Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	867 pupils in y7-11
Proportion (%) of pupil premium eligible pupils	22% 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	20.10.22
Date on which it will be reviewed	14.02.22
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	£151,690
Recovery premium funding allocation this academic year	£33,495
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	£248,185

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	**Challenge:** **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. **KS3 data (summer term 2022)** Year 7 (current Y8) the gap is -3% (% on track in majority of subjects) Year 8 (current Y9): the gap is 0% (% on track in majority of subjects) **KS4 data** Year 9 (current Y10) PP 68.6% of grades on track to non-PP 77.4% of grades on track; the gap is 8.8% (May 22) Year 10 (current Y11) P8 disadvantaged is -1.12 compared to non-disad is 0.23; the gap is -1.35 (Apr 22) Year 11: In 2022, 26% of PP students achieved a positive P8 compared to 49% of non PP (gap 23%) English: Gap is -13% (26% PP, 39% non PP) Maths: Gap is -19% (26% PP, 45% non PP) EBacc: Gap is -22% (33% PP, 55% non PP) Open: Gap -23% (26% PP, 49% non PP) All 4: Gap -17% (4% PP, non PP 21%)
2	**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. Reading data from Accelerated Reader Dec '22: Y7 PP 10.03 to non-PP 11.09 (gap of -1 yr 6 months) Y8 PP 10.07 to non PP 11.03 (gap of – 8 months) Y9 PP 11.00 to non-PP 11.08 (gap of -8 months) Y7 SEN 10.05 to non-SEN 11.08 (gap of -1 yr 3 months) Y8 SEN 10.11 to non-SEN 11.02 (gap of -3 months) Y9 SEN 10.09 to non-SEN 11.10 (gap of - 1 yr 1 months)

3	**Attendance**: our attendance data indicates that 21/22 attendance for our PP cohort was 86% compared to non-PP at 90% (Sep21 to Jul22). 98 (50%) PP students met the PA threshold out of a total of 196. Of those 20% are Y7 students. 29% of non-PP students met the PA threshold. Current attendance (Sep-Oct22) for our PP cohort is 87% compared to non-PP at 93%. 74 (39%) PP students meet the PA threshold out of a total of 190. 21% of non-PP students meet the PA threshold. 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 (50%) and then improve to the higher quartile for 2024.
4	**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.

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	In summary: By the end of our current plan 2021-24, 50% of our PP pupils will attain in line with national expected outcomes (i.e. achieve a positive progress 8) for English, maths, Ebacc and open subjects. More specifically, the percentage of disadvantaged students entering EBacc will improve in the year 8 options process to 81% of PP students opting for an EBacc route which is comparable with non-PP (the GCSE cohort of 2024).
	This means by the end of our current plan 2021-24 the disadvantaged gap in English and Maths will reduce: from -0.64 in English and -0.98 in Maths (Aug 22) to 0.0 in English and 0.0 in Maths. The attainment in English for disadvantage will to improve from Basics 9-4 28.6% (Aug 22) to Basics 9-4 of 50% for disadvantaged students.
Improved literacy and reading levels	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).
	Teachers should recognise an improved Approach to Learning score for this group, as well as improvement evidenced in learning walks and book scrutiny. PP students will rapidly improve reading ages to be in line with non-PP peers.
Improved attendance of PP students	The overall absence rate for all PP 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 schools.

Improved metacognitive and self-regulatory skills - better engagement in lessons shown through increased approach to learning data reports.	Improved approach to learning scores for disadvantaged cohort to show no difference between PP/SEND and non-PP/SEND approach to learning scores: 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 and through the learning walk evidence log. LW evidence to show less than 5% difference in the completion of homework and engagement in lessons percentages for PP/SEND students compared to non-PP/SEND.
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 so that over 90% of referrals engage with counselling/mentoring programmes and the approach to learning scores show no difference above 0.2 for PP/SEND to non-PP/SEND cohorts. Attendance for SEMH students improves to at least 88%+ for 2023.

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: £137,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Inclusive T&L (meeting time all staff)	T&L lead oversees Learning group with Inclusive strategies for all project work	1
CPD/recruitment: 2x TAs	Inclusion faculty supporting inclusive strategies: additional TAs to allow EHCP statutory needs to be met in the classroom, interventions to run and improve attendance and progress of all SEN K Level students during lessons.	1, 2, 3 and 4
CPD: Literacy drive with JMS Reads (literacy resources)	EET reading strategies in school used to improve reading ages and vocabulary acquisition Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	2

SSM PP	Student support /home liaison worker full time	3 and 4
Counsellor	15 hrs (5 hrs =33% funded from PP)	4
Student Support worker	37 hrs pw.	3 and 4
EAL HLTA	20% costed to PP as that is the proportion of IYA EAL who are PP.	1 and 2
HLTA English Jan 2023 appt	Appointment of an HLTA to work under DoF within English faculty to raise progress for SEN underachievers	1 and 4

