

# Pupil premium strategy statement

1. Summary information					
School	Mary Hare School				
Academic Year	2017-2018	Total PP budget	£23,764 + £20,654 c/f	Date of most recent PP Review	March 2018
Total number of pupils	240	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Sept 2018

2. Current attainment				
	Pupils eligible for PP in school	All pupils in school	Pupils eligible for PP (national average)	All pupils (national average)
% achieving 4+ in English and Maths (2016/17)	40	33	63	63
% achieving 5+ in English and Maths (2016/17)	0	11	42	42
Progress 8 score average (2016/17)	-0.7	0.0	0.0	0.0
Attainment 8 score average (2016/17)	25	31	46	46

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Low literacy and numeracy skills for many pupils.
B.	Behaviour issues in some pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
C.	Not being able to afford trips, educational workshops, extra-curricular activities.
D.	Poor home learning environments for some pupils, i.e no computer access.

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Good levels of progress in literacy and numeracy.	High levels of progress evidenced using accelerated reader assessments, intervention assessments, maths and English progress data and GCSE results.
<b>B.</b>	Improved behaviour and mental health.	Fewer behavioural incidents recorded for these pupils.
<b>C.</b>	PP pupils having the same life and educational experiences as their peers.	Progress of these pupils is comparable, or better, than their peers
<b>D.</b>	Good levels of progress in core subjects.	Progress of these pupils is comparable, or better, than their peers.

5. Planned expenditure					
Academic year		2017/18			
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Good levels of progress. Good mental health.	Music lessons	The Sutton Trust Teaching and Learning Toolkit suggests music lessons are good for self esteem, communication, listening and aural skills, concentration and focus. Also provides essential practice for pupils doing GCSE music.	Each identified child to have weekly one to one tuition on the instrument of their choice with minimal disruption to other lessons.	Head of Music	Sep 2018
<b>Total budgeted cost</b>					3,000
<b>ii. Targeted support</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved reading skills.	Accelerated reading programme	Some of the pupils need targeted literacy support to catch up. This programme was very effective last year.	Weekly 1:1 reading sessions will be carried out in form time, so that there is no disruption to lessons.	Pupil Premium Coordinator	Sep 2018
Improved maths progress.	Maths Support	To provide extra maths support to PP pupils.	The Pupil Premium Coordinator will provide 1:1 and small group support in lessons where there is a higher concentration of PP pupils.	Pupil Premium Coordinator	Sep 2018

Improved literacy and maths skills.	SPLD interventions	One to one (and small group) tuition interventions in Catch Up Numeracy and Catch Up Literacy for pupils who have been identified as needing extra support.	Interventions will be led by SPLD trained staff. Organise the timetables of staff and pupils to ensure there is sufficient time for interventions (and for preparing interventions). Monitor attendance and progress.	SPLD assessors	Sep 2018
Improved behaviour and mental health.	Emotional and behavioural support	The Sutton Trust Teaching and Learning Toolkit shows that targeted interventions matched to specific pupils with particular needs or behavioural issues can have significant impact on attitudes to learning, social relationships in school, and attainment itself.	Monitor behaviour and also monitor whether improvements in behaviour translate to improved attainment.	Activities Coordinator Pupil Support & ASD / ADHD TA Specialist	Sep 2018
Improved life skills.	Berkshire Youth	To learn essential life skills and leadership skills.	An external company provides the training and we will evaluate the pass rate.	Activities Coordinator Pupil Support & ASD / ADHD TA Specialist	Sep 2018
Good levels of progress.	Pupil Premium Coordinator	To employ a designated person to coordinate the implementation and monitoring of PPG strategies.	The Pupil Premium Coordinator shall be supported and monitored by a senior leader.	Pupil Premium Coordinator	Sep 2018
<b>Total budgeted cost</b>					18,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Good levels of progress.	Computer equipment and software	Some pupils do not have access to a computer at home, so providing them with a laptop will allow them to study at home. Studies consistently find that digital technology is associated with moderate learning gains.	HOYs and HOFs will identify any PP pupils who would benefit from being issued a laptop. HOYs and HOFs can apply for PPG funding for computer equipment or software which would be beneficial to classes or groups of pupils. Progress/attainment data will be evaluated where possible – i.e where progress/attainment can be linked to any equipment/software.	HOYs. HOFs. Pupil Premium Coordinator. IT department.	Sep 2018
Good levels of progress.	Purchase of uniform	School uniform supports the development of a whole school ethos and improves attendance.	HOYs and HOFs will highlight any PP pupils who are lacking uniform. Attendance data will be evaluated.	HOYs. HOFs.	Sep 2018
Good levels of progress. Good mental health.	Trips, including community service in Sri Lanka and educational trips/workshops.	Research shows that Pupil Premium pupils have less holidays and days out and so are less culturally literate which, even if they are high attainers academically, can be detrimental to securing jobs/university places. Educational trips and workshops are linked to the curriculum and improve learning. PP pupils should be given the same chance to attend all these types of activity.	HOYs and HOFs will liaise with any parents who are struggling to pay for such activities and financial help will be given where appropriate. Where applicable, attainment data will be assessed to show the impact of the activity.	HOYs. HOFs.	Sep 2018

Good levels of progress. Good mental health.	External clubs	All children should be given the opportunity to take part in external clubs if desired. This could be particularly beneficial to a child who is talented in a particular sport and wants to further this talent at a local club.	HOYs and HOFs will liaise with any PP pupils, and their parents, who wish to take part in external clubs and who would struggle to pay for such activities and financial help will be given where appropriate.	HOYs. HOFs.	Sep 2018
Good levels of progress.	Learning/intervention resources	Specific resources are needed for some of the interventions, e.g books, software, learning activities.	Any resources that are bought with PPG funding will be linked to the lesson or intervention and progress/attainment data for that lesson/intervention will be assessed.	Pupil Premium Coordinator. HOYs. HOFs. SPLD assessors. Activities Coordinator Pupil Support & ASD / ADHD TA Specialist.	Sep 2018
<b>Total budgeted cost</b>					16,000

