

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	John Mason School
Number of pupils in school	876 pupils in y7-11
Proportion (%) of pupil premium eligible pupils	21.2% of them are eligible for PP.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	30.09.21
Date on which it will be reviewed	06.01.22
Statement authorised by	A Rees Headteacher
Pupil premium lead	L Foster Assistant Headteacher
Governor / Trustee lead	R Adams Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,547
Recovery premium funding allocation this academic year	£22,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£63,000
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	£232,877

Part A: Pupil premium strategy plan

Statement of intent

Tailored, ambitious inclusion - Aspirational provision tailored to the individual needs of students, delivered by a specialist team and a confident, informed staff. Together, we will remove barriers to learning.

Through rigorous tracking, careful planning and targeted support and intervention we aim to provide all children the access and opportunities to enjoy academic success regardless of socio-economic background. We strive to raise the bar of expectations for all students including our disadvantaged students. In doing so we will raise lifelong aspirations, focus on removing barriers to learning and achieving excellence ensuring that no child is left behind because of socio-economic disadvantage. The school takes a research based, evidence informed approach and refers to research carried out by expert organisations, such as the findings of the Education Endowment Fund.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The barriers to learning that our disadvantaged students face can be very different pupil to pupil, the challenges are often complex and varied and therefore there cannot be a "one size fits all" approach. We will ensure that all teaching staff have an appreciation of who the pupil premium students are and understand what data is telling them. Consequently, will be able to identify strengths and weaknesses from a subject perspective and therefore be able to strategically intervene to close knowledge and skills gaps through tailored high quality first wave teaching, support and intervention.

The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve highly in the classroom and in wider school life. We also consider the challenges faced by non-disadvantaged vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment gap: Core attainment of disadvantaged pupils is generally lower than that of their peers, and students struggle with literacy and numeracy through the transition period in Y7. Progress gaps for PP/SEND learners exist in Y8/9 and thus disadvantage students as they embark on GCSE/BTec courses.</p> <p>KS3 data drop for Core subjects (May '21):</p> <p>Year 7 (current Y8) the gap -6% (% on track in majority of subjects) Year 8 (current Y9): the gap -15%. (% on track in majority of subjects)</p> <p>At KS4 all subjects data drop (Nov '21):</p> <p>Year 10 P8 PP to non-PP gap is -1.06 (Nov 2021 data drop). Literature, Science, Music, Psychology, German and Drama are showing a lack of expected progress.</p> <p>Year 11 P8 PP to non-PP gap of -0.99 with Geography, German and Media Studies reporting lower than expected progress. Also, have additional focus to increase the proportion of disadvantaged students entering and passing the EBacc qualifications, as well as boosting the attainment in Core at 5+ EM.</p>
2	<p>Literacy barriers: assessments, data and teacher observations suggest students at KS3, who are eligible for Pupil Premium funding and /or are on the SEND register, generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>At JMS, between Sept 2021 and Dec 2021, the Y7 PP students made 3 months progress in reading ages on average, this compares to a 4 month gain for non-PP. Y8 data (same dates) shows the PP making more progress than non-PP with an 8 month gain, over a non-PP of a 6 month gain – both taken in a 3 month period. For Y9, the data set shows a 10 month gain over 3 months for Y9 PP students, comparing favourably with the 3 month gain for non-PP. This shows our reading programme is making headway at the latter stages of KS3 and is ensuring rapid progress for vulnerable students.</p>
3	<p>Attendance: our attendance data indicates that attendance for our disadvantaged cohort is 89.3 compared to non-PP at 92.1% (period 01.09.21-27.11.21) (period 01.09.21-27.11.21) In terms of PA PP figures we have 69 meeting threshold out of a total of 232 (29.7% of PA are PP) which is higher than the PP % of cohort by about 9%. Of those 45% are Y7 students. Historically, in the IDSR, we held rates of absence at 5.9 in Autumn 2020, which placed us in the highest 20% of schools with a similar level of deprivation. Similarly, the persistent absence rate is 16.2% (same top 20% place). Both need to move to national averages (in 50%) and then improve to the higher quartile for 2024.</p>

4	<p>SEMH: Vulnerable cohorts report/ behave in ways that show they feel excluded or actively exclude themselves from timetabled lessons (exit cards/truancy/lateness). We find the levels of anxiety are more pronounced post lockdown- parents, students and teachers report this to be cited often as a reason for not attending/engaging in learning. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 24 pupils (17 of whom are disadvantaged) currently require additional support with social and emotional needs, with 30 (21 of whom are disadvantaged) currently receiving small group interventions.</p>
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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
Improved attainment and progress for PP/SEND students	<p>By the end of our current plan 2021-24, 70% of our disadvantaged pupils will attain in line with FFT20 expected outcomes, with Option subjects reducing the PP gap to 5% or less. The headline figure for %5+EM will improve from 29.2% to 55% or above (in line with our current non-PP figure).</p> <p>The percentage of disadvantaged students entering EBacc will improve from 10% (7 out of 70 entered are disadvantaged (PP/SEND); we will increase that by 25 students to 32 totalling at least 40% of the EBacc cohort entry. The EBacc average points will improve from 2.65 to 4.49 or above (in line with our current non-PP figure).</p>
Improved literacy and reading levels	<p>Reading teacher assessments at KS3 and the results of the Accelerated Reader programme demonstrate improved comprehension skills among disadvantaged pupils, (see initial data analysis above for detail and evidence).</p> <p>Teachers should recognise an improved Attitude to Learning score for this group, as well as improvement through engagement in lessons and book scrutiny. JMS will be in line with or above National/OCC for writing and reading.</p>

