

Pupil premium strategy statement – John Mason School

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
Number of pupils in school	859(Yr7-11)
Proportion (%) of pupil premium eligible pupils	23.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Alastair West (Headteacher)
Pupil premium lead	Kate Amos
Governor / Trustee lead	Louise Aukland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 213,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£213, 925

Part A: Pupil premium strategy plan

Statement of intent

At John Mason School, our vision is to create an inclusive and supportive learning environment where every pupil, regardless of their socio-economic background, can thrive and achieve their full potential. The Pupil Premium funding is a crucial resource that allows us to provide additional support and targeted interventions to our disadvantaged pupils, ensuring they have the same opportunities for success as their peers, and are able to realise them.

Our primary aim is to ensure that all students are able to reap the benefit of a well taught, broad, academic curriculum, so that all students make good progress, regardless of any disadvantage they may have.

We are committed to using the Pupil Premium funding to:

Increase attendance: by providing targeted support for individual students, especially focused on those with barriers relating to SEMH and support for families in helping students to increase their connectedness with and attendance at school. Working to remove barriers to learning by addressing specific needs, such as access to technology, equipment or uniform.

Support continuous professional development: To equip our staff with the knowledge and skills to ensure excellent quality first teaching for all students. Our staff training is focused on ensuring that all staff are able to astutely check the understanding of their students and address any gaps in their learning or misconceptions and developing adaptive teaching techniques and scaffolding strategies to ensure accelerated progress for disadvantaged students.

Provide targeted, high-quality early interventions: To ensure impactful literacy interventions for students in KS3, so that all students develop functional literacy. Implementing impactful academic and pastoral interventions, tailored to specific needs, to ensure that all students are equipped to maximise learning in lessons and improve academic achievement.

Promote self-esteem, resilience and connectedness: To develop and deliver a suite of high-quality, evidence informed interventions to support students with SEMH needs which are creating a barrier to attendance, progress or engagement.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	Attendance data shows that attendance among disadvantaged students has been significantly lower than for non-disadvantaged students. Persistent absence figures are higher for disadvantaged students compared with their peers. Our attendance data indicates that absenteeism is negatively impacting disadvantaged students' progress, attainment and outcomes. Persistent absence for students in receipt of free school meals is also on average higher than those not in receipt of free school meals: 68% SA students and 47% PA students are PP.
2. Behaviour and Connectedness	Behaviour data shows that behaviour incidents and Fixed Term Suspensions (FTS's) among disadvantaged students has been significantly higher than for non-disadvantaged students. The vast majority of FTS's (Term 1 2025-26: 63.3%) have been given to disadvantaged students. The overall number of graded responses (R1, R2, R3's) are also higher for disadvantaged students compared with their peers (e.g. Term 1 2025-26: 51.3% of R3s). These data shows that FTS's, isolations and detentions are also negatively impacting disadvantaged students' progress, attainment and outcomes.
3. Literacy	Baseline assessments taken in year 7 show that, on average, disadvantaged students have a lower reading age than peers. The average reading age for our current year 7 students is 10y11 months for PP students and 12years 2 months for non-PP. There are 22 students with a reading age under 9 years 6 months; 13 of these are PP students. Low literacy can be a challenge to further learning in lessons and is a key focus of interventions to change outcomes. Improving literacy levels and subsequent "life chances" and prosperity is a key focal point for the school and especially for disadvantaged students.
4. Social and Emotional Wellbeing	Our pastoral data, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, low mood and poor self-esteem. These challenges particularly affect vulnerable learners who as a consequence can struggle to regulate emotions, attend school regularly and can find school overwhelming. This can impact attendance, behaviour and overall attainment.
5 Access to resources	Due to financial constraints, some students and their families have difficulty in providing the basic equipment and uniform needed at school. Access to resources can hinder progress in lessons. Parents / carers can struggle to replace uniform and lost equipment which

