

Pupil premium strategy statement (secondary)

1. Summary information					
School	John Mason School				
Academic Year	2017-18	Total PP budget	£152,405	Date of most recent PP Review	January 2017
Total number of pupils	864	Number of pupils eligible for PP	185 (15.2%)	Date for next internal review of this strategy	August 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving strong pass (9-5) in English /Maths	19	43(JMS) PP Nat ave publ Oct 17
% achieving standard pass (9-4) in English/Maths	46	71 (JMS) PP Nat ave publ Oct '17
Progress 8 score average	TBC	TBC
Attainment 8 score average	35.4	47.6 (JMS) PP Nat ave publ. Oct '17

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy skills, especially reading scores are lower for PP pupils than for other pupils, which prevents them making good progress.
B.	KS3 pupil premium students are making slower progress than non-pupil premium students. This prevents sustained progress and hampers progress in KS4.
C.	Low progress 8 scores across most subjects at KS4 shows that KS4 pupils in receipt of pupil premium are under-attaining in most of their GCSE subjects, especially noticeable in English, Science and Humanities.
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 <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance rates for pupils eligible for PP is currently 89.9% for academic year 2016-17 compared to non PP of 95.45- a gap of 5.5%. (PP national gap publ Oct '17.)

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	High levels of progress in literacy for Year 7 and Y8 pupils eligible for PP	Reading ages improve over and above the improvements shown in non-PP pupils reading ages with a trajectory to have similar reading ages or better.
B.	Improved rates of progress for Key Stage 3 pupils across all subjects.	KS3 pupils eligible for PP make as much progress as non-PP pupils across KS3 so that the gap between the progress of PP pupils and non-PP pupils is reduced and pupils eligible for PP make similar or better progress than non-PP.
C.	Improved rates of progress for Key Stage 4 pupils leads to improved outcomes at KS4	KS4 pupils eligible for PP make as much progress as non-PP pupils across KS4 so that the gap between the progress of PP pupils and non-PP pupils is reduced and pupils eligible for PP make similar or better progress than non-PP.
D.	Access issues addressed. A programme of enrichment allows all pupil premium students to increase cultural capital.	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. PP pupils attend a range of enrichment opportunities to enhance cultural capital and allow the development of literacy, numeracy and SEAL skills.
E.	Increased attendance rates for pupils eligible for PP.	The number of persistent absences among pupils eligible for PP is 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		2017-18			
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 (reading) for pupils eligible for PP	Use of DEAR and ARR for Y7 & Y8	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 time QA. English reading lessons 80% better at Good+. Reading homework set and completed by 100% of Y7 & Y8 pupils eligible for PP (with support in DEAR from tutors/6th form buddies)	SAB	Jan 2018 and March 2018- at each STAR reading point of data collection
	Use of Dialogu mentoring for Y7 & Y8 PP students	Develops the AR success into personalised plan with sixth formers for PP students	Use the data from ARR to track progress	ELB /AH (librarian)	In PM Mid year review Jan 2018
	Use of Librarian	Librarian time allotted specifically to support PP pupils and their reading	Line management of librarian and meetings notes via HoE	SAB	
A. Improved literacy (writing) for pupils eligible for PP	Writing project with KS3 PP	EET toolkit evidence on real world experiences with writing improves literacy.	Assign a newly appointed English teacher to run the project (2ic/UPS3 teacher)	SAB	Jan 2018
B. Improved rates of progress KS3 pupils eligible for PP.	T&L re-writing of Y7 & Y8 SoL and curriculum review to ensure more challenge for PP with PAH data	Previous data RoL shows the PP pupils of middle and higher ability are underperforming across most subjects.	Data tracking for KS3 and lesson observations and spot checks. External reviews to look at PP and challenge.	LJF HoY 7&8	Each term at the data collection points to track the progress of KS3, specifically PP
	SISRA, ragged SPOT folders and data reports with specific tracking of these groups for teachers	Data driven reporting will show regular impact of how teachers use data for planning and the progress of these	LJF with SAP process for KS3 HoY		

	and HoY	groups is ragged systematically.			
C. Improved rates of progress for Key Stage 4 pupils leads to improved outcomes at KS4	<p>KS4 Pupil Premium Plus (PPP/Star Academy) with clear whole school focus on improvement-1:1/intervention from SAP/home school liaison</p> <p>Alternative curriculum in place when required</p> <p>Tuition for literacy and numeracy</p>	<p>Low P8 for PP at KS4 shows need. Gaps closing but a few outliers affect data considerably. Early intervention for these groups (called PPP)</p> <p>Evidence from retention rates and data analysis of underperformance from past 3 yr trends. Student and parent voice and impact data from TRAX/Meadowbrook and JMS+ team.</p>	<p>QA process</p> <p>SAP for KS4</p> <p>PP review</p> <p>Y10 and Y11 review</p>	<p>LJF</p> <p>KJR</p>	Each data capture point

