

2016-17 Allocation

The allocation for 2016-17 is set by the Education Funding Agency and is £152,405 for this academic year.

Approach to Use of the Pupil Premium: John Mason School has established a clear whole school ethos which provides a holistic approach to raising attainment. Students have to be ready to learn when they come to lessons. Barriers to learning, make this more difficult for many and so the pupil premium helps John Mason School to make extra provision for students to ensure that they have the support they need engage with their lessons and get the most out of their school life. We have 5 key areas which our work is dedicated to:

1. Removal of barriers
2. Appropriate curriculum
3. Support and mentoring
4. The Pledge
5. Reviewing Impact regularly

Our action plan is informed by our impact reviews and we are reflective and consultative. A team approach is essential as it is founded in the belief that quality first teaching has the greatest positive impact on our disadvantaged students and quality first teaching will improve attendance. Staff at JMS has all agreed to a pledge which they work with:

The Pledge:

Feedback- Mark PP students' books first

Individual – Use the PP directory to inform your teaching

Respond- Engage in questioning and respond to queries

Self-esteem – Plan for an absent students' return to school to improve confidence

Tools – Positively support with equipment and resources. Don't let books go home unless you're certain they'll be brought back.

The school aims to: provide an environment in which students can become confident and creative learners, with a love of learning. Students are provided with the opportunity to develop their leadership skills in a wide variety of areas. There is a rich creative education in which perspectives can be broadened and aspirations created. Opportunities to experience the world of work are offered. There is extensive enrichment of the curriculum so that students enjoy their learning. The

school engenders in students a 'can do' attitude and the desire to make a contribution to the community and the wider world after leaving the school.

The pupil premium is used to provide targeted support for groups of students who need different types of intervention so that they can engage with the school's aims effectively. Here are a number of examples:

1. **Targeted Intervention in Learning:** Data on students' performance is analysed rigorously to identify possible under-attainment. An intervention group is created within each year group by the Pupil Premium lead in conjunction with the pastoral team. This is called 'Star Academy'. Students have a personalised programme of support in their learning, the impact of which is monitored and altered as necessary. This support comprises:
 1. Academic Mentoring by a trained staff member who sees a pupil in this group at least once a fortnight for one-to-one tutoring. The mentor can also support the pupil in some lessons where s/he has more difficulty. The mentor helps the pupil with organisational skills, study support and homework completion. The mentor meets with parents / carers to discuss the pupil's progress. The mentor provides a drop-in space at lunchtimes or after school to deal with issues that crop up outside usual mentoring times. If there is any detection of disaffection or difficulty, the mentor picks this up and discusses it with other adults at the school to see what more support can be provided. Mentors are usually staff, but have been 6th formers where appropriate.
 2. Alternative Curriculum – where necessary (rarely) a pupil in Star Academy may be given the opportunity to vary slightly his/her learning programme. For example, all students take 10 or more traditional GCSEs. A Star Academy pupil may take an alternative subject to replace one or two GCSEs – no more. This eases the pressure so that s/he may still gain eight traditional GCSEs.
 3. Additional Maths, English and Science Support – students may have access to additional support in core subjects where they struggle in one. This is through reconstituted teaching groups in Year 11 so that the teachers who have the strongest track record of working with students who have difficulty teach those classes. Additional classes are provided at weekends, in the holiday or after school.
 4. Scholars' café (Academic OOHL) – students in targeted intervention groups attend a series of out of hours provision in maths, English and / or science in order to provide them with an intensive experience over a period in the subject area.
 5. Summer School and TEA for KS3 students – an enrichment programme to enrich pupils' cultural capital and to develop positive relationships with home, school and students.
 6. After school and school holiday intervention classes are held by students' own subject teachers.

Targeted Support Through the Inclusion Service: John Mason School provides targeted support for students through a range of health and social services provided on site. These services include support by two Attendance and Welfare Officers, a trained counsellor, a health adviser and a police liaison

officer. The support is tailored. Students are identified by Year Teams through their detailed knowledge of each pupil in their year group. The support happens in the following ways:

- a. SSS Meetings are held fortnightly with this team, led by Year team lead, the Student Support officer, Inclusions support team and SLT link where issues of poor attendance, poor behaviour, troubled behaviour, poor engagement in lessons have occurred or where incidents of trauma or child protection have arisen, students are discussed individually by the team and a personalised programme is put in place to support each one. This will include home liaison.
 - b. Home visits are undertaken by the Student support team with the Year team, the social worker and the student support managers to support and help families where difficulties have arisen.
 - c. Regular evaluation is undertaken to monitor impact. Sometimes outside agencies are involved and referrals of students are made to more specialised provision such as psychological or hospital medical services.
3. **Parental and Community Engagement:** At John Mason School, we have found that one of the interventions which had a positive impact on attendance has been the engagement of parents. Through this work a collective responsibility for learning amongst students, teachers, parents and the wider community has been created.

As a result, achievement and attainment are improving on a three year upward trend at John Mason School with GCSE results improving this summer by 5% moving from 58% 5+ A* - C in English and Maths to 63% in 2016. Our disadvantaged students have support in place and that has enabled the gap between them and the non-disadvantaged counterparts to reduce by 13% this year. We are striving to improve the outcomes for our disadvantaged cohort and it continues to be a key driver in the schools' improvement plan.

L. Foster Aug 2016