - % not on target for majority of aims	18.2%	18.2%	30.0%	27.3%	66.7%
Non PP - Number not on target for majority of aims	13	7	10	9	7
Non PP - % not on target for majority of aims	22.0%	11.9%	17.2%	16.7%	36.8%

As can be seen, in the Communication & Interaction and Cognition & Learning targets, PP and non PP students are broadly performing the same. PP students are performing slightly worse in Sensory & Physical. The PP students are also performing worse in progressing their SEMH targets. As with the learning aims and IEPs, the low attendance rates of 3 PP students have impacted on their EHCP targets. This has been particularly noticeable in the SEMH targets aspect where all 3 students are not on target for any of these outcomes. This does tie in with SEMH issues being a main cause of their low attendance.

Independence has such small number involved

The College PP student was on target to achieve either all or the majority of their aims across all the EHCP areas.

## Pupil Premium conclusion

There are small numbers of PP students and therefore issues with one or two can have a disproportionate impact on overall outcomes.

In College, the PP student performed as well as, or better than, non PP students.

School PP students' overall performance was impacted by the low attendance rates of 3 students, who, as a result, did not make as much progress as expected across the board. Other School PP students generally made expected progress.

Taking all results in the round and the PP group as a whole, they made slightly less progress than non PP students this year.