



# Pupil and Sport Premium Report

2024/25



# Pupil premium strategy statement – The Deaf Academy

This statement details our school’s use of pupil 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 – 2024-25

Detail	Data
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	
1	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	Yearly in October
Statement authorised by	Rachel Stevens (Head of School)
Pupil premium lead	Rachel Stevens (Head of School)
Governor / Trustee lead	Tony Collyer

## Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£13,090
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,090

# Part A: Pupil premium strategy plan

## Statement of intent

The Deaf Academy's aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged Deaf pupils with SEND needs.

Whilst socio - economic disadvantage is not always the primary challenge our pupils face, we see variance in a number of areas of outcomes for disadvantage pupils when compared to their peers, particularly in terms of the following.

- Attendance
- Cultural opportunities
- Social opportunities
- Progression to further and higher education
- Employability

The heart of our approach is to provide a broad and balanced Deaf-centred curriculum to all our pupils and to focus intervention and support where our disadvantaged pupils need it most.

This may change year to year as individuals leave and join our community. Everything we do is person centred and includes consultation with families and the wider Deaf community.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils 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 pupils will be improved alongside progress for their disadvantaged peers.

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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality opportunities to learn about employment, careers guidance and further and higher education guidance is available to all.

Care needs to be taken when analysing data due to the small numbers of pupils at the academy and the low percentage of disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance</i>

	Attendance data shows that our disadvantaged pupils are at higher risk of long term non attendance due to family challenges and EBSA (Emotional Based School Avoidance) Families may also have financial challenges which impact their ability to transport pupils greater distances to attend school, especially where SEMH needs may prevent the use of taxis or public transport. <i>(Assessments, observations and discussions with pupils and families/carers)</i>
2	<b>Cultural Capital</b> Whilst many of our Deaf young people may struggle to access culturally rich activities due to their hearing and SEND challenges, those from disadvantaged backgrounds have additional challenges due to financial instability, transport issues, and lack of knowledge or opportunity. Access to interpreted events is also difficult so support from Deaf Academy staff is essential to ensure full access. They have fewer opportunities to develop cultural capital outside of school. <i>(Assessments, observations and discussions with pupils and families/carers)</i>
3	<b>Language and Social Interaction</b> All our Deaf SEND pupils have challenges surrounding communicating their needs and wants, and have social interaction difficulties, but for our disadvantage pupils there is another layer of complexity, requiring additional support and innovative interventions to over come this. <i>(Assessments, observations and discussions with pupils and families/carers)</i>
4	<b>Personal and independence Skills</b> Our disadvantaged pupils often need additional support to develop basic personal skills for independence ie independent travel, learning to manage Deafness in a hearing environment, learning basic life/household skills. <i>(Assessments, observations and discussions with pupils and families/carers)</i>
5	<b>Food poverty</b> During term time all pupils are offered a midday snack and a 2 course, healthy meal at lunchtime. Residential pupils also benefit from meals cooked in residential care provision. Many of our disadvantaged pupils struggle to access nutritious food during the school holidays due to their family situations.
6	<b>Academic success</b> All of our Deaf SEND pupil have challenges around accessing learning and disadvantaged pupils may have additional barriers to learning and accessing the curriculum. Challenges might include specific sensory needs, or communication needs. The biggest challenge to Academic success our disadvantaged pupils face is issues around attendance (see Challenge 1)

## 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
<i>Improved attendance for disadvantaged pupils, especially those with EBSA</i>	Attendance data will show a steady increase in attendance as compared with non PP peers. This will increase more significantly as EBSA strategies are embedded.
<i>Disadvantaged pupils access a wide variety of cultural and social events, widening their horizons and aspirations.</i>	Attendance for school trips and extra curricular activities increases due to financial and communication support.

