

Pupil premium strategy statement – John Masefield High School

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 to 2024 academic year 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	886 (Y7–13) 772 (Y7 – 11)
Proportion (%) of pupil premium eligible pupils	22%
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)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Andrew Evans Headteacher
Pupil premium lead	Hayley Newnes
Governor / Trustee lead	Tom Williams (Governor) Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,285
Recovery premium funding allocation this academic year	£43,332
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£199,617

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 years. We are acutely aware that the barriers and challenges our disadvantaged students and their families experience have been worsened by the pandemic. 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, and provide students access to a variety of opportunities
- Support and improve attendance to school

Challenges

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

Challenge number	Detail of challenge
1	Academic Achievement and Attainment Our assessment data illustrates that disadvantaged students arrive at John Masefield High School with a lower attainment than their peers in Maths and English. This gap continues through to Year 11 with the 2022 cohort achieving a P8 score of -0.71, with 19% achieving a grade 5+ in English and Maths and 45% achieving a grade 4+. Furthermore, the 2023 cohort achieved a P8 score of -0.48 with 45% achieving a grade 5 in English and Maths and 68% achieving a grade 4 in English and Maths. In addition, 62% of last year's cohort entered the EBacc. We continue to strive to close any gaps in outcomes.
2	Reading Our assessment data suggests that disadvantaged students have lower reading abilities than their peers. For example, 25% of pupil premium students in KS3 are below age-related expectation based on standardised scores in comparison to 12% of their peers. We understand that a student's ability to read and comprehend written text has a significant impact on wider success.
4	Attendance to school Our attendance data indicates that the attendance of disadvantaged students is 4% lower than that of their peers. A number of students are struggling to re-engage with

	school after the period of school closures and are suffering from anxiety impacting on their ability to attend school. In 2021 – 2022 the attendance of pupil premium students was 88.8%, with the whole school attendance at 92%. In 2022 – 2023 the attendance of pupil premium students was 88.1%, with the whole school attendance at 92.3%.
5	Maximise participation in enrichment activities to increase motivation and engagement, and provide students access to a variety of opportunities During our work with families and outside agencies, we are aware of the financial difficulties some of our students and their families face, in particular as a result of the impact of the pandemic on employment and the increase in the cost of living. We acknowledge the associated costs of coming to school and participating in different opportunities and so providing financial assistance to help reduce this barrier is a key feature of our strategy.

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.
To improve the reading ability and comprehension of disadvantaged students	The mean reading level of disadvantaged pupils by 2024 is 110 (ARTi)
Improved attendance for all disadvantaged pupils.	Disadvantage pupils 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: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continued implementation of our Curriculum, Assessment and Teaching (CAT) policy designed to ensure a coherent approach. Therefore, we will use staff training to systematically improve the quality of teaching through the key teaching strategies of explanation, modelling, questioning, review, feedback and deliberate	A range of evidence from the Education Endowment Foundation (EEF) also informed teacher professional development and curriculum design. 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	1.

<p>practice. As well as ensuring our curriculum teaching maximises the success for disadvantaged students.</p> <p>This academic year effective implementation will be supported by:</p> <p>A. The appointment of two Deputy Head Teachers with one Deputy Head leading on Teaching and Learning. Additional cost of appointing two Deputy Head Teachers = £48,000.</p> <p>B. The appointment of a Disadvantaged Lead. Additional cost of appointing a Disadvantaged Lead = £18,000.</p> <p>C. Every staff training afternoon and every INSET day will be used to provide training and support on implementing the CAT policy. Additional cost of staff training afternoons = £3,000</p>	<p>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 teachers to gauge knowledge and understanding, and to modify teaching where necessary. 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. Work by John Hattie (including the Visible Learning series of studies) in a 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. 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>	
<p>Use coaching of staff by expert teachers to improve the consistency of teaching so that teaching of all teachers is at a consistently good standard. Additional cost of coaching = £36,000</p>		1.
<p>Improve the quality and usefulness of half termly cumulative tests.</p>		1.
<p>Improve use of homework and teach students how to learn and revise.</p>		1.
<p>Put in place a systematic annual training programme on effective behaviour management for all staff and additional coaching for selected staff.</p>		3.

