

Pupil premium strategy statement (secondary)

1. Summary information					
School	John Mason School				
Academic Year	2016-17	Total PP budget	£152,405	Date of most recent PP Review	November 2016
Total number of pupils	847	Number of pupils eligible for PP	197	Date for next internal review of this strategy	January 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	33.3%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	52.4% / 42.9%	75.8% / 73.4%
Progress 8 score average	-0.78	0.12
Attainment 8 score average	40.2	52
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Literacy skills, especially reading scores, in Year 7 are lower for PP pupils than for other pupils, which prevents them making good progress in Y7.	
B.	High attaining pupils who are PP in KS3, are making less progress than high attaining others. This prevents sustained high achievement and hampers progress in KS4.	
C.	Quality of lessons across the school is variable	
D.	Access to extra-curricular activities, IT for homework and opportunities for cultural capital is more difficult for PP pupils than others, and this has a detrimental effect on their academic progress and hampers engagement in lessons at school and with their community.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Attendance rates for pupils eligible for PP is currently PP 90.88% Non PP 95.72% Difference 4.84%	

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy for KS3 pupils eligible for PP	Reading ages improve over and above the improvements shown in non-PP pupils reading ages The gap between PP and non-PP decreases at each data point, with a trajectory to be in line by the end of KS3
B.	Improved rates of progress for high attaining pupils eligible for PP.	Pupils eligible for PP and identified as high attaining from KS2 stanine scores, make as much progress as other pupils identified as high attaining, across KS3 and KS4 so that the gap between the progress of PP pupils and non-PP pupils (others) is reduced and pupils eligible for PP make similar progress to non-PP. Where they are departments have interventions, monitored by the HoFs and SLT
C.	Improved wave 1 provision in lessons across the school leads to improved outcomes at KS4	80%+ of lessons and deemed good or better. Teachers are employing all JMS non-negotiables in a consistent way so that pupils are accessing high quality T&L in all subjects.
D.	Access issues addressed.	Pupils eligible for PP have IT access for lessons via chromebooks where necessary and can, through tutors, book out tablets to use at home for homework. Y7 PP pupils attend TEA - an enrichment programme to enhance cultural capital and allow opportunities to develop literacy, numeracy and SEAL skills.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of PAs among pupils eligible for PP to 5% or below. Overall attendance for pupils eligible for PP improves from 91% to 94% in line with 'other' pupils with a trajectory to achieve at least 95%.

5.

Planned expenditure					
Academic year		2016-17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
A. Improved literacy in KS3 for pupils eligible for PP	Use of DEAR and ARR for Y7, Y8 and Y9	Reading scores for PP on entry show In Y7 the average reading test mark (raw score) of a PP pupil is 24.2 which is a gap of 1.6 to all. (need to identify with other in Jan 2017). In Y8 it is a gap of 5.2.	DEAR QA across school by SLT Termly reports last year showed PP made most significant gains using AR and having reading lessons in English - this is now rolled out to daily 20 minute reading slots	SAB Librarian VAM	Jan17 reading star test results will show the degree of impact (last year impact showed greatest gains for PP over Non - PP) but DEAR timing is in place for the academic year - review in Spring term.
A. Improved literacy in Y7 for pupils eligible for PP	Use of Librarian	Librarian time allotted specifically to support teachers of PP pupils, pupils themselves and their reading Rationale is this additional support for class teachers worked last year (see ARR report July 16)	Use the data from ARR to track progress Line management of librarian and meetings notes via HoE.	SAB	Jan 2017 and March 2017- at each STAR reading point of data collection
B. Improved rates of progress for high attaining pupils eligible for PP.	T&L re-writing of Y7 and Y8 SoL and curriculum review to ensure more challenge for PAH	Previous data RoL shows the pupils of middle and higher ability are underperforming across most subjects.	Data tracking for PAH and lesson obs and spotchecks. External reviews to look at PP and PAH T&L.	VAM	Each term at the data collection points to track the progress of PAH, specifically PP PAH.
B. Improved rates of progress for high attaining pupils eligible for PP.	SISRA, ragged SPOT folders and data reports with specific tracking of these groups for teachers and HoY	Data driven reporting will show regular impact of how teachers use data for planning and the progress of these groups is ragged systematically.	LJF will train MLs and teachers in the ragging system and will write parent and pupil reports. LJF/ECD with SAP process for MLs	LJF ECD	Each data capture point
C. Improve Wave 1 provision	PP Pledge produced and monitored. Feedback - mark PP books first.	The pupil premium: an update July 2014, No. 140088: need for a very strong commitment, shared by staff	Part of QA process PP review	LHN HOF	After PP review feedback