	<p>PP Directory updated and use monitored</p> <p>Eradicate in school variation in Wave 1 and RI teaching</p> <p>PP Pledge embedded.</p> <p>PP Directory embedded.</p>	<p>Individual for each PP student, identify barriers to learning and strategies to support.</p> <p>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.</p>	<p>Part of QA process</p> <p>PP review</p> <p>SLT QA focus for T1-2 in lessons checking S2S and LO in place</p> <p>T&L external review</p> <p>MLs ragging teaching and RI teachers on support coaching programme with LLG Learning Leadership Group</p>	<p>LJF</p> <p>VAM</p>	<p>After PP review feedback</p> <p>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.</p>
D. Access issues addressed.	<p>Recruitment of SSMs Student Support Managers (SSMs) and PP team to support all pupils</p> <p>including the PP pupils with attendance, pastoral care and getting the support they need to thrive at school.</p>	<p>Last year, PP attendance 5.5% below all.</p> <p>Removal of barriers and providing support allows students to access and enjoy school life</p>	<p>MDD</p> <p>Continual monitoring by tutor and SSMs.</p>	<p>SH</p> <p>MDD</p> <p>LJF</p>	<p>Attendance figures weekly</p> <p>Weekly equipment check</p> <p>SSMs raise any concerns and solve in SS meetings every fortnight</p>

	Students lacking essential equipment are supplied				
	Interactive smartboards in English /Maths faculty	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. Results in Basics at 9-4 improved (67.9%) for all and for PP Summer 2017 (Basics for PP at 9-4 is 50%) .	Lesson observations Training in place for staff Pupil voice	LJF VAM KJR	January 2018

Total budgeted cost					71,800
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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. TA for Literacy to work with PP pupils	1:1 and small group literacy work (key skills)	EEF research feedback from DoFEng on +impact of staff member on 2015-16 cohort	Liase with SEND lead and ensure JG has time for PP/SEND and English only focus.	LJF/MDD	Termly
B. Improved rates of progress 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.	GR AWF LJF	Termly
C. Access issues addressed.	'Triage' barriers to learning and include in PP Directory via mentoring and collation of information KS3 Summer School and TEA enrichment programme	Removal of barriers and providing support allows students to access and enjoy school life PP in survey showed less experience of cultural capital and in KS2 data, show underperformance in literacy compared	Student & parent voice/enjoyment survey Mentoring notes KS3 data shows rates of progress in line with non-PP	CXB CXB	October 2017 September 2017

	IT chromebooks and flippads for Science/MFL and for individual PP use with homework	to non-PP. 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. Changing for 15 to be used at home in 2017-18.	students' progress (DC1 Feb 2018) Pupil questionnaires and attendance rates show enjoyment and high participation. CXB to track use of the IT that is going home with PP pupils and track their progress in lessons using data collections.	CXB	December 2017
	IT chromebooks to support Media in F1	Contribution towards kitting out F1 with chromebooks to support certain open bucket subjects with coursework IT requirements	Monitor data captures for PP students taking those open bucket subjects	LJF	December 2017
Total budgeted cost					27,000
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.	CXB	After each data collection

E. Increased attendance rates for pupils eligible for PP. D. Access issues addressed	TEA	Education Endowment Foundation advocates - delivering alternative approaches to summer school during the school year & advocates enabling eligible pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits	Student and parent voice Compare data collections and attendance with non-attenders PP. 50% of PP students in Y7 and Y8 are active participants- personal invites to go out summer 2017 to primaries.	CXB	After each data collection
D. Access issues addressed	Trips subsidy and DoE	Pupils need to be supported to afford the trips we offer - 30% subsidy and case-by-case review	LJF to oversee and faculties write impact reports in January	LJF	March 2017
E. Increased attendance rates for pupils eligible for PP.	Paid for Humanutopia 21% funding for Humanutopia in 2018-19	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 KJR	LJF/KJR	termly stats on attendance and triangulation report with results in August 2018

Total budgeted cost					£48,000
					1K contingency

6. Review of expenditure				
Previous Academic Year		2016-17		
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	Progress in Basics improved. there is a -23% gap in strong pass figures (tno comparable data '16) and the standard pass gap reduced from -46% to -25%. English improved outcomes for all from 64% standard pass 2016 to 72% standard pass. The attainment gap was -3.2 with PP students attaining on average 7.5 points and non-PP attaining 10.7 points. In Maths this	Raised attainment for all - including PP pupils so that is a success for PP and for the whole cohort. Gaps in Basics measures reducing significantly from -46% to -25% (standard pass in Basics)	4,000

		was a gap of -1.4 with PP students attaining 7.9 and non-PP students attaining 9.3.		
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 from an average of 11:09 in 2016 to 12:10 in 2017. The percentile ranking for JMS improved by 16% to 71% (ie near the top quartile of similar schools)& the strongest sub-group making the most progress was SEND, EAL and PP pupils (data in End of Year AR report). Overall Y7 improved by +5 change in percentile rank but the PP improved by +8 , SEND improved by +8 and EAL by +13. The change in reading age on average was +0:09 months, for the PP it was +0:09 months, SEND was 0:08 months and EAL was +1:00.	DEAR reading slots - pm registration works effectively - all engaged and participating, PP supported with reading buddies , the amount and regularity of reading increased, but more mentors and buddies needed for reluctant readers. Use support staff next year. Should fund 21%at most - it raises the reading ages of all, not just the PP students and therefore gaps remain and do not close. Increase numbers of PP using Dialog buddying reading project.	13,745 (3 yr figure) + £10,000 annual cost + VAT, + £2,400 librarian staffing over the year. Total = £16,145 per annum
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 changing as HoH role is dissolved/altered for next year. No more funding necessary.	£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 a) 21% funding from PP budget; b) 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 (with 2018-9 £1,550 PP contribution)
To improve attendance at JMS, especially for vulnerable PP pupils	1 student managers and 1 dedicated attendance officer for PP pupils	Attendance rates for pupils eligible for PP is currently 89.9% for academic year 2016-17 compared to non PP of 95.45- a gap of 5.5%. (PP national gap publ Oct '17.)	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 and funded from staffing costs. PP to fund one TA to work in English and with SEND/PP student case list.	£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	JMS+ and Jazz Hussain as mentor/tutor	students working with JMS+ not all were eligible for PP.	No longer funded from PP as JH has students from a range of backgrounds, not a PP project. Instead we are trialling a home liaison staff member dedicated to needs of PP academically and pastorally from Jan-July2018 in first instance.	£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 intended for this left post in May17. Ensure DoF Maths uses resource in 2017-18.	£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 - increased personalised invites & advertising - HoY7/tutors to accompany PP pupils for the first few times.	£13,000
To increase the numbers accessing Wave 2/3 provision	Learning Cafe	Registers showed 60+% attendance for ket PP underachievers. Results show their E?M results were improved which in part is due to intervention.	Continues but open for non-PP too, to get a buzz going and numbers up - learning conversations modelled with other pupils. Raising achievement budget used for this, with no need to top up from PP. Needs an 'in school day' solution too hence use of home liaison teacher for 1:1 support with Core.	£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	Uniform and equipment, to include lending chromebooks	100% of students often used the computer for school work. 100% of students said borrowing the computer helped them improve their school work inc. homework. Monitoring of homework completion needs to be addressed as data recording is inconsistent.	Initiative continues, expansion of the chromebook lending should be considered. The library set of 30 chromebooks will be lent to PP pupils - not for booking by subjects.	£500 add in cost of chromebooks

regarding uniform and equipment				
To include vulnerable pupils in OOHL	Transport costs for visits/taxis	there is no central record to assess PP engagement in enrichment - .	set up enrichment schedule registers for 2017-18 in SIMS or in googledocs invite parents to coffee morning at launch times for KS3 and KS4 enrichment.	£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.to -23% gap in 2017	Initiative continues	£2,000 contribution

7. **Additional detail**

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