

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	865 Yr. 7- 11 (1141 inc. Sixth Form JMF6)
Proportion (%) of pupil premium eligible pupils	24.7%
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)	2024 – 2025 until 2026 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Alistair West (Headteacher)
Pupil premium lead	James Thompson (Assistant Headteacher)
Governor / Trustee lead	Ms Louise Aukland (Governor with oversight for SEND & Pupil Premium)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,000
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>	£194,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress across the curriculum. The focus of our pupil premium strategy is to support all disadvantaged students to achieve their potential and ensure they are emotionally and academically prepared for the next stage of their lives. The attendance, progression and outcomes for disadvantaged students will be as focused and as aspirational as it is for non-disadvantaged students. The eventual gap for these measures will be zero.

We aim to achieve this by having:

- high expectations in and out of the classroom
- high quality learning, teaching and assessment
- high quality pastoral care and support
- rigorous tracking allowing for early, timely and appropriate intervention
- effective communication with parents, students and within the school at all levels

Challenges

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

Challenge number	Detail of challenge
1	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.
2	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 have been given to disadvantaged and SEND students. The overall number of graded responses (R1, R2, R3's) are also higher for disadvantaged students compared with their peers. This data shows that FTS's, isolations and detentions are also negatively impacting disadvantaged students' progress, attainment and outcomes.
3	School data has highlighted that literacy levels are generally lower for disadvantaged students than those of their peers. Diagnostic assessments suggest that many students have significantly lower reading ages than their chronological age on entry to the school in Year 7. Improving literacy levels and subsequent "life chances" and prosperity is a key focal point for the school and especially for disadvantaged students.
4	Our in-school data, observations and discussions with students and families have identified SEMH, Cognition and Learning, Communication and Interaction and EBSA are fundamental issues and barriers to learning for many students. These challenges

	particularly affect disadvantaged students, including their attendance, attainment and behaviour. .
5	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.
6	Disadvantaged are more likely to not engaged in the wider life of the school. These include areas such as the school council, open evening, open mornings, school clubs and extra-curricular activities, representing the school, taking up a musical instrument, becoming school student ambassadors, going on school trips and many more. All students especially disadvantaged students need to have access and full opportunities to participate and be involved in all that the school has to offer.

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
Improve attendance figures among all disadvantaged students	>= 90%
Reduce FTS's	Percentage of disadvantaged students receiving FTS's as a percentage of total will be < 25%
Improved literacy levels among disadvantaged students across KS3.	By the end of our current plan in 2026-2027, literacy tests demonstrate improved literacy levels among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from September 2024 will be demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. quantitative data of decreased wellbeing and Primary SEND need referrals.
Pupil Premium money making a difference	Disadvantaged and PP students will receive targeted, appropriate and strategic funding throughout the academic year to support attendance, attainment and inclusion. The gap between disadvantaged students and their non-disadvantaged peers has diminished.
Disadvantaged student making full use of the opportunities John Mason School has to offer	The number of disadvantaged and FSM students participating and getting involved in the wider life of the school will increase. Registers for all extra-curricular activities must be taken as well as student registers / names as well for all out of classroom activities so that data can be analysed.

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 (INSET)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on quality first teaching for ALL our students	CPD whole school focus for the coming year <ul style="list-style-type: none"> • Clear and consistent routines • Calm learning environment • Modelling and scaffolding • High success rate of praise and recognition • Direct and explicit instruction Departments to clearly identify and address pedagogical areas in need of improvement Learning Walks observation programme to be used to monitor implementation and impact	1 to 5
Prioritise recruitment of subject specialists to minimise non-specialist teaching	To ensure that all faculties at JMS are fully staffed by subject specialists and reducing the need for cover and supply. Strong links with trusted recruitment agencies. Aim for short term gaps to be covered by specialists.	1 to 5
Investment in ECTs to ensure they are equipped with the expertise needed to teach our disadvantaged students	New teachers are given the time and support needed to succeed through appropriate training, CPD and INSET. Mentoring and coaching are both used to guide and support new teachers Rapid interventions are put in place where teachers are found to be not meeting the standards required.	1 to 5
Ensure staff know who our disadvantaged students are	SEND and PP Student Passports to be introduced in term 1 as well carefully organised	1 to 5

	class seating plans. These will form the foundation of all staff student / class provision mapping yellow folders.	
--	--	--

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA Literacy	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	1,3
HLTA Numeracy	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	1,3
SSW's (JMS Lodge)	Student Support Workers will staff the JMS lodge and provide a safe, calm, quiet and welcoming environment for some of our most vulnerable students as a means of reintegrating them back into mainstream JMS.	1,3

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform, equipment and IT provision	There is a growing need for the school to have a basic stock of uniform (including sports kit), basic tools for learning and Chromebooks	5
<i>Alternative Provision (inc. transport)</i>	External providers needed to support disadvantaged, PP and SEND students	5
<i>Academic Enrichment Trips</i>	Supporting PP students and their families with financial support for academic trips	5
<i>Breakfast Club</i>	Supporting PP students and their families with breakfast at school	5

Total budgeted cost: £194,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our data shows that gaps have appeared between pupil premium and non-pupil premium students in the areas of attendance, attainment and behaviour.

The attainment and progress gap in 2023/24 widened but this was principally due to the poor attendance of PP students. If PP students were in school 90% or more of the time, their average progress would be higher

In 2024, their average progress score was >-1.00 , which was significantly lower than the cohort average at -0.43 . This gap is broadly the same in English, Maths and across Open bucket subjects too.

We can, and will, improve further. We will ensure that we achieve our targets for 2024/25. 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
Guest speakers for assemblies / enrichment activities	PSHCE

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils