

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) for the 2022 to 2023 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	897 (Y7–13): 773 (Y7 – 11)
Proportion (%) of pupil premium eligible pupils	23% (Year 7 to 11)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Andrew Evans Headteacher
Pupil premium lead	Peter Hammond Assistant Headteacher
Governor / Trustee lead	Tom Williams (Governor) Disadvantaged Pupils

## Funding overview for 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£148,965
Recovery premium funding allocation this academic year	£35,604
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£184,569

# 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 pupils 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 pupils 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 (2022-23)

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The continued implementation of our Curriculum, Assessment and Teaching (CAT) policy designed to ensure a coherent approach to ensure:</p> <ul style="list-style-type: none"> <li>• A curriculum plan designed to help all students, particularly disadvantaged students, know more, remember more and understand better.</li> <li>• Teachers use strategies proven to be effective and use these to benefit all students particularly disadvantaged students.</li> <li>• Assessment is used to determine gaps in student knowledge and understanding which are addressed through teaching and adapting the curriculum.</li> </ul> <p>This academic year effective implementation will be supported by:</p> <p>A. Appointment of a Teaching Lead (Extended Senior Leadership Team post) who is planning and leading all training on effective teaching and curriculum improvement.</p> <p>This year our Teaching Lead (Mr Osbourne) is particularly focussing on improving the quality of explanation, modelling and questioning for all teachers and ensuring all Curriculum Leaders have a strong understanding of curriculum sequencing and use their teams to find or produce high quality curriculum resources to help all students learn.</p> <p><i>Additional cost of appointing a Teaching Lead = £20,000 pa</i></p>	<p>A range of evidence from the Education Endowment Foundation (EEF) also informed teacher professional development and curriculum design.</p> <p>6+ learning months for Reading Comprehension Strategies.</p> <p>5+ learning months for Mastery Learning.</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</p>	<p>1</p>

<p>B. Appointment of a Behaviour Lead (Extended Senior Leadership Team post) who is responsible for further developing our behaviour strategy and leading staff training on establishing high expectations of behaviour and work, building positive relationships with students and effective behaviour management techniques.</p> <p><i>Additional cost of appointing a Behaviour Lead = £20,000 pa</i></p> <p>C. Twelve teachers are receiving bespoke coaching from the Teaching Lead or Behaviour Lead this academic year. This coaching will enable them to become more effective at using key teaching strategies including explanation, modelling and questions, or developing positive relationships and achieving high expectations with all classes. The funding will enable the teachers to have the time to receive the coaching and visit other teachers' classes on a regular basis.</p> <p><i>Additional cost of coaching time for teachers = £30,000 pa</i></p> <p>D. Every staff training afternoon and every INSET day will be used to provide training and support on implementing the CAT policy.</p> <p><i>Staff training afternoons (no additional cost)</i></p> <p>E. We will follow up subject reviews and thematic reviews carried out in the academic year 2021-22 by School Improvement Partners and Advisors to further improve the quality of the curriculum, assessment and teaching in subjects. The reviews will be carried out by SLT members and external advisors and will be followed up by subject teams to ensure the improvements are achieved.</p> <p><i>Cost of SLT time and paying fees for School Improvement Partner/Advisor = £20,000</i></p>	<p>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>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>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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<p>Developing strategies to support mixed attainment group teaching within a high-quality, well-planned curriculum, including structured formative and summative assessment.</p> <p>Teaching in science and English moved to mixed attainment teaching from September 2021. Leaders in these subjects judged that mixed attainment teaching could lead to disadvantaged students being seated with other articulate and knowledgeable students who work hard and would enable a more equitable spread of students across classes, so that students in all classes could learn more, remember more and understand better. However teaching mixed attainment classes requires excellent formative assessment so that teachers continually assess students knowledge and understanding in the lesson and respond to this (responsive teaching). It also requires some adaptations to teaching so that teachers can plan before the lesson how students with additional needs can be supported in learning, remembering and understanding the same knowledge as others in the class (adaptive teaching).</p> <p>In order to ensure that teaching in English and science is adaptive and responsive to help all succeed within mixed attainment classes, further resources eg high quality text books/knowledge organisers) are being purchased and specific training and support will be sourced from the SENDCo, SLT, and beyond the school for English, science and other subjects that use mixed attainment teaching.</p> <p><i>Additional resources = £10,000</i></p> <p><i>SENDCo/SLT time and external support for English and science faculties = £10,000</i></p>	<p>A range of evidence from the Education Endowment Foundation (EEF) related to assessment; Feedback providing 6+ learning months gain.</p> <p>A range of evidence from the Education Endowment Foundation (EEF) also informed teacher professional development and curriculum design.</p> <p>6+ learning months for Reading Comprehension Strategies.</p> <p>5+ learning months for Mastery Learning.</p>	<p>1</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies to support reading within the curriculum.</p> <p>The following strategies are being used to further support reading within the curriculum.</p> <p>A. Every student is spending two thirty-minute reading sessions per week reading novels with their form tutor as a class. <i>Cost of additional books = £5,000</i></p> <p>B. Y7-9 participate in the 'Book in the Bag' scheme whereby every student in each of these year groups always has a book in their school bag, spends one hour per week reading the book and produces a short log summarising the reading they have done this year. <i>Estimated cost to further increase the number of books in the School Library = £2,000</i></p> <p>C. All teachers have been trained in using the GASE methodology where a relevant article about an aspect of their subject is read in class to get the gist of the article. Students then take a closer look, answering comprehension questions about the task, this is followed by students producing a summary and then elaborating, the acronym GASE is summarised below: G – Gist of the article A – A closer look S – Summarise E – Elaborate <i>Estimate cost of each subject producing resources for teachers to use GASE in class = £2,000</i></p> <p>D. All subjects are required to use text books in class and to explicitly teach subject specific vocabulary which is specified in learning schemes to help students increase their vocabulary and knowledge. For this to work well there</p>	<p>The EEF report Improving literacy in secondary schools describes the benefits of 'disciplinary literacy' and targeted vocabulary.</p> <p>6+ learning months for Reading Comprehension Strategies.</p> <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>2</p>