		and governors, to doing everything possible to remove any barriers that might hinder a pupil's development. Education Endowment Foundation - Feedback has effects on all types of learning across all age groups.		HOY SLT	
C. Improve Wave 1 provision	Interactive smartboards in English faculties	Wave 1 core teaching with inadequate boards was noted as hampering learning in 3 lesson observations last yr and in pupil voice survey. Interactivity enables pupils to access learning and improved visual/aural helps PP engage immediately at start - removing barriers for all.	Lesson observations Training in place for staff Pupil voice	LJF VAM SLB	Dec16 DC2 - Eng P8 has improved from -0.68 to -0.57. (See DC2 report) Lesson obs data shows Maths and English only = 10/15 = 67% are at Good+, which is an improvement on last year at 56% Dec17.
C. Improve Wave 1 provision	PP Directory updated and use monitored	Individual for each PP student, identify barriers to learning and strategies to support.	Part of QA process PP review	LHN	After PP review feedback
C. Improve Wave 1 provision	Eradicate in school variation in Wave 1 and RI teaching	PP pupils need the best teaching and learning experience and are the first to suffer where this is not in place as they are the most vulnerable.	SLT QA focus for T1-2 in lessons checking S2S and LO in place T&L external review MLs ragging teaching and RI teachers on support coaching programme with LLG Learning Leadership Group	VAM	On going - T&L LO outcomes for Good+ teaching will be used to track and RI teachers' targets will be assessed on a support programme.
D. Access issues addressed.	Recruitment of SSMs Student Support Managers (SSMs) and PP team to support all pupils including the PP pupils with attendance, pastoral care and getting the support they need to thrive at school.	Last year, PP attendance 4% below all. Removal of barriers and providing support allows students to access and enjoy school life	MDD Continual monitoring by tutor and SSMs.	CXB LHN SSMs eg.Sue Hook MDD LJF	Attendance figures weekly Weekly equipment check SSMs raise any concerns in SS meetings every fortnight

	Students lacking essential equipment are supplied				
D Access issues addressed	Breakfast club	60 had regular daily hot breakfast in 2015-16	Staffing successful so to continue	Chef LJF	Jan 17
Total budgeted cost					76,800
ii. Targeted support					
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?
A.Y7 reading with AR	1:1 and small group provision for reading	1:1 phonics based reading support with primary consultant to increase reading ages and reading scores for PP pupils who are eligible for CUF. Last year it showed evidence of positive impact (see CUF report Summer 2016)	Using Primary consultant 100% for this provision.	LJF	Termly
B. Improved rates of progress for high attaining pupils eligible for PP.	Aspirational work experience for HPA	EEF - gap between the aspirations that do exist and the knowledge and skills that are required achieve them. Seen in practice in a work placement close this gap.	Work with work experience co-ordinator to ensure placements and challenge provision.	LHN	Term 3
C. Access issues addressed.	'Triage' barriers to learning and include in PP Directory via mentoring and collation of information	Removal of barriers and providing support allows students to access and enjoy school life	Student voice Mentoring notes Greater progress	CXB	Term 4
C. Access issues addressed.	IT chromebooks and flippads for Science/MFL and for individual PP use with homework	30 Chromebooks in library last year supported pupils to achieve well in coursework for Media and other subjects, such as Art and IT, as well as allowing the AR programme to work with whole classes	CXB to track use of the IT that is going home with PP pupils and track their progress in lessons using data collections.	CXB	Summer 2017

					Total budgeted cost	26,000
iii. Other approaches						
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?	
E. Increased attendance rates for pupils eligible for PP.	Use of Support Manager with specific focus with PP attendance to support vulnerable families and pupils eligible for PP who are PA and ROPA	Attendance for PP improved last year through work of Sue Hook and her case studies	Tracking PP attendance weekly reporting	Sue Hook MDD	SSC meetings on attendance termly	
E. Increased attendance rates for pupils eligible for PP. D. Access issues addressed	summer school	Education Endowment Foundation - intensive, well-resourced, small group and ran by experienced teachers with a clear academic focus - literacy & numeracy in a science context .	Student and parent voice Compare data collections and attendance with non-attenders PP.	LHN & CXB	After each data collection	
E. Increased attendance rates for pupils eligible for PP. D. Access issues addressed	TEA	Education Endowment Foundation - delivering alternative approaches to summer school during the school year,	Student and parent voice Compare data collections and attendance with non-attenders PP.	LHN & CXB	After each data collection	
D. Access issues addressed	TEA	The pupil premium: an update July 2014, No. 140088:enable eligible pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits.	Student and parent voice	LHN & CXB	After PP review feedback	
D. Access issues addressed	Trips subsidy, music lesson provision and DoE	Pupils need to be supported to afford the trips we offer - 30% subsidy for trips and case-by-case review, set amount to support ongoing music lessons payments to peri teachers and a set amount to DoE annually - to build leadership, resilience and engagement with JMS and with society - worked	LJF to oversee and faculties write impact reports in January	LJF	January 2017	