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

Budgeted cost: £ 67,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum support with Core learning sessions (£15,000)	[Improving Literacy in Secondary Schools](#) Pre-learning and revisiting key words and concepts in smaller groups; Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: using century education.	1,2 and 4
Reading support for small group and 1:1 reading for Key Stage 3 pupils (18,000)	Accelerated Reader, LEXIA, Consultant phonics support to enable pupil to regularly read aloud, to understand readers individual needs and use personalised strategies on a weekly basis to read for pleasure and to improve reading age. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 and 2
Bursary (5,000)	Individual bursaries for all PP students of £100 to support learning.	1,3 and 5
Curriculum support Key Skills with reading programme (£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 (£1300)	SLT key workers of high needs students on the SEND register to ensure Pupil Profiles help teachers planning with practical strategies for classroom learning. (Evidence : SEND COP 2015)	1, 3 and 4
Academic Interventions –reading in KS4 DEAR time	[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 (£2,000)	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. Using Teaching Personnel and Academy 21 for PA/SEMH students to re-engage post pandemic. 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, 2 and 4
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
faculty-based bids for PP provision resources (10,000)	funding for faculty-based resources to support wave 1 learning and also to provide cultural capital opportunities	1 and 4

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

Budgeted cost: £ 46,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
ARR, DEAR readers, buddies and 0.2 of Librarian costs, texts (Costed in staffing above plus £7,500py resources)	EET reading strategies in school used to improve reading ages and vocabulary acquisition	2
Student support worker: Attendance and behaviour (Costed in staffing above)	Close relations with home to elicit best attendance rates for PA and risk of PA	1, 3 and 4
Counsellor 0.6 (Costed in staffing above)	To support SEMH	3 and 4
PP alternative curriculum budget (£9,000) + transport £6,300	Top slice of restricted funds to support alternative pathways for PPP students	1, 3 and 4
Breakfast Club (£10,000)	To offer breakfast to students to ensure they arrive ready to learn	3
Trips (£7,000)	To contribute to trips to ensure cultural capital	1 and 4
Uniform and equipment (£7,047)	Breaking barriers by resourcing individual students	3 and 4

Total budgeted cost: £ 251,736

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 2021 to 2022 academic year.

2021-22:

We spent the majority of the Premium, but due to lockdown, we were reimbursed 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; 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

GCSE results Aug 2022 show the impact as follows: (29 students)

P8 for PP is -0.76, compared to non-PP of -0.11 - the gap is -0.65

Att 8 for PP is 38.6 compared to non-PP of 52.7 - the gap is 14.1

Basics 9-4 is 34.5% and 9-5 is 13.8%. compared to non-PP of 9-4 at 69.8% and 9-5 of 50.3%: the gap at 9-4 is 35.3% and at 9-5 is 36.5%.

Previous results below: (2019) 34 students.

P8 for PP was -0.93. Non-PP was 0.17 - the gap was -1.1

Att 8 was 31.3 Non-PP was 50.05 - the gap was 18.75

9-4 was 26.5% non-PP was 64.2% - the gap was 37.7%

9-5 was 14.7% non-PP was 47.4% - the gap was 32.7%

All our gaps are smaller this year - 2022 – except for attainment for Maths and English, which is broadly in line.

Attendance: PP attendance gap has risen from 3% in Oct '21 to 6% in Oct '22 with current attendance at 87.2% PP vs 93.1% non-PP. PP data shows attendance starting to improve this year and both PP and non PP attendance are currently in line with the

national and South East region figures – work to continue with PP and especially PP in the PA category.

1. Teaching leads to improved outcomes for eligible students: Progress gaps are narrowing for disadvantaged students: see above figures. (refer to the GCSE Results Report 2022 on the school website) PAH PP students P8 of -0.16 was a better outcome than previously.

2. Based on data from April 2022, the progress 8 gap for the 2023 GCSE cohort is currently -1.37 with disadvantaged P8 at -1.30 compared to 0.07 for non-disadvantaged. We are working with this cohort to ensure rapid progress for PP students in Year 11. We are focussing on securing English and Maths in the first instance through recruiting a HLTA English and HLTA Maths as well as an additional Maths teacher to support interventions with students.

3. Year 8 (current y9): Overall, PP % of subjects on track was in line with non PP. English and Maths data show positive gaps with 7% and 3% more PP students than non PP students making progress in English and Maths respectively.
Year 7 (current y8): The data is similar for year 7 (current year 8) with a PP gap in % of subjects on track is -3% PP to non-PP. English and Maths data show positive gaps with 9% and 4% more PP students than non PP students making progress in English and Maths respectively. Targeted intervention to continue Sept 22 onwards.

4. External verification has been successfully undertaken: due to the pandemic, we have not been able to secure external verification from SIPs; although we have had The Director of Education lead 3 deep dives into English, Maths and Science. Reports are positive for PP student books being in line with non-PP. They found specific areas for improvement which are part of the SIP for 2022-23. Less recently, we have had positive feedback as outlined below: OFSTED report cited the Pupil Premium work as in line with non-PP students: '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 them 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.

5. From 2022 student attitude to learning in class data, 28% of KS4 PP students have an average score of 2 or better (good+) with KS3 at 48%. This compares to 59% and 67% for non PP students at KS4 and KS3 respectively. This year we are making the criteria (now called 'approach to learning' more inclusive to help counter this gap in data outcomes).

6. PP Directory has been used to track the provision for all PP students on our register (196 on roll in Oct22) 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; 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 (92% at KS3 and 90% at KS4 even removing those with attendance <50%).

7. The **bursary offer** of up to £100 was used effectively to remove barriers in individual instances to enable students to access school,(travel bursaries, bike purchases); learning (chromehome; educational resources; dongles) and experience cultural capital (trips; visits; music lessons; sporting clubs subsidies).

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