

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mary Hare
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Strudley Vice Principal
Pupil premium lead	Rachel Carr Assistant Principal
Governor / Trustee lead	Sallie Greenhalgh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,106
Recovery premium funding allocation this academic year	£64,724
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,830

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are for all students to achieve their potential through tackling the range of barriers including attendance, behaviour, self-esteem, improving the quality of teaching and learning, language acquisition, parental engagement and development of literacy and numeracy skills. We will ensure that the Pupil Premium funding reaches the groups of people for whom it is intended and that it makes a significant impact on their education and lives.

As a school for the deaf, all our students have special educational needs and socio-economic disadvantage is not always the primary challenge our pupils face. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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.

Challenges

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

Challenge number	Detail of challenge
1	Academic research informs us that disadvantaged pupils are more likely to have low language levels and limited world/general knowledge.
2	Academic research informs us that disadvantaged pupils are more likely to have underdeveloped independent thinking skills
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around appropriately communicating and expressing their needs than their peers, including non-

	verbal, limited language and social interaction difficulties. This can lead to behaviour difficulties and high exclusion rates.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have limited access to technology for educational purposes compared to their peers and limited digital skills

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
Student's vocabulary knowledge increases	Improved vocabulary scores reported by SALT. PP students are exposed to the same experiences, enrichment and extra-curricular activities as their peers.
Improved independent thinking skills	Mary Hare applies to be a Thinking School Thinking Frame tools are embedded in lessons. Learning walks and observations show pupils are showing behaviours indicative of a growth mindset.
Successful launch and implementation of new behaviour strategy	'Ready Respectful Safe Successful' embedded with staff and students. Actions of staff and students demonstrate how this ethos contributes to a positive and aspirational culture. Behaviour around school continues to reflect organisational values. SIMS demonstrates fewer recordings of negative behaviours and a greater frequency of positive behaviours recorded. Fewer exclusions recorded.
All students have the same access to technology and digital skills	Successful roll out of personal devices to all students (2021-2025). Increased use of touch-typing programme.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
2-year subscription to Thinking Matters to become a thinking school including training for Drive team – teachers with a particular interest to lead and champion the thinking schools’ initiative.	Metacognition and self-regulation strategies have a very high impact for a very low cost based on extensive research. On average there is 7 months progress over the course of a year. <i>EEF Teaching and Learning Toolkit</i> .	2
Attendance to pupil premium conference, CPD	Professional development can help implement programmes and practices in schools. <i>EEF Putting evidence to work: A school’s guide to implementation</i>	All

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

Budgeted cost: £ 26,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions, related salaries and equipment	The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. <i>EEF Teaching and Learning Toolkit</i> .	1

Bedrock software package	A literacy package which supports vocabulary development and reading skills. Explicit literacy instruction has been found to overcome differences and close gaps formed by socioeconomic background	1
Other Educational Resources	Required for students to be ready for learning.	All
Intervention resources including staff time for 1:1 tuition and mentoring	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. <i>EEF Teaching and Learning Toolkit</i> .	1, 3
The Scholars Programme	The Brilliant club has been cited by Ofsted as an 'effective use of pupil premium funding'. It fulfils the objective of pupil premium by offering both academic support and cultural capital . The school impact report provides evidence of pupil progress against university readiness and competencies. It also shows progress against Gatsby benchmarks.	1

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

Budgeted cost: £67,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Role	The average impact of behaviour interventions is three additional months' progress over the course of a year for secondary students. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. <i>EEF Teaching and Learning Toolkit</i> .	3
Software to monitor and support behaviour interventions	As noted above, behaviour interventions can have a positive impact on progress which can be measured.	3
Lap-top/personal device roll out programme, trialling with YR7 and expanding to YR9 over 3 years if successful	Access to technology is required first, before we can use digital technology to improve learning.	4
Enrichment Opportunities	Arts participation has a moderate impact of +3 months on progress. <i>EEF Teaching and Learning Toolkit</i> .	1
Music lessons	The average impact of arts participation (including music) on other areas of academic	1

	<p>learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. <i>EEF Teaching and Learning Toolkit</i>.</p>	
Trips, activities and clubs	Academic research tells us deaf students need vocabulary to be explicitly taught. Exposure to cultural and social activities are required for world/general knowledge vocabulary development.	1
Well-Being	Social and emotional skills support effective learning and are linked to positive outcomes later in life.	3

Total budgeted cost: £95,830

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Mary Hare has a long tradition of supporting pupils to fulfil their potential. Many pupils placed at the school have comparatively low attainment compared to their hearing peers when entering the school and therefore their outcomes become even more significant when considering progress.

Our Alps Key Stage 4 Quality Indicator score for disadvantaged pupils was 1.12 achieving an Alps grading of 2 (on a scale of 1-9 with 1 being the highest). This shows the overall curriculum performance to be extremely strong. SPAG scores for the English language paper 1 at GCSE show that our students are achieving 5% above the national average. 40% of our pupil premium students scored significantly above this.

Interventions with individual pupil premium students have been led by our two specialist teachers and assessors. Last academic year they worked on numeracy (including times tables), reading, touch-typing, counselling and supporting in prep and lessons depending on the need of the pupil. Progress was noted in all areas. An additional 7 months progress was noted for one pupil following the reading interventions. Standardised reading tests are now in place for the whole school and Bedrock will provide more detailed feedback on pupil progress in literacy moving forward.

Due to a change in the measurement system and scores for Star Maths, it is not possible to compare scores for last year. However, internal tracking data shows that pupil progress has been made.

Students have been successfully exposed to a wide range of experiences and therefore, new vocabulary and world knowledge through trips and enrichment opportunities. Individual students have been given the opportunity to learn musical instruments.

Thinking matters staff survey in 2022 evidenced that a lot of good practice is happening across the faculties and this was supported by learning walks. The embedding of Thinking Frame tools and Habits of mind are a focus for the next academic year. A prep programme around metacognition and thinking skills was delivered to Year 7 pupils and this continues to be delivered this year.

Laptop charging stations have been put into form rooms and pupils can access their laptops for work in lessons when appropriate. Laptops were purchased and were used

by YR7 and YR8 students in prep time to access a touch-typing programme and literacy and numeracy resources including Star Maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Star reader and Star Maths	Renaissance
Thinking Matters	Thinking Matters
Bedrock	