Improved attendance of PP students	Sustained attendance from 2024 demonstrated by: The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-PP peers being reduced by 2%. JMS will be in line with National/Oxfordshire secondary's.
Improved metacognitive and self-regulatory skills - better engagement in lessons	Improved attitude to learning scores for disadvantaged cohort: teacher reports and class observations show that disadvantaged pupils are more able to regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
Improved well-being and support and outcomes for Social, Emotional and Mental Health of all students, including the disadvantaged cohort.	Student well-being improves for all pupils, including the disadvantaged cohort, demonstrated by qualitative data from student voice, surveys, and teacher observations, as well as improvements in both attendance and progress data. SEMH voice shows improved access to support and attitude to learning/attendance improves for key group.

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: £98,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD: Inclusive T&L (meeting time all staff)</i>	T&L lead oversees Learning group with Inclusive strategies for all project work	1
<i>CPD/recruitment: Overhaul of Inclusion team/area and additional TA (£17,760)</i>	Inclusion faculty supporting inclusive strategies: additional TA to allow EHCP statutory needs to be met in the classroom, and improve attendance and progress of key group	1 and 3
<i>CPD: Literacy push (literacy resources £1,000)</i>	EET reading strategies in school used to improve reading ages and vocabulary acquisition	2
<i>Core Literacy TA (£17,760)</i>	PP TA to support the needs in the class for our K level students (not EHCP) with literacy	1 and 2
<i>SSM PP (£24,799)</i>	Student support /home liaison worker 0.6	3 and 4
<i>Counsellor £8,000</i>	15 hrs (5 hrs =33% funded from PP)	4
<i>Student Support worker (£23,365)</i>	37 hrs pw.	3 and 4
<i>EAL HLTA (£28,193)=£ 5,638</i>	20% costed to PP as that is the proportion of IYA EAL who are PP.	1 and 2

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

Budgeted cost: £ 91,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Curriculum support with Overlearning</i>	Improving Literacy in Secondary Schools Pre-learning and revisiting key words and concepts in smaller groups; Acquiring disciplinary literacy is	1,2 and 4

sessions (£62,834)	key for students as they learn new, more complex concepts in each subject:	
Curriculum support Key Skills (£13,674)	Improving Literacy in Secondary Schools Small group literacy sessions. Corrective Reading provides you with the tools to help close the achievement gap by addressing deficiencies in both Decoding and Comprehension. It is an intensive intervention for students reading one or more years below their chronological age.	1,2 and 4
Supporting PP/SEND by extending SLT key worker provision/mentoring (£2000)	SLT key workers of high needs students on the SEND register to ensure Pupil Passport s help teachers planning with practical strategies for classroom learning. (Evidence : SEND COP 2015)	1, 3 and 4
Academic Interventions – reading in KS4 DEAR time (£4000)	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF JMS reads – we provide resources and SLT time on a rota to undertake guest reads. All KS4 students receive 5x 20 minutes of reading aloud per week.	1 and 2
Subject-led tutoring and National Tutoring Programme (£6,000)	DfE endorsed provision. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 and 2
P6 learning (£2,000)	Additional catch up and study skills revision classes running weekly – previous internal data, including student voice and progress outcomes for attenders suggests it has a + impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Curriculum literacy – foci on key words across all faculties (£500)	Closing the word gap is key to improving the life chances of disadvantaged students. Vocabulary is a huge predictor of how far children succeed. https://www.oup.com.cn/test/word-gap.pdf	1, 2 and 4

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

Budgeted cost: £ 43,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ARR, DEAR readers, buddies and 0.2 of Librarian costs, texts (Costed in staffing above plus £7,500py resources)</i>	EET reading strategies in school used to improve reading ages and vocabulary acquisition	2
<i>Student support worker: Attendance and behaviour (Costed in staffing above)</i>	Close relations with home to elicit best attendance rates for PA and risk of PA	1, 3 and 4
<i>Counsellor 0.6 (Costed in staffing above)</i>	To support SEMH	3 and 4
<i>PP alternative curriculum budget (£7,000)</i>	Top slice of restricted funds to support alternative pathways for PPP students	1, 3 and 4
<i>Breakfast Club (13,000)</i>	To offer breakfast to students to ensure they arrive ready to learn	3
<i>Trips (£9,000)</i>	To contribute to trips to ensure cultural capital	1 and 4
<i>Uniform and equipment (£7,047)</i>	Breaking barriers by resourcing individual students	3 and 4

Total budgeted cost: £232,877

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 2020 to 2021 academic year.