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Give PP pupils the same opportunity to produce high quality art work for their GCSE.	GCSE glass workshop	Success criteria met. Average grade for art GCSE for PP pupils = C Average grade for art GCSE for non PP pupils = C	Glass workshop was effective and we would repeat similar opportunities.	£405
Provide gifted and talented dancers the opportunity to perform on stage to the wider community	Dance workshop	The dancers have successfully performed at the local theatres alongside other schools, providing them with excellent opportunities to enhance their dance skills. Good feedback received. Success criteria met.	This was effective and we would repeat similar opportunities.	£429
Give all pupils the same opportunity for extra curricular music lessons	Music lessons	Music lessons are good for self esteem, communication, listening and aural skills, concentration and focus. Also provides essential practice for pupils doing GCSE music. Non of the pupils took GCSE music this year, so hard to measure impact.	We shall aim to continue this approach, although it is hard to measure impact at present.	£1,850
To provide a new technique for pupils to use within their art GCSE coursework.	Wire workshop	The 2018 GCSE data of the pupils involved will be analysed.	Specialised workshops have been shown to be effective, and we would repeat similar opportunities.	£72

ii. Targeted support																	
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		Lessons learned (and whether you will continue with this approach)	Cost												
Improve reading.	Accelerated reading programme	Success criteria met. <table border="1" data-bbox="703 309 1294 647"> <thead> <tr> <th></th> <th>Reading age relative to age (y:m) Sept 2016</th> <th>Reading age relative to age (y:m) July 2017</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>-1:5</td> <td>-0:1</td> </tr> <tr> <td>2</td> <td>-2:2</td> <td>-1:4 (March)</td> </tr> <tr> <td>3</td> <td>-5:6</td> <td>-3:0</td> </tr> </tbody> </table> All pupils showed an increase in reading age beyond their actual increase in age.			Reading age relative to age (y:m) Sept 2016	Reading age relative to age (y:m) July 2017	1	-1:5	-0:1	2	-2:2	-1:4 (March)	3	-5:6	-3:0	This targeted 1:1 intervention proved to be very successful for very little cost and will be repeated.	£320
	Reading age relative to age (y:m) Sept 2016	Reading age relative to age (y:m) July 2017															
1	-1:5	-0:1															
2	-2:2	-1:4 (March)															
3	-5:6	-3:0															
For PP pupils to progress in maths in line with their peers.	Maths Support	Although the national GCSE published data was unfavourable, when considering only the Y11 pupils who received this support the outcome was very positive and the success criteria was met. Average GCSE maths grade for all Mary Hare pupils = 3.9 Average GCSE maths grade non PP Mary Hare pupils = 3.8 Average GCSE maths grade for PP Mary Hare pupils who received the extra support = 4.3		Attainment data across other years is variable. This support will be repeated but attainment and progress data should be more closely monitored.	£5,265												
To provide PP pupils specific interventions to improve literacy and numeracy skills.	SPLD interventions	Feedback from teachers is positive with regards to progress.		From feedback, these interventions are successful. Going forward more specific data will be recorded to assess the success of the interventions.	£4,524												

To provide support with emotions, anger and confidence, to improve overall performance.	Emotional and behavioural support	Good feedback with regards to progress in behaviour management.	From feedback, these interventions are successful. Going forward more specific data needs to be recorded to assess the success of the interventions.	£1,453
To learn essential life skills and leadership skills	Berkshire Youth	Success criteria met. All pupils received qualification and learned essential life skills	These types of skills are invaluable to our pupils and so we plan to run this every year	£4,291
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To give all pupils access to the same life experiences	Duke of Edinburgh	Hard to measure the impact but received excellent feedback regarding skills learned.	Hard to measure impact but life experiences like these provide PP pupils with the same skills as their peers which will help when securing university places and/or jobs.	£400
To provide PP pupils specific interventions to improve behaviour, literacy and numeracy skills.	Learning/intervention resources	Feedback from teachers is positive with regards to progress.	From feedback, specific interventions are successful. Going forward more specific data will be recorded to assess the success of the interventions.	£554
To inspire pupils and enhance their learning. Also to have a piano in the boarding house to enable pupils to practice during evenings and weekends.	Music equipment	Very positive feedback obtained. Hard to measure impact.	This was a great one - off opportunity to buy equipment for pupils and future pupils to enhance their music skills.	£10,026

Admin costs associated with the Pupil Premium Coordinator role.	Pupil Premium Coordinator	Part of the role of the Pupil Premium Coordinator.	Ongoing.	£3,591
To provide pupils with the tools to study and enhance their learning and progress.	Computer equipment and software	For software provided for specific subjects the impact will be measured over the next year by analysing GCSE and progress data. For equipment given to departments and pupils the impact will be harder to assess but providing PP pupils with laptops to study at home gives them the same opportunities as their peers.	Sutton Trust data shows that providing computer equipment is an effective way of enhancing progress. We shall obtain data to monitor this over the next year.	£10,393
Support inclusion within the school and improve attendance	Purchase of uniform	Success criteria met. Attendance of PP pupils = 96.3% Attendance of non PP pupils = 94.2%	For a relatively small cost this approach seems successful in promoting inclusion and attendance.	£723
To give all pupils access to the same life experiences	Trips, including community service in Nepal.	Hard to measure the impact but received excellent feedback regarding skills learned on the trips.	Hard to measure impact but life experiences like these provide PP pupils with the same skills as their peers which will help when securing university places and/or jobs.	£2,961

