

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) for the 2021 to 2022 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy between 2021 and 2024, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	John Masefield High School
Number of pupils in school	891 (Y7–13): 768 (Y7 – 11)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Evans Headteacher
Pupil premium lead	Peter Hammond Assistant Headteacher
Governor / Trustee lead	Tom Williams (Governor) Disadvantaged Pupils

### Funding overview for 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£152,165
Recovery premium funding allocation this academic year	£19,865
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£172,030

# Part A: Pupil premium strategy plan

## Statement of intent

We believe that all pupils should be able to make good progress and attain as highly as possible in all the subjects that they study.

Our pupil premium strategy is designed to support disadvantaged pupils of all levels of previous attainment. As a school, we are aware of the particular challenges facing disadvantaged pupils, including those who are supported by agencies outside the school, and those who are young carers.

The focus of our strategy is to provide high-quality teaching across the curriculum. All evidence suggests that this has the greatest impact in helping pupils to achieve their best. The strategies that we use should, of course, help all pupils in our school to succeed.

Our strategy also aligns with activities to help pupils whose education has been especially affected in recent months. The school is operating a catch-up programme to support a wide range of pupils.

The key elements of our strategy are as follows:

- Develop an excellent curriculum which enables students to know and remember more
- Create simple and effective teaching strategies within all subjects to support learning
- Promote reading through a high-quality whole-school strategy
- Promote a culture which supports excellent behaviour
- Maximise participation in enrichment activities to increase motivation and engagement

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in assessments and exams
2	Lower levels of reading comprehension
3	Pastoral and wellbeing issues which impact on performance in lessons
4	Level of attendance
5	Lower levels of participation in activities beyond the curriculum

## 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
Improved attainment at the end of Key Stage 4	By 2024, disadvantaged pupils achieve an average Attainment 8 score of 43
Improved reading comprehension for disadvantaged pupils	The mean reading level of disadvantaged students by 2024 is 110 (ARTi)
Improved attendance for all disadvantaged pupils	PP attendance increases to above 94% by 2024
Improved participation in activities beyond the curriculum	By 2024 participation will be above 80%

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of leadership and teaching staff activities to develop a strong curriculum and sustained high-quality teaching, including regular joint planning staff training.</p> <p>Developing strategies to support mixed-attainment group teaching within a high-quality, well-planned curriculum, including structured formative and summative assessment.</p> <p>Curriculum Implementation Checks - regular monitoring of lessons by senior leaders and subject leaders for early engagement, appropriate support, and assessment.</p>	<p>Curriculum planning is informed by OFSTED subject reviews published in the summer of 2021. Across the subjects reviewed, evidence indicates that a knowledge-based curriculum is most effective. High-quality teaching prioritises key content and terminology. These elements are frequently revisited in ways which will help pupils to recall them. Additionally, effective teachers present information clearly and build upon pupils' existing knowledge. Teaching in subjects such as humanities uses resources which provide strong context. In subjects such as science and maths, teaching is most effective when the focus is not solely on pupils' ability to immediately answer questions correctly, but where they are given opportunities to 'over learn' the subject in order to strengthen knowledge and understanding, and thus removing reliance on memory aids. Where a teacher uses systematic approaches to scaffold and sequence knowledge, pupils are better enabled to acquire, organise and remember. It is also essential that teachers adapt the curriculum for pupils with SEND. Sustained use of high-quality textbooks is also encouraged in all subjects. Regular formative and summative assessment are used to help teaches to gauge knowledge and understanding, and to modify teaching where necessary.</p>	<p>1</p>

	<p>Other highly effective teaching strategies are evidenced from a range of research including Rosenshine's principles of instruction, starting lessons with a short review of previous learning, teaching in small steps, effective questioning, modelling, requiring independent practice, and review of learning.</p> <p>A range of evidence from the Education Endowment Foundation (EEF) related to assessment (October 2021), Literacy (June 2018), SEND (August 2021) has also informed teacher professional development and curriculum design.</p> <p>Work by John Hattie (including the (Visible Learning series of studies) in range of areas has also informed practice including collaborative planning, the importance of deliberate instruction, opportunities for consolidation, and the balance between teacher and pupil talk in lessons.</p> <p>The school's use of Curriculum Implementation Checks where line managers systematically monitor teaching within their subject indicates that classroom ethos and engagement is high when the planned curriculum is followed.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies to support reading within the curriculum	<p>OFSTED subject reviews assert the link between reading comprehension and achievement in subjects is evident, especially in Science and Humanities. For example, Foster in 'Teaching History', (2011) indicates that contextualised reading may support comprehension. Reed, Petscher and Truckenmiller, in 'Reading Research Quarterly' (2017) indicate strong evidence that reading achievement is associated with science achievement.</p> <p>The EEF report Improving literacy in secondary schools describes the benefits of 'disciplinary literacy' and targeted vocabulary.</p>	2
Prioritised access to one-to-one and small group catch-up sessions	<p>EEF; Improving Mathematics in Key Stages 2 and 3 supports the use of structured interventions to provide additional support</p> <p>Improved student performance in previous years at JMHS, including following Covid lockdown.</p>	1
After-school activities and support sessions in a range of subjects, with priority being given to disadvantaged pupils.	<p>A range of evidence from 1987 to 2012 which identifies positive associations between activities participation and educational and socioemotional outcomes</p> <p>Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school. (Lamborn et al, 1992; Finn, 1993).</p> <p>Most studies have found positive associations between extracurricular activities participation and educational and socioemotional outcomes. Fredricks and Eccles (2005, 2006, 2010) have consistently found positive academic</p>	1 and 5