	can lead to behavioural issues with students which are beyond their control.
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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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	All students show decreased rates of absence overall, moving towards and then exceeding national rates of attendance to school (92.9% in 2023-24). Attendance of disadvantaged students improves to above 90%.
All students demonstrate positive behaviours in line with school values and are committed to learning.	Behaviour records show that the number of behaviour incidents involving disadvantaged students decreases at a greater rate than that of non-disadvantaged students bringing the distribution of high level incidents more closely in line with the proportion of students in school. Interventions following FTS show positive impact, and the FTS rate falls in line with national, with repeat FTS significantly reduced.
Improved levels of language and literacy, particularly among disadvantaged pupils.	All students in KS3 show reading age gains compared to starting points with the greatest impact found amongst disadvantaged students. PP students in the intervention last year improved their reading age by 37months on average.
Improved attainment and progress among disadvantaged pupils across the curriculum.	Internal tracking shows that disadvantaged students maintain or improve upon their band throughout KS3. Progress 8 (P8) of disadvantaged students rapidly rises year on year to exceed national P8 (-0.57) and make progress towards P8 of 0. Close gap to peers to less than national gap (0.73). Increase in the proportion of disadvantaged students achieving grade 5+ in English and Maths grades 5+, to bring JMS outcomes above national average.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of student wellbeing by the end of the strategy plan in 2027-2028. Evident through: Student and parent surveys will reporting a greater sense of belonging to the school community. High participation of pupil premium students in community enrichment activities including clubs,

	trips and rewards events in line with the proportions of disadvantages students in school.
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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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that every teacher is supported in delivering high-quality teaching. CPD on	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment EEF High quality teaching	2
<ul style="list-style-type: none"> - Adaptive teaching (FCAE) - Explicit instruction and checking for understanding - Motivational and metacognitive strategies 	Raising the quality of the 'universal offer' can act as a 'pull factor' to raise attendance EEF Supporting school attendance - Improve universal provision	1
Whole school DEAR time programme	The Faster Read project summarises the finding from recent research that listening to texts being read can boost reading age for struggling readers. Faster Read	3

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 Literacy intervention “Literacy Gold” to address gaps in literacy from entry for students in Year 7 and 8. 12 hours delivery by specialist teachers each fortnight.	Providing high quality, targeted literacy interventions is necessary for students who enter school with low literacy skills. Reading age assessments.	3
KS3 & KS4 maths and numeracy interventions: specialist mathematics TA with a focus on closing gaps for SEND and disadvantaged students. 60% of full-time position focused on disadvantaged students.		3,5

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

Budgeted cost: £ 113,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint Home-School Link Worker to support with connectedness and attendance, with a focus on families from disadvantaged backgrounds.	Guidance from the EEF – Supporting school attendance suggests that some students will need highly personalised interventions to tackle challenging causes of absence EEF Deliver targeted interventions	1, 2, 4
Internal interventions to support students with SEMH needs, to improve attendance and connectedness to school. *Soft start programme *Art Therapy *Damascus Project *Friends *Resilience Champions	Code of Practice recommends short and frequent interventions that can be personalised to students' needs produce the greatest gains. Evidence suggests that building relationships with adults in the different contexts these interventions provide are key factors in developing resilience, confidence and creating a sense of connectedness and belonging to the school.	1, 2, 4
Non-teaching student managers in each year group who provide ongoing, and individualised support especially for vulnerable students. Include providing uniform, equipment and other resources for learning.	Research demonstrates that having the support of trusted adults can reduce harmful outcomes for those affected by adversity. Supportive relationships with trusted adults...	1, 2, 5
“Golden Hour” attendance intervention to support students who have not arrived in school by 9.30 to get to school and overcome barriers to attendance.	Guidance from the EEF – Supporting school attendance suggests that some students will need highly personalised interventions to tackle challenging causes of absence EEF Deliver targeted interventions	1, 2
Provide financial support for access to trips, school equipment, uniform and Revision guides (etc)	Participation in extracurricular provision is not equal with disparities in children's participation rates depending on their social background. Subsidising this provision is one recommendation of this research. In addition to this evidence shows that positive impact of extracurricular activity on mental health and wellbeing Social Mobility Commission: An unequal playing field	1, 2, 5

Total budgeted cost: £ 213,925

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our data show significant gaps between outcomes for our non-PP and our PP students. In 2024-25 PP students had an Average A8 grade of 3.27 to 4.70 for non-PP. Non-PP students were close to their FFT20 target (4.74) whilst PP students were significantly below target (4.16). Although outcomes for PP students improved on 2023-24 (3.06) and the gap between outcomes and FFT20 target reduced from -1.48 to -0.89 non-PP students made greater progress (to 4.74 from 4.35; gap closed from -0.59 to -0.04). This gap is reflected across subjects.

However targeted interventions are showing improvements for students throughout the school. For example, PP students in the Literacy Gold intervention for 2024-25 improved their reading age by 37 months on average over the course of the intervention.

We can, and will, improve further. To ensure that our strong curriculum is being learnt by all students, irrespective of their background, we will continue with the school and trust focus of attendance and high quality CPD that empowers teachers to be the best they can be. “Quality first teaching” and early interventions will be a focus.

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
Sparks	Sparks
Literacy Gold	Engaging Eyes