2020-21:

We spent the majority of the Premium, but due to lockdown, we were re-imbursed for foreign trips, and did not use all of the money on the in-school items – such as Breakfast club, therefore we had a surplus of £65,000 which has rolled forward to this year's PP restricted budget. In summary, we had success with the previous activities, including: Government IT rollout; home-chrome scheme; Bursaries to support vulnerable families; English intervention for Y11 using the additional English teacher employed on a fixed term basis from Jan – July 2021; P6 sessions which ran every night from March onwards; and the National Tutoring Programme, using the local tutoring company Bramble, which had a 50% success rate in terms of attendance/engagement.

Impact July '21:

1. Quality First Teaching has been improved and this improves the experience for all Pupil Premium students. 88% of lessons observed in the 3 triangulation weeks show the work and oral contributions of Pupil Premium students is in line with the work of non-PP peers (this was undertaken remotely in part). Blended learning offer in place and the take up improved from Lockdown 1 to 2 so that 76% of PP were regularly in remote 'live' learning experiences by Lockdown 2.
2. The Pupil Premium teaching and learning PLEDGE is in place in 83% of lessons seen (Nov-20) and over 90% (Jul-21).
3. Attendance: PP attendance gap is closing slightly by 0.7% since Nov '21 but remains 89.9PP v. 94.8% non-PP. PP data shows marginal improvement over the year and is a smaller gap than OCC and national report for PP/SEND and attendance generally. – work to continue with PP and especially PP in the PA category.
4. Teaching leads to improved outcomes for eligible students: Progress gaps are narrowing for Disadvantaged students in 2021 -0.89 compared to -1.23 in 2019. PAH disadvantaged students moved from -1.02 in 2019 to +0.39 this year.
5. Data captures for Y10 show that the overall P8 gap is currently -1.06 with PP P8 at -0.76 and the non-PP P8 at 0.3.
6. Year 8: PP -15% gap on track PP to Non-PP.
7. Year 7: -6% gap on track PP to Non-PP. English gap is a concern at 15%. Targeted intervention to continue Sept 21 onwards.
8. External verification has been successfully undertaken: OFSTED report cited the Pupil Premium work as in line with non-PP students May '19: 'Leaders are now using the additional funding for disadvantaged pupils effectively. Consequently,

in the majority of pupils' books, there were no noticeable differences between the standard of work produced by disadvantaged pupils and others.' (OFSTED June 19). The Pupil Premium external review in March 2019 was also positive. our School Improvement Partner writes: 'Students work with high levels of co-operation and concentration. Work is challenging and they are clearly enjoying their courses. They work independently of staff who support sensitively and all those spoken to are keen to explain what they are doing and share their outcomes. No difference is seen between provision and support of PP students. PP students are confident within an inclusive climate for learning.' (PP Review 26th March, 2019). The external review post lockdown with our partners at Maiden Erlegh (July 2021) focussed on SEND provision rather than specifically PP.

9. Three sets of Learning Walks showed 90%+ positive in terms of on task, pledge followed and teaching to the needs of the individuals.
10. Student Attitude to learning data shows that the Pupil Premium students are engaged and over 60% have scores of 2 or better (good+) with KS3 at 70%+.
11. PP Directory has been used to track the provision for all PP students on our register (198 on roll) and the impact has been we have been able to quickly resolve issues, remove barriers and ensure students are ready to learn: the bursary spend has been efficiently allocated; the attendance of PP students has improved (see earlier data); current tracking shows an improvement of those moving from at risk of PA to over 90% attendance bracket. We are supporting some PA students to return but 3 per year group with extremely poor attendance do affect figures and those removed, show the vast majority are attending better than in previous years (over 96% in KS3/over 92% at KS4). PP students want to be in school and do report that they feel safe.
12. Increased levels of engagement in lessons and with homework is due largely to the introduction of the Chromebook scheme: impact is also monitored in terms of student voice. We received 79 government chromebooks and also funded for a further 121 within the PP budget so that every student who is PP has access to a chromebook at home over the pandemic and can access live learning and Googleclassroom.
13. The **bursary offer** of up to £100 per student has been accessed by the majority of students in each year group. Students have used their bursary to access learning in a variety of ways: equipment; revision books; bicycles; further trip subsidy; musical instruments; school uniform including shoes and winter coats; chromebooks and other IT accessories such as dongles, headphones and software.

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
NTP (DfE)	Bramble Tutoring
Online support for PA pupils	Academy 21

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Bursary and PP mentor
What was the impact of that spending on service pupil premium eligible pupils?	Removed barriers to learning and gave social support.

Further information (optional)

N/A