	<p>outcomes from participation in extracurricular activities in numerous studies.</p> <p>Similarly, extracurricular activities participation has been linked to psychological and social outcomes for students. More frequent extracurricular activities participation has been linked to better social skills and fewer behavioural problems, including higher self-esteem and interpersonal competence skills and lower rates of depression and self-isolation (Barber et al. 2001; Denault and Déry 2015; Holland and Andre 1987). Fredricks and Eccles (2005, 2006, 2010) also consistently found an association between extracurricular activities participation and increased psychological adjustment and fewer behavioural issues within the classroom.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year Leaders have been allocated extra non-contact time in order to supports disadvantaged pupils. Their foci include monitoring of attendance, homework and coursework completion, engagement with academic support, and wider social and emotional support provision.</p>	<p>These school previously employed a Pupil Premium Support Officer whose role included these foci. In the cases of most of the pupils who were supported, engagement in class, and completion of homework and coursework improved.</p>	<p>1, 3, and 4</p>
<p>Mentoring of a number of key KS4 PP pupils at KS4 by school leadership</p>	<p>Wider-scale mentoring in previous years impacted positively on supported pupils (as above).</p>	<p>1 and 4</p>
<p>Employ an independent Careers Advisor, with priority support for, disadvantaged pupils. This involves early and sustained provision of high-quality information, advice and guidance.</p>	<p>The school has demonstrated a very good record in placing pupils in suitable post-16 provision. We know that some disadvantaged pupils who exhibit lower aspirations and confidence benefit most from early and sustained support.</p>	<p>3 and 4</p>

<p>Year leaders will work with disadvantaged students who have not engaged with our extra-curricular programme and will encourage these pupils to take part by making it a PSP target, discussing these opportunities during EHCP meetings, as well as asking tutors to discuss the programme available through individual conversations during tutor time.</p>	<p>(See above)</p>	<p>5</p>
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**Total budgeted cost: £230,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Strategy A

*Despite the practical limitations resulting from strategies to maintain student and staff safety, regular whole school and faculty-level CPD took place, prioritising developing quality-first teaching; planning and assessment with the aim of achieving challenging and engaging lessons suitable for students with differing levels of attainment.*

*The school continued to promote excellent teaching and learning, largely based on key elements from the TEEP model. Pupil premium students were prioritised for one-to-one and small group support from subject specialists as well as SEND colleagues. Senior leaders and subject leaders monitored student books for quality of task, quality of completion, and quality of teacher feedback. Pupil premium students' work was prioritised by subject teachers for enhanced feedback, and these students were a focus during 'Review and Improve' sessions.*

*A dedicated Support Coordinator worked with targeted students, primarily at KS4. Key foci included enhanced PP attendance monitoring, monitoring of homework and coursework completion, and engagement with catch-up sessions.*

*More than 90 PP students received support from catch-up tutors across a variety of subjects over a number of weeks during the year.*

*Remote support via phone (both academic and pastoral) for PP students was prioritised during lockdown, and this helped to promote engagement in their studies. A significant proportion of the students who attended school during lockdown were PP, and they were directly supported by teaching staff and support staff.*

**Outcome:** At KS4, Year 11 examination results cannot be used reliably to assess impact because they were derived from Teacher Assessment Grades. However, our own estimates for Progress 8 indicate that the figure for students for whom we receive Pupil premium is close to that for the whole cohort, although attainment, as measured by our own A8 figure, was lower.

KS3 - points of progress between autumn Y7 and summer 2021. Using our current progress scale, the expectation is that students make between 1.5 and 2 points of progress each school year.

English		
	Pupil premium	Not Pupil premium
Year 8	3.1	3.5
Year 9	4.5	4.8

(continued)

Maths		
	Pupil premium	Not Pupil premium
Year 8	3.8	4.5
Year 9	5.6	7.0

Science		
	Pupil premium	Not Pupil premium
Year 8	2.1	2.3
Year 9	4.5	4.3

### Strategy B

*Beyond the provision of digital devices from the DfE, the school continued to use PP funding to acquire and distribute Chromebook computers for students who did not have access at home.*

**Outcome;** No PP student was without access to a computer during the year. These students have been loaned a device indefinitely.

### Strategy C

*Ensure that Pupil premium students have access to extra-curricular activities through financial assistance, including support with uniform, equipment, travel and some other school activities, including music lessons.*

**Outcome;** Despite the restrictions and reduced opportunities available to schools, PP students were supported, primarily with the cost of equipment, and in some cases, uniform. In order to encourage students to maintain reading for pleasure, during the summer term, every PP student in Year 7 to 10 was provided with a new reading book selected by the English department.

### Strategy D

*The school's independent Careers Advisor continued to support Year 11 (and some Year 10 and Year 13 students) in relation to post-16 and post-18. Early support for, and engagement with, KS4 Pupil premium students, was prioritised through high-quality information, advice and guidance (IAG).*

**Outcome;** All PP students in Year 11 were interviewed during the autumn term in order to help them to identify post-16 possibilities and to develop robust action plans. These students were interviewed at least once more during the spring term. At December 2021, no official figures are published but we believe that there might be three students who are not currently in education, employment, or training.

### Strategy E

*Support the progress of Pupil premium students in Years 7 to 11 through the provision of a staffed after-school homework club to which Pupil premium students are formally invited as requested by subject teachers or mentors.*

**Outcome;** The impact upon student progress cannot be directly measured, but revised arrangements made support more accessible. Between September and January, and then from March, a significant number of students attended regularly, or were referred to after-school support with subject teachers.

## Externally provided programmes

Programme	Provider
Various National College CPD programmes	National College