

# Pupil Premium Strategy Statement – Mary Hare



## Year 1 (2024-2025)

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

| Detail  | Data  |
|---|---|
| School Name   | Mary Hare   |
| Number of pupils in school  | 108 (Reception-Year 11) / 146 including Sixth Form        |
| Proportion (%) of pupil premium eligible pupils                         | 24.1% (26 pupils)   |
| Academic year/years that our current pupil premium strategy plan covers | September 2024-August 2027 (3 years)                      |
| Date this statement was published                                       | December 2025   |
| Date on which it will be reviewed                                       | December 2026   |
| Statement authorised by   | Robin Askew (Principal/CEO)                               |
| Pupil premium lead  | Chris Adams (Vice Principal – Curriculum and Achievement) |
| Governor / Trustee lead   | Darren Mernagh  |

## Funding Overview

| Detail  | Amount         |
|---|----------------|
| Pupil premium funding allocation this academic year       | £37,650        |
| Pupil premium funding carried forward from previous years | £12,298        |
| <b>Total budget for this academic year</b>                | <b>£49,948</b> |

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Our aim is to ensure all pupils, including disadvantaged pupils, make accelerated progress and achieve their full potential, whilst removing a range of barriers including language acquisition and development of literacy and numeracy skills. This will increase their chances of accessing further/higher education and provide them with the skills and experiences to prepare them for successful adulthood.

As a school for the deaf, all our pupils have special educational needs, and socio-economic disadvantage is not always the primary challenge our pupils face. Therefore, our pupil premium strategy will benefit all pupils, with the heart of our approach focusing on high-quality teaching and learning, targeted support based on robust formal and informal assessment and helping pupils to access a broad and balanced curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our aim, irrespective of their background, or the barriers or challenges they face. We pride ourselves on knowing our pupils, building positive relationships, considering the challenges they face and then identifying the appropriate support for that individual.

We adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and work to raise their aspirations. These outcomes for every disadvantaged pupil will be met through three main areas:

- *High Quality Teaching and Learning*
- *Targeted Support*
- *Wider Strategies*

The strategy is responsive and adaptable (reviewed annually), based on robust formal and informal assessment and evidence, to ensure it meets the needs of the pupils in our school. The approaches we have adopted (pages 4-6) complement each other to help pupils achieve their full potential.

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Our internal assessments and academic research inform us that disadvantaged pupils are more likely to have low language levels and limited world/general knowledge. Some of our youngest pupils come to Mary Hare with no form of communication or language, therefore there is a need to develop their listening and joint attention to enable them to access learning using their audiological equipment. |

|   |   |
|---|---|
| 2 | Our internal assessments/data and academic research informs us that many disadvantaged pupils are more likely to have underdeveloped independent thinking and meta-cognitive skills.  |
| 3 | Our assessments (including wellbeing survey), observations and discussions with pupils and families show that many disadvantaged pupils have identified social and emotional issues, including anxiety and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment and suspension rates. |

## 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   |
|--|--|
| Disadvantaged pupils make progress in their expressive and receptive language.                           | <p>Pupil progress made towards Speech and Language (SALT) targets, individually designed for all pupils.</p> <p>Pupil progress using ELS phonics and phonics tracker.</p> <p>Disadvantaged pupils will either maintain a high reading age (above their chronological age) or make accelerated progress in their reading age (using Access Reading Test).</p> <p>Teachers will recognise improvements in their verbal communication and written work through book looks and learning walks.</p> |
| Improved independent thinking skills of disadvantaged pupils in line with their peers.                   | <p>Teacher reports, learning walks and book looks suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved prep completion rates across all classes and subjects.</p> <p>Analysis of progress checks/reports data will show that disadvantaged pupils effort grades in independent study are embedded or emerging or there is an improvement across the year.</p>  |
| Improved mental health and wellbeing of disadvantaged pupils in line with their non-disadvantaged peers. | <p>Pupils have fewer safeguarding concerns raised in relation to the previous year (My Concern Analysis).</p> <p>Pupils' attendance is in line with non-disadvantaged peers.</p> <p>Class Charts demonstrates fewer recordings of unexpected behaviours, and a greater frequency of positive behaviours recorded.</p>  |