<i>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</i>	Disadvantages pupils will gain qualifications (AQA unit awards) and attain Young Leaders in Service Awards in line with their peers
<i>Disadvantaged pupils feel better prepared for further education, employment or training.</i>	All disadvantaged pupils can access high quality learning about employment, and careers advice / mentoring. By the end of 2026/27, disadvantaged pupils are progressing to higher or further education in the same proportions as their peers.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2024-2025)** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ Included in Wider Support below

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Some targeted interventions within the Music Provision – see below</i>	<a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>	2,3,4

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

Budgeted cost: £ 9090 plus £4000 carried forward to fund the Sensory Garden being built Easter 2026

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Creation of an EBSA working group to support</i>	<a href="#">Supporting attendance   EEF</a>	1

<i>pupils struggling with attendance (which completed a self audit tool, created support plans and central resources)</i>		
<i>Appointment of an attendance officer (RK) to support families in maintaining their child's attendance</i>	<a href="#">3. Communicate effectively with families   EEF</a>	1
<i>Transport support – lifts – from staff, to ensure attendance</i>	<a href="#">1. Build a holistic understanding of pupils and families, and...   EEF</a>	1
<i>Use of NDCAMHS worker in house to support pupils with EBSA</i>	<a href="#">Pupil Premium spending: School leaders can use it to reduce low attendance in schools - School Home Support</a>	1
<i>Travel training (bus and train) to support independent travel. Includes release time for staff and cost of tickets</i>	Independent Travel Training is likely to enhance pupils' social and employment opportunities: <a href="#">Travel to school for children of compulsory age - Department for Education</a>	3
<i>Creation of Sensory Garden for PP pupils with sensory needs (Autism, ADHD, Charge etc) to support self regulation (Due to be built Easter 2026)</i>	Staff have observed that this sort of provision support all pupils including those who are PP. <a href="#">How green spaces at school affect pupil well-being and attendance   Environmental Change Institute</a>  <a href="#">Sensory garden: Piloting an affordable nature-based intervention for functional behavior of children with Attention Deficit Hyperactivity Disorder (ADHD).</a>	1,3
<i>Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education. Lunchtime clubs – badminton, choir.</i>	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>	2,3,4
<i>Music teacher commissioned to bring "Sing and Sign" choir together and to work with individual pupils to improve oracy and communication/confidence. Running a music club on Fridays</i>	<a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>	2,3,4
<i>Payments to families to support healthy eating through the holidays Payments to families to support purchase of uniform etc.</i>	<a href="#">Pupil Premium spending: School leaders can use it to reduce low attendance in schools - School Home Support</a>  <a href="#">School uniform   EEF</a>	5

**Total budgeted cost: £ 13090**

## Part B: Review of the previous academic year (2024-25)

### Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Internal data should be used cautiously due to low numbers. For example one child who was persistently absent meant a huge drop in overall PP pupil attendance. (see \* below)

We have also drawn on attendance data and observational data from teachers and parents.

#### **Impact Statements:**

Academically our Pupil Premium children are broadly in line with their peers. (See Data Sheets)

All Upper school Pupil Premium students achieved 3 plus AQA Unit awards 2024-2025

8 PP students gained an Entry level qualification in English (100%), Non PP 66%

8 PP students gained an Entry Level qualification in Maths (100%). Non PP 100%

100% of all PP students met most or all of their IEP targets, compared with only 72% of non PP students

All Pupil Premium students engaged in all school trips this year and enrichment offers.

All Pupil Premium students were able to attend the Residential trip on Dartmoor in March

\*Attendance for Pupil premium students was 86.68%, compared with non pupil premium attendance of 93.28%

*One Upper School student improved attendance from 41% (2023-24) to 75.4% in 2024-25 due to engagement.*

Teachers report an increase in confidence, and vocalisation in Pupil Premium students who attended Music Club and music interventions. Students (including PP students) performed at the local "Respect Festival"

5 students (4 of whom were Pupil Premium students) successfully transitioned to college at the beginning of September 2025

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
We did not use any external programmes	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We have one service pupil in school.