		last year as a successful motivator for Ks4 so rolled out to all of Y10 and Y11.			
E. Increased attendance rates for pupils eligible for PP.	Humanutopia	PP pupils become heroes for the year group and train others in the Humanutopia philosophy	MDD impact report Tracking of behaviour points per year group and cohort	MDD	Annually
B. Improved rates of progress for high attaining pupils eligible for PP	Revision cafe	All KS4 have a supportive environment for revision- last year 50% of underach PP pupils attended- our LAC and 3 others benefitted but it was not ideal, so we are broadening the offer	ECD and LJF to monitor	LJF	Weekly reporting on attendance
Total budgeted cost					£46,000
					Full spend accounted for Dec 2017

6. Review of expenditure				
Previous Academic Year		2015-16		
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
To improve progress in Basics	To fund IT whiteboards to improve wave 1 provision in Basics	Basics measures improved for pupils eligible for PP -	Will roll out to Maths where needed.	4,000
To improve reading across school and support those eligible for PP	Accelerated reader and Renaissance School Partnership/Librarian 3 hrs time	Students reading ages improved in Y7 by +9months & the strongest sub-group making the most progress was SEND and PP pupils (data in End of Year AR report)	Extend by making provision in the timetable for daily 20 minute DEAR reading slots - pm registration, so the amount and regularity of reading increases.	13,745 + £10,000 + VAT, + £2,400 staffing over the year.

				Total = £16,145
To improve teachers' understanding of the needs of the pupils eligible for PP	CPD training and the introduction of the PP directory	Raised awareness of needs of PP by staff (PP external report by Paul James Apr 16)	Continued work on raising awareness with regular top tips and case studies at teachmeet and Monday briefings	£500
PP are engaged in activities that support teamwork and improve self esteem in the House system	Staffing cost for 3 HoH	Impact not assessed specifically in Summer 2016 - all Houses and PP pupils in the Houses took part in Sports and Charity events- PP pupils were targeted with leadership roles.	Initiative continues but without PP funding as seen more as general provision for all pupils pastoral growth. Paid from staffing as a set of permanent posts in 2016	£3,000
To offer PP pupils leadership opportunities and break down barriers to learning for all	Humanutopia	All Y7 and Y9 took part and the majority of the 75 Heroes were PP pupils from Y7 and Y9.	Initiative continues with more specific roles for PP Star Academy pupils and tracking of impact in terms of attendance, engagement in Humanutopia events in assemblies after main event.	£7000
To improve attendance at JMS, especially for vulnerable PP pupils	2 student managers and a dedicated attendance officer for PP pupils	PP attendance has improved- last years' T1 2015 PP attendance was 90.47%, to 91.18%for T1 2016	Initiative continues	23,963 + £14,7666
To improve English outcomes for PP pupils	HLTA in English	Overall figures show limited impact on outcomes for case study pupils	Personnel change	£25,000
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
Hard to reach PP pupils catered for in bespoke service and make progress	Christchurch off site provision	No- spend high and outcomes poor. P8 -3.4 for 6 pupils.	End provision and instead set up JMS+ in school on site using JH to teach small groups from all year groups who have issues and are PP	£36,795
Accelerated Maths	Y7 15+ pupils who are PP and in need of Maths catch up support	Started in Jan 2016 due to staffing shortage. Impact negligible compared to rest of Y7.	AM not used with groups of 10+. Smaller groups targeted to use on shorter programmes with impact testing 4-5 wk from January 2017. New staffing RR	£4,361

To improve the provision for free food	Breakfast club	50-60 pupils use daily and eat before school. Impact not as wide as hoped, esp with KS4 pupils.	Continues - more advertising and HoY7/tutors to accompany PP pupils for the first few times.	£13,000
To increase the numbers accessing Wave 2/3 provision	Learning Cafe	50% of underachieving Y11 PP pupils attended learning cafe in 2015-16	Continues but open for non-PP too, to get a buzz going and numbers up - learning conversations modelled with other pupils.	£2000
iii. Other approaches				
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
To ensure barriers to learning are removed regarding uniform and equipment	Uniform and equipment		Initiative continues	£500
To include vulnerable pupils in OOHL	Transport costs for visits/taxis			£250
To improve data tracking	SISRA IT funding	Data tracking improved and outcomes for disadvantaged improved the 5%A*-C gap decreased from 47% to 34% gap - Aug 16.	Initiative continues	£2,000

7. Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above.