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

Budgeted cost: £165,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After-school activities and support sessions in a range of subjects, with priority being given to disadvantaged pupils. 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 to develop the range of activities offered beyond those voluntarily provided by school staff.</p> <p>Additional cost for enrichment activities = £30,000</p>	<p>A range of evidence from 1987 to 2012 identifies positive associations between activity participation and educational and socioemotional outcomes. 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). Most studies have found positive associations between extracurricular activity 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. Similarly, extracurricular activity participation has been linked to psychological and social outcomes for pupils. More frequent extracurricular activity 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 activity participation and increased psychological adjustment and fewer behavioural issues within the classroom.</p>	<p>5.</p>
<p>Developing literacy across the school will comprise of a collaborative approach between the Deputy Head for Teaching and Learning, the SENDCO, Head of English and Disadvantaged Lead. Curriculum Leader meetings will comprise of training which will directly link to the CAT policy.</p> <p>In addition, high-quality literacy intervention will take place, which will include Rapid Reading, Reading Buddies, and small group reading and writing.</p> <p>Additional cost for Curriculum Leader training and Intervention = £30,000</p>	<p>The EEF report 'Improving literacy in secondary schools' (including recommendations) 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>1 and 2.</p>

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

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year Leaders in Year 7- Year 11 have each been allocated 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. 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 Pastoral Support Plan target, discussing these opportunities during EHCP meetings, as well as asking tutors to discuss the programme available through individual conversations during tutor time. In addition, each student participates in a hour PSHE workshop a half term with their Year Leader, which explore social and emotional skills. In addition, teachers are provided with specific CPD in relation to disadvantaged students and their needs.</p> <p>Additional cost for non-contact hours = £69,000</p>	<p>EEF Teacher Toolkit: 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. Total cost per annum = £8,000</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>5.</p>

<p>The school-based counselling service provided through the CLD Trust, is used to compliment the pastoral approaches that we already provide. Qualified counselling provides an integral part of the provision of a whole school approach to the health and well-being of students. Total cost per annum = £9,000</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>In addition, social and emotional learning interventions have shown good evidence of reducing anxiety in the short term.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-asystematic-review-on-the-effectiveness-of-school-basedinterventions</p> <p>The EEF Guidance report on 'Improving Behaviour in Schools' and the EEF Toolkit on 'Social and emotional learning' and 'Behaviour interventions'.</p>	<p>3 and 4.</p>
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Total budgeted cost: £356,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 informs 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 students had a Progress 8 score of -1.14, with an Attainment 8 Score of 30.9. Compared to a whole school Progress 8 score of -0.48. Out of the 28 students, who were disadvantaged, three had an EHCP, one student was accepted after receiving a PEX from another school, two were mid-year transfers due to the war in Ukraine, and two students were mid-year transfers due to attendance concerns from other schools. Furthermore, these students were 38% below their chronological reading age. Their results were much lower than the rest of the cohort and this had the effect of decreasing provisional Attainment 8 and Progress 8 scores 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 59% 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, 15% of pupils are reading at below their chronological reading age, whilst nearly 55% have reading ages above their chronological age. The effect of the fresh start programme in Year 7 can be clearly seen with only 5% of the year group having RSS below 85 by the end of the Year 7.

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	1 student who is PP	7 students with 5 students being PP	9 students with 3 students being PP	11%	54 students with 8 students being PP	79 students with 17 students being PP
8	8 students with 5 students being PP	7 students with 3 students being PP	15 students with 1 student being PP	19%	38 students with 9 students being PP	79 students with 13 students being PP
9	13 students with 7 students being PP	3 students with 1 student being PP	7 students with 3 students being PP	19%	22 students with 7 students being PP	95 students with 19 students being PP

*Please note some students from Year 7, Year 8 and Year 9 have still not completed the reading assessment.

50% of disadvantaged pupils regularly attended an extra-curricular activity in the academic year 2022-23, which is an increase of 26% from the previous academic year of 2021-2022.

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 Personal Support Plan target).

Outcome

Pupil Premium 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.

In addition, reflecting on the attendance of the academic year of 2022 – 2023, Pupil Premium students in Year 7 to Year 11 (whole year) attended 88.1% (-4.1%), compared to whole school attendance of 92.2%. However, compared to the previous year (2021 – 2022) Pupil Premium students attended 88.8% (-3.2%) compared to whole school attendance of 92%. However, the attendance during the last half term significantly impacted the whole school attendance, and therefore, if we were to consider the attendance data between September and May Half Term in 2021 - 2022 the attendance of Pupil Premium was at 87.2% (-4.0%), whereas the attendance between September and May Half term in 2022-2023 was at 88.4% (-3.9%).

All students from Year 11 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

Please include the names of any non-DfE programmes that you used from your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Various National College CPD programmes	National College