<p>needs to be 33 text books for each class in the classrooms.</p> <p><i>Estimated total cost of the books this academic year = £18,000</i></p>		
<p>Prioritised access to one-to-one and small group catch-up sessions.</p> <p>This is funded from catch up funding and the students with the greatest need such as children who are looked after or those with SEND being prioritised.</p>	<p>EEF Teacher Toolkit:</p> <p>5+ learning months for one-to-one Tuition.</p> <p>4+ learning months for Small Group Tuition.</p> <p>Improving Mathematics in Key Stages 2 and 3 supports the use of structured interventions to provide additional support.</p>	<p>1</p>
<p>After-school activities and support sessions in a range of subjects, with priority being given to disadvantaged pupils.</p> <p>The development and organisation of our enrichment programme has been delegated to a member of our Senior Leadership Team who dedicates 2-4 hours per week to this. We have also allocated a budget of £12,000 to develop the range of activities offered beyond those voluntarily provided by school staff.</p> <p><i>Estimated cost for this academic year = £20,000</i></p>	<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 pupils' 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 outcomes from participation in extracurricular activities in numerous studies.</p> <p>Similarly, extracurricular activities participation has been linked to psychological and social outcomes for pupils. 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</p>	<p>1 and 5</p>



	<p>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: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year Leaders in Y7-Y11 have each been allocated 4 extra non-contact hours in order to support disadvantaged pupils. Their foci include monitoring of attendance, behaviour, homework and coursework completion, engagement with academic support, wider social and emotional support provision, and working with parents and carers. This includes discretionary funding per pupil.</p> <p><i>The total value of this discretionary funding is £3,000 per year group or £15,000 per annum</i></p> <p>Year Leaders will work with disadvantaged pupils 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><i>Cost of additional non-contact hours = £50,000</i></p>	<p>EEF Teacher Toolkit:</p> <p>4+ learning months for Parental Engagement. 3+ learning months for Behaviour Interventions</p>	<p>1, 3, 4 and 5</p>
<p>Use the services of 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><i>Total cost per annum = £4,000</i></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>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.</p>	<p>1 and 4</p>

**Total budgeted cost: £226,000**

## 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 2021 to 2022 academic year.

#### TEACHING

The school has introduced a new [Curriculum, Assessment and Teaching policy](#). The policy covers effective curriculum design alongside teaching and assessment methodologies and is based upon substantial evidence from respected research. The key elements of the policy are designed to be effective in helping pupils know more, remember more and understand better. The methodologies employed have been evidenced as being particularly helpful for disadvantaged pupils and pupils with SEND, whilst at the same time preventing an excessive workload for staff.

The school has introduced a new process for formative and summative assessment which informed teaching through identifying progress and which is designed to promote learning through use of embedded formative assessment.

The effectiveness of the new Curriculum, Assessment and Teaching policy is systematically monitored through the use of Curriculum implementation Checks. These are consistent and structured checks on whether the policy is being applied in all lessons. Line managers (middle and senior leaders) regularly review lessons, focusing on coverage of the planned curriculum, the effectiveness of teaching methods used, support for disadvantaged pupils, and the management of pupil behaviour.