## Activity in this Academic Year

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

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

Budgeted cost: £2,837

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional English and Maths sets in Years 10 and 11                       | <p>Reducing class size has a small positive impact of +2 months, on average. This enables teachers to have higher quality interactions with pupils. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p><i>Reducing Class Sizes – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>   | 1 and 2                       |
| Thinking Matters Programme embedded in prep time for all KS3 pupils        | <p>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.</p> <p><i>Metacognition and Self-Regulation - Toolkit Strand - Education Endowment Foundation (EEF)</i></p>   | 2                             |
| Accelerated Reader and Bedrock programmes (Key Stage 3 English curriculum) | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Improving Literacy in reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p><i>Improving Literacy in Secondary Schools - Education Endowment Foundation (EEF)</i></p>  | 1                             |
| French Teaching Assistant  | <p>Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Oral language interventions benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>This is particularly important in French and from a native French speaker, due to our pupil's language development being delayed, and where pupils lack the cultural experiences.</p> | 1                             |

|  |   |  |
|--|---|--|
|  | <i>Oral Language Interventions and Small Group – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i> |  |
|--|---|--|

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

Budgeted cost: £4,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group tuition for all pupils in English, Maths and Science for year 11 (including Saturday Schools)                    | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. This has an impact of +4 months.<br><br><i>Small Group tuition – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i>   | 1                             |
| Language Development, Reading Comprehension and Phonics interventions (provided by Teachers of the Deaf, teachers and HLTAs) | Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.<br><br>Oral Language development and reading comprehension strategies can have a positive impact (+6 months) on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span.<br><br><i>Reading comprehension strategies – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i> | 1                             |

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

Budgeted cost: £43,111

| Activity                                | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| The Scholars Programme (Brilliant Club) | 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 and 2                       |

|   |  |            |
|---|--|------------|
|   | <p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p><i>Aspirations Intervention – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>   |            |
| Unifrog Careers Software  | <p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p><i>Aspirations Intervention – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>   | 2          |
| Purchasing of uniform, resources and equipment                                | <p>Ensuring that pupils are appropriately equipped to produce their best quality classwork and homework (+5 months), preventing these from being barriers to education. This also supports with parental engagement, which can have a +4-month benefit.</p> <p><i>Parental Engagement – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)</i></p>   | 3          |
| Pastoral Behaviour Support Officer  | <p>Social and emotional learning approaches have a positive impact on academic outcomes (+4 months). The average impact of behaviour interventions suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>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. EEF Teaching and Learning Toolkit.</p> <p><i>Behaviour Interventions and Social and Emotional Learning - Toolkit Strand - Education Endowment Foundation (EEF)</i></p> | 3          |
| Fully funding enrichment activities (including DofE), trips and music tuition | <p>Enrichment activities have a positive impact on learning and progress (+3 months). Other benefits that have been evidenced are improvements in writing, spatial awareness, positive attitudes to learning and wellbeing.</p> <p><i>Arts Participation - Toolkit Strand – Education Endowment Foundation (EEF)</i></p>   | 1, 2 and 3 |

**Total budgeted cost: £49,948**

## 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                 |
|--------------------|--------------------------|
| Accelerated Reader | Renaissance              |
| Thinking Matters   | Thinking Schools Network |
| Bedrock Learning   | Bedrock Learning         |

## Part B: Review of the previous Academic Year – 2024-2025

### Outcomes for Disadvantaged Pupils

Mary Hare has a long tradition of supporting pupils to fulfil their potential. Many pupils placed at the school have comparatively low prior attainment compared to their hearing peers when entering the school and therefore their outcomes become even more significant when considering progress. Therefore, we have analysed the performance of disadvantaged pupils against their non-disadvantaged peers in relation to progress (ALPS).

This ensures we can more accurately measure the quality of teaching and learning, targeted interventions and wider strategies against other schools and between disadvantaged pupils and their peers.

The 2024-2025, year 11 disadvantaged cohort consisted of 4 pupils (16.7%), with key performance indicators outlined below:

|  |        |       |        |       |
|--|--------|-------|--------|-------|
| Non-Disadvantaged - Average prior attainment | 100.07 | 94.16 | 96.74  | 94.56 |
| Disadvantaged - Average prior attainment     | 94.63  | 96.60 | 101.33 | 83.75 |
| Alps QI score - Non-Disadvantaged students   | 0.99   | 1.12  | 0.95   | 1.13  |
| Alps QI grade - Non-Disadvantaged students   | 3      | 2     | 4      | 2     |
| Alps QI score - Disadvantaged students       | 1.08   | 1.08  | 0.96   | 1.20  |
| Alps QI grade - Disadvantaged students       | 2      | 2     | 4      | 1     |
| Alps QI Gap Analysis                         | 0.09   | -0.04 | 0.01   | 0.07  |