Funding was spent as per wider strategies above, and to support learning and self-regulation in the classroom

**The impact of that spending on service pupil premium eligible pupils**

Pupil was able to learn and use resources to self-regulate

**Further information (optional)**

*n/a*

# Reporting PE and sport premium grant expenditure - categories of grant spending

Submission Id : **utaFbvzorO**

2025-07-31, 08:29 AM

Submission Status : **NOT SUBMITTED**

 **You must submit your online form before closing your browser window.**

UKPRN

10039934

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## 2. Categories of grant spending

Has your school spent any of its PE and sport premium grant on CPD? No

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Has your school spent any of its PE and sport premium grant on internal activities? Yes

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How much has your school spent on internal school based extra-curricular opportunities? 0

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How much has your school spent on internal sports competitions? 0

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**How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils?** 270

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**How much has your school spent on internal active travel?** 0

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**How much has your school spent on internal equipment and resources?** 1811.27

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**How much has your school spent on internal membership fees?** 0

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**How much has your school spent on internal use of educational platforms and resources?** 0

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<b>Top-up swimming lessons or broadening aquatic opportunities for pupils</b>	270
<hr/>	
<b>Equipment and resources</b>	1811.27
<hr/>	
<b>Total school spending on internal activities</b>	2081.27
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<b>Has your school spent any of its PE and sport premium grant on external activities?</b>	Yes
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**How much has your school spent on external activities organised by School Games organiser network?**

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0

**How much has your school spent on external - other inter-school sports competitions?**

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0

**How much has your school spent on external coaching staff?**

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1843.33

**External Coaching staff**

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1843.33

**Total school spending on external activities**

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1843.33

**Total internal category spend** 2081.27

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**Total external category spend** 1843.33

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**Total spent of PE and sports premium** 3924.6

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**Declaration 1** I have the authority to submit this return on behalf of my school

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**Declaration 2** The data is true and accurate to the best of my knowledge

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# Reporting PE and sport premium grant expenditure - opportunities, impacts and sustainability details

Submission Id : xyHIOATFuQ

2025-07-31, 08:35 AM

Submission Status : **NOT SUBMITTED**

 You must submit your online form before closing your browser window.

UKPRN 10039934

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### 3. Opportunities in sport

Has your school targeted any spending on providing or improving opportunities in PE, sport and physical activities for pupils with SEND or long-term medical conditions? Yes

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**SEND list** Supporting participation in extra-curricular opportunities or competitions, Top-up swimming lessons for pupils requiring additional assistance, Specialist coaches to assist children with SEND, Specialist equipment and resources for children with SEND

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**Has your school targeted any spending on increasing or improving girls' access to PE lessons or access to extra-curricular sport and physical activities?**

No

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**Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils?**

Yes

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**Confirm how for disadvantaged pupils from the options listed below:**

Subsidised sport and physical activity clubs for disadvantaged pupils, Stronger parental engagement eg: school assemblies

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## **4. Perceived impacts and improvements**

**What impact has this funding had within your school on increasing all staff's confidence, knowledge and skills in teaching PE and sport?**

Positive impact

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**What impact has this funding had within your school on increasing engagement of all pupils in regular physical activity and sport?**

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Positive impact

**What impact has this funding had within your school on raising the profile of PE and sport across the school to support whole school improvement?**

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Positive impact

**What impact has this funding had within your school on offering a broader and more equal experience of a range of sports and physical activities to all pupils?**

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Positive impact

**What impact has this funding had within your school on increasing participation in competitive sport?**

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No impact

**Has your school's PE and sport premium spending achieved any of the following?**

An increase in pupils' physical activity levels, An increase in the number of pupils participating in school sport , An increase in the number of pupils participating in extra-curricular activities , An increase in number of staff participating in extra-curricular activities and school sports competitions, An increase in pupils' attainment in swimming and water safety

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**What impact has your school's spending of this funding had on PE attainment?**

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Positive impact

**What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?**

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Positive impact

**What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?**

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Positive impact

**What impact has your school's spending of this funding had on increasing pupil participation in extra-curricular activities?**

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Positive impact

## **5. Sustainability**

**What impact has your school's spending of this funding had on ensuring that the improvements made are sustainable?**

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Positive impact

## **6. Swimming and water safety**

**Does your school have year 6 pupils?**

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Yes

**What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres?**

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66

**What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)?**

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66

**What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations?**

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100

**What impact has your school's spending of this funding had on swimming and water safety attainment?**

Positive impact

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## **7, Declarations**

**Declaration 1**

I have the authority to submit this return on behalf of my school

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**Declaration 2**

The data is true and accurate to the best of my knowledge

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