There is a staff training programme designed to support staff with their understanding and systematic application of the above policy. Additionally, as part of the reformed procedures for supporting ECTs, colleagues are regularly mentored and observed in order to ensure that, in addition to meeting the Teacher Standards, they are also following the strategies contained within the above policy.

#### Outcome:

##### Key Stage 4

Disadvantaged pupils achieved an average Attainment 8 score (provisional) of 36.3 (39.2 in 2019). Between September 2020 and June 2022, the school accepted 21 new pupils into the Year 11 cohort who took their GCSE exams in the Summer 2022 Series. Of these pupils, four were children who were looked after, six were pupils for whom we received Pupil Premium funding, and five were pupils who had very low or zero attendance at their previous schools. Several had been in danger of permanent exclusion at their previous school. Our policy is to be inclusive and accept all pupils who apply to JMHS as we believe in an inclusive education system where all can succeed. All 21 pupils improved during their time at JMHS achieved creditable results given their starting point however their results were much lower than the rest of the cohort and this had the effect of decreasing provisional A8 and P8 score for the cohort

##### Key Stage 3

Learning walks and Curriculum Implementation Checks show that starts of lesson have been improved so that all pupils are engaged and work productively from the start of each lesson.

Additionally, scrutiny focussed on the expectations and learning of SEND pupils have shown that the removal of differentiated tasks, enhanced use of 'scaffolding' and 'adaptive teaching' and teachers regularly checking SEND pupils understanding has resulted in SEND pupils completing more work in books and becoming more confident in their knowledge.

Senior Leadership Team learning walks have identified consistently good pupil work rate in class. Book scrutiny has revealed that when compared to 2018 and 2020 a greater quantity and quality of written work is completed.

Pupil Premium pupil marks in cumulative half termly tests are consistently showing good test marks averaging over 50% and that the gap between disadvantaged students average mark and the marks of their more advantaged peers is decreasing.

## TARGETED ACADEMIC SUPPORT

Strategies to support reading within the curriculum have been implemented. Reading is prioritised in order to allow pupils to access the full curriculum. A rigorous approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.

The provision of extra-curricular activities and support sessions in a range of subjects, with priority being given to disadvantaged pupils.

### Outcome:

At KS3, on average, 18.5% of pupils are reading at below their chronological reading age, whilst nearly 70% have reading ages above their chronological age. The effect of the fresh start programme in Y7 can be clearly seen with only 3% of the year group having RSS below 85 by the end of the Y7.

Year group	A RSS below RSS 85 (>3 yrs below)	B RSS between 85-90 (2 yrs below)	C RSS between 91-95) (1 yr below)	Total % pupils below	D RSS between 96-105 (average range)	E RSS above 106
7	5	6	8	12.5	25	108
8	13	4	6	15.4	29	97
9	15	9	14	29	28	65

24% of disadvantaged pupils regularly attended an extra-curricular club compared to 17% of other pupils, in the academic year 2022-2. By October half term in 2022 the percentage of disadvantaged students regularly attending an extra-curricular club had increased to over 40%.

## WIDER STRATEGIES

Year Leaders have been allocated extra non-contact time in order to support disadvantaged pupils. Their foci include monitoring of attendance, homework and coursework completion, engagement with academic support, and wider social and emotional support provision.

Prioritised support for disadvantaged pupils from an independent Careers Advisor.

Year Leaders working with disadvantaged pupils to encourage engagement in extra-curricular activities (making this a PSP target).

**Outcome:**

PP pupil attendance was 87.4% compared to 92.3% in 2018-19 (the last pre-Covid year).

This decrease in attendance for disadvantaged students was extremely disappointing but sadly typical of schools across the UK and in Herefordshire. Following low attendance for disadvantaged students, the Post-Covid Attendance Recovery Plan (link embedded below) was implemented from April 2022.

[Post-COVID Attendance Recovery Plan](#)

The plan brought about small improvements in attendance for the Summer Term of 2022 and significant improvements for the first half of the Autumn Term. For example:

- Whole school attendance was 2% higher than national attendance for Autumn 2022 Half Term 1.
- Students who are entitled to free school meals improved their attendance from 91.1% in Autumn 2021 Half Term 1 to 93.7% in Autumn 2022 Half Term 2, an increase of 2.6%.

24% of disadvantaged pupils attended an extra-curricular club compared to 17% of other pupils.

All students from Y11 progressed onto suitable college or sixth form courses, apprenticeships or employment with training. Latest figures indicate that by the end of Autumn Half Term 2 at least 97% have sustained these placements.

## Externally provided programmes

Programme	Provider
Various National College CPD programmes	National College