As outlined above, disadvantaged performance (1.13) was in line with their non-disadvantaged peers (both achieved RED ALPS). This was also an increase from the previous year for both disadvantaged and non-disadvantaged peers, placing us in the top 10% nationally for progress. Furthermore, consistently excellent progress has been shown for both disadvantaged and non-disadvantaged pupils over a four-year period.

|  | On or above target | Lower of split grades | Below target by 1 grade | More than 1 grade below target |
|--|--------------------|-----------------------|-------------------------|--------------------------------|
| Student Performance % - All courses - Non-Disadvantaged        | 65.1%              | 3.1%                  | 12.4%                   | 19.4%                          |
| Student Performance % - All courses - Disadvantaged            | 70.4%              | 25.9%                 | 3.7%                    | 0.0%                           |
| Student Performance % - All courses - Gap Analysis             | 5.0%               | 23.0%                 | -8.0%                   | -19.0%                         |
| Student Performance % - GCSE courses - Non-Disadvantaged       | 67.2%              | 2.5%                  | 12.6%                   | 17.6%                          |
| Student Performance % - GCSE courses - Disadvantaged           | 66.7%              | 29.2%                 | 4.2%                    | 0.0%                           |
| Student Performance % - GCSE courses - Gap Analysis            | 0.0%               | 26.0%                 | -9.0%                   | -18.0%                         |
| Student Performance % - Vocational courses - Non-Disadvantaged | 42.9%              | 14.3%                 | 14.3%                   | 28.6%                          |
| Student Performance % - Vocational courses - Disadvantaged     | 100.0%             | 0.0%                  | 0.0%                    | 0.0%                           |
| Student Performance % - Vocational courses - Gap Analysis      | 57.0%              | -14.0%                | -14.0%                  | -29.0%                         |

The table above looks at target/potential grades and actual grades for both disadvantaged and non-disadvantaged pupils. As outlined above, disadvantaged pupils achieved on or above their target grade when comparing to all KS4 courses, slightly below compared with non-disadvantaged pupils (-5.3% gap). When looking solely at GCSE courses and target grades, disadvantaged pupils achieved in line with their non-disadvantaged peers (+0.5 gap). The

biggest gap is highlighted with vocational courses (-57.0%) and this is an area of focus for the upcoming academic year.

| Subject                           | Overall |       |       | Non-Disadvantaged |       |       | Disadvantaged |       |       |
|-----------------------------------|---------|-------|-------|-------------------|-------|-------|---------------|-------|-------|
|                                   | Entries | Score | Grade | Entries           | Score | Grade | Entries       | Score | Grade |
| GCSE - Art & Design (Fine Art)... | 6       | 1.17  | 3     | 5                 | 1.29  | 2     | -             | -     | -     |
| GCSE - Art & Design (Graphics)    | 4       | 1.24  | 2     | 4                 | 1.24  | 2     | -             | -     | -     |
| GCSE - Art & Design (Photogr...   | 16      | 1.21  | 3     | 10                | 1.27  | 3     | 4             | 1.24  | 3     |
| GCSE - Art & Design (Textiles)... | 3       | 1.16  | 3     | -                 | -     | -     | 2             | 1.24  | 3     |
| GCSE - Biology (9-1)              | 6       | 1.28  | 2     | 6                 | 1.28  | 2     | -             | -     | -     |
| GCSE - Business Studies (9-1)     | 5       | 0.93  | 4     | 3                 | 1.19  | 2     | -             | -     | -     |
| GCSE - Chemistry (9-1)            | 6       | 1.38  | 1     | 6                 | 1.38  | 1     | -             | -     | -     |
| GCSE - Computer Science (9-1)     | 4       | 0.30  | 9     | 3                 | 0.43  | 8     | -             | -     | -     |
| GCSE - Dance (9-1)                | 5       | 0.97  | 5     | 2                 | 0.88  | 6     | 2             | 1.14  | 3     |
| GCSE - Design & Technology ...    | 4       | 0.85  | 6     | 2                 | 1.04  | 3     | -             | -     | -     |
| GCSE - English Language (9-1)     | 22      | 0.96  | 5     | 15                | 1.03  | 3     | 3             | 1.07  | 2     |
| GCSE - English Literature (9-1)   | 16      | 1.10  | 2     | 12                | 1.17  | 2     | 1             | 1.54  | 1     |
| GCSE - Food Preparation & N...    | 2       | 1.04  | 4     | -                 | -     | -     | 2             | 1.04  | 4     |
| GCSE - French (9-1)               | 5       | 1.40  | 1     | 3                 | 1.50  | 1     | 1             | 1.74  | 1     |
| GCSE - Geography (9-1)            | 6       | 0.96  | 4     | 5                 | 1.04  | 3     | -             | -     | -     |
| GCSE - History (9-1)              | 5       | 1.24  | 2     | 3                 | 1.30  | 1     | 1             | 1.34  | 1     |
| GCSE - Mathematics (9-1)          | 24      | 1.07  | 2     | 16                | 1.16  | 2     | 4             | 0.99  | 4     |
| GCSE - Media Studies (9-1)        | 1       | 0.94  | 5     | 1                 | 0.94  | 5     | -             | -     | -     |
| GCSE - Music (9-1)                | 1       | 0.76  | 7     | 1                 | 0.76  | 7     | -             | -     | -     |
| GCSE - Physics (9-1)              | 6       | 1.28  | 2     | 6                 | 1.28  | 2     | -             | -     | -     |

