

Pupil premium strategy statement – John Masefield High 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	847 (Y7–13), 765 (Y7 – 11)
Proportion (%) of pupil premium eligible pupils	19%
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 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	John Holmes Headteacher
Pupil premium lead	John Holmes
Governor / Trustee lead	Kate Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,600
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>	£192,600

Part A: Pupil premium strategy plan

Statement of intent

We believe that all pupils should be able to benefit from excellent and enjoyable learning and a supportive community that, together, help them achieve their individual best. Our pupil premium strategy is designed to support students eligible for the pupil premium achieve these goals, and achieve the same successes as their peers. The focus of our strategy is to provide high-quality teaching across the curriculum whilst building a community of connection and belonging. These two strands, together, will have the greatest impact on key outcomes.

The key elements of our strategy are as follows:

- Diagnose pupils' needs. We understand that there is no single 'disadvantage gap', and that children eligible for the pupil premium have varied experiences and needs. Therefore, understanding our pupils, their families, and their barriers to learning is at the heart of our strategy to support disadvantaged pupils.
- Develop our strategy. Our strategy is based on strong evidence, drawing especially from the Education Endowment Foundation (EEF) and the EEF-supported Research Schools Network. We carefully consider how research evidence might be applied in our specific context and ensure that our strategy aligns with other key school improvement priorities.
- Implementation. Implementation of our PP Strategy is not a one-off event, and we are careful to make use of the [EEF's Guide to Effective Implementation](#).
- Monitoring and evaluation. We make sure there is an ongoing programme of rigorous evaluation of the impact of our strategy on pupils' attainment as well as wider barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Data from exams analysis, lesson observation and pupil voice, when triangulated, suggest that a key barrier to PP progress is the extent to which children are able to fluently combine the component parts of the curriculum into complex composites.
2	Disadvantaged students' reading ages are below that of their non-disadvantaged peers. This can limit their ability to access the curriculum.
3	Barriers to attendance. Our root cause analysis of attendance data suggests that some disadvantaged students face distinct and sometimes unique barriers to attending school. Many of these barriers are related to mental health.

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 academic progress for students who are eligible for the pupil premium	<p>By the end of our current plan, the progress of eligible students will have improved and the gap between them and their peers will have narrowed.</p> <p>Key measure: P8 score for disadvantaged pupils > -0.19 <i>(This is 2024 P8 score of <u>non-disadvantaged</u> students in the local authority.)</i></p>
Improved reading ages for students who are eligible for the pupil premium	<p>By the end of our current plan, the mean reading age of eligible students will have improved and the gap between them and their peers will have narrowed.</p> <p>Key measures: ARTi score for disadvantaged pupils > 101 The disadvantage gap in ARTi score < 6 <i>(This represents an improvement on both measures, compared to 2024.)</i></p>
Improved attendance for students who are eligible for the pupil premium	<p>By the end of our current plan, the mean attendance of eligible students will have improved, and the proportion of persistent absentees will have fallen.</p> <p>Key measure: PP attendance >90% <i>(This is the attendance of <u>all</u> secondary students in the local authority in 2023/24.)</i></p>
Improved behaviour for students who are eligible for the pupil premium	<p>By the end of our current plan, the suspension rate for eligible students will have fallen.</p> <p>Key measure: PP suspension rate < 5.59 <i>(vs national suspension rate for <u>all</u> of 9.33, and JMHS suspension rate for <u>all</u> of 5.59 in 2023/24)</i></p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £101,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development for the whole of the school's teaching and academic support staff on:</p> <ol style="list-style-type: none"> 1) Managing cognitive load to support transfer of new content to long term memory 2) Combining curriculum components into composites 3) Responsive teaching and feedback 4) Explicitly teaching independence <p>Budgeted cost includes expanding the Curriculum, Assessment and Teaching Team to deliver this training, and the cost of staff time involved in training and follow-up activities</p>	<p>“Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils” (EEF Pupil Premium Menu).</p> <p>The delivery of this professional development is based upon the EEF's Effective Professional Development Guidance Report.</p> <p>The knowledge and the techniques within the training are drawn from the EEF's Five a Day for SEND, the EEF's Teacher Feedback to Improve Pupil Learning Guidance Report, and the EEF's Metacognition and Self-Regulated Learning Guidance Report.</p>	<p>1, 2</p>

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

Budgeted cost: £ 43,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions (Budgeted cost includes staffing for these interventions)	The EEF's Teaching and Learning Toolkit identifies Reading Comprehension Strategies as having very high impact. We have used advice from the EEF for choosing literacy interventions and identified Rapid Reading. The Dyslexia-SpLD Trust rates the effectiveness of this intervention as 'remarkable'.	2
One-to-one tutoring	EEF's One-to-one tuition	1
Peer tutoring	EEF's Peer tutoring .	1

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

Budgeted cost: £52,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hiring additional people to support attendance, including family support workers and senior leader capacity	<p>The EEF advises that “there is no one-size-fits-all approach to attendance because the root cause of poor attendance can stem from unique and individual barriers. Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches”</p> <p>Our approach is, therefore, built on the key themes identified in the EEF's Supporting School Attendance Resource.</p>	3
Additional time for leaders to engage families and provide bespoke support for students		3
Hiring a Mental Health Lead and setting up 'The Haven' to address students' mental health needs		3
Additional funding to enable students to access enrichment opportunities		3

Total budgeted cost: £197,445

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year was the final year of a three-year strategy plan. The plan failed to achieve its ambitious targets. However, in two out of three measures, including the academic outcomes of students, improvements were achieved.

Targeted outcome from previous PP Strategy Plan: 'By 2024, disadvantaged pupils achieve an average Attainment 8 score of 43'.

Actual Attainment 8 Score: 32.9

The plan did not achieve its objective. However, Progress 8 improved to -0.87 from -1.14, and Attainment 8 improved from 30.9. This suggests that the strategy had some success.

Lesson observations, curriculum reviews, pupil voice and exam analysis, when triangulated, suggest that the strategy was successful in supporting leaders to break their curriculum into key components, whilst converting to a three-year KS3 and two-year KS4. These components have been committed to memory by students, but they are not yet combining them into curriculum composites.

Targeted outcome from previous PP Strategy Plan: To improve the reading ability and comprehension of disadvantaged students. The mean reading level of disadvantaged pupils by 2024 is 110 (ARTi).

Actual mean ARTi reading level: 101

The plan did not achieve its objective. This is somewhat mitigated by the fact that the mean score was significantly affected by the scores of Year 7 students: their average of 87.6 has lowered the overall average.

For the rest of the cohorts, the average is 105.4: an improvement of 3.2. The gap between PP-eligible students and their peers in this group has narrowed from 9.6 to 7. This suggests that the strategy has had a positive impact for those students.

Targeted outcome from previous PP Strategy Plan: Disadvantaged pupils attendance increases to above 94% by 2024.

Actual attendance of disadvantaged pupils: 82.5%

The plan did not achieve its objective and, moreover, the attendance of disadvantaged pupils fell from 87.4%.

Root cause analysis suggests that a reasonably small number of PP-eligible students had extremely low attendance and this distorted the mean average. Many of these students have complex needs, a large proportion of which involve social anxiety or other mental health needs. The previous strategy did not adequately address this, and support for mental health needs is, therefore, a key component of the new strategy.

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
NA	NA