  

| Subject                       | Overall |       |       | Non-Disadvantaged |       |       | Disadvantaged |       |       |
|-------------------------------|---------|-------|-------|-------------------|-------|-------|---------------|-------|-------|
|                               | Entries | Score | Grade | Entries           | Score | Grade | Entries       | Score | Grade |
| GCSE DA - Combined Science... | 26      | 1.03  | 3     | 16                | 1.09  | 2     | 4             | 1.37  | 2     |

  

| Subject                        | Overall |       |       | Non-Disadvantaged |       |       | Disadvantaged |       |       |
|--------------------------------|---------|-------|-------|-------------------|-------|-------|---------------|-------|-------|
|                                | Entries | Score | Grade | Entries           | Score | Grade | Entries       | Score | Grade |
| Cam Nat Cert - Child Develo... | 5       | 1.40  | 2     | 2                 | 1.56  | 1     | 2             | 1.47  | 2     |
| Cam Nat Cert - Engineering ... | 7       | 0.69  | 7     | 5                 | 0.64  | 7     | 1             | 1.07  | 2     |

The table above shows ALPS performance for all subject's year 11 pupils studied in 2024-2025, with a comparison between disadvantaged and non-disadvantaged pupils. Due to the small number of disadvantaged pupils in this cohort, ALPS QI scores were not always possible, however, disadvantaged pupils performed in line or achieved better than their peers in several subjects (Photography, Textiles, Dance, English Language and Literature, English Language and Literature, French, History, Combined Science, Child Development and Engineering).

However, there are still subjects where disadvantaged performance was not in line such as Maths and Food Preparation and Nutrition. Performance in Computer Science, Music and Engineering (in relation to ALPS QI) was poor for both disadvantaged and non-disadvantaged pupils and will need addressing.

**Outcome 1: Disadvantaged pupils make progress in their expressive and receptive language**

When looking at this outcome, related to pupil progress using ELS phonics and phonics tracker, clear evidence of improvement is seen with the two pupils in receipt of pupil premium funding.

Pupil A has progressed in their Phonemes phase 2 and 3 from September 2024 to June 2025, from 82% to 100% (phase 2) and 24% to 83% (phase 3). Pupils B has progressed in their Phonemes phase 2 and 3 in the same period from 68% to 86% (phase 2) and 10% to 59% (phase 3).

With regards to blending phase 2 and 3, pupil A has made progress from 24% to 100% (phase 2), however, has not made progress in phase 3 (remains static at 30%). Further intervention is taking place to build confidence with blending with digraphs.

Pupil B has progressed in blending phase 2 and 3, showing an improvement from 42% to 100% (phase 2) and 15% to 45% (phase 3).

### **Outcome 2: Improved independent thinking skills of disadvantaged pupils in line with their peers**

Due to the previous reporting system at Mary Hare, which did not clearly identify independent study skills and other learning behaviours, it was difficult to quantify whether an improvement had been made.

With a new progress reporting system in place for this academic year, it will be easier to identify areas for development in key learning behaviours (classwork, engagement, organisation and independent study) for disadvantaged pupils. With this information, we will then be able to signpost them to appropriate support, if required, through form tutor, Head of year, wellbeing etc. to make improvements. Greater analysis towards this outcome will be available in the next academic year's review (25-26).

### **Outcome 3: Improved mental health and wellbeing of disadvantaged pupils in line with their non-disadvantaged peers**

Furthermore, with the introduction of Class Charts, this has enabled us to better monitor our progress towards this target with further data analysis.

We will continue to offer a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award and Music lessons), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.