

Mary Webb School and Science College Pupil Premium strategy statement 2023-24

This statement details our school's use of Pupil Premium (and recovery 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
School name	Mary Webb School and Science College
Number of pupils in school	648
Proportion (%) of pupil premium eligible pupils	22.37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr P Lowe-Werrell
Pupil premium lead	Mrs S Longhurst
Governor / Trustee lead	Mr G Rogers

Funding overview

Pupil premium funding allocation this academic year	£149,096
Recovery premium funding allocation this academic year	£35,052
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£184,148
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium strategy plan

Statement of intent

At Mary Webb School and Science College we are pleased to be able to use Pupil Premium funding to help all our students to thrive through engagement in our innovative and successful learning community, which opens minds and widens horizons.

Pupil Premium is allocated to schools to work with students who have been registered for free school meals at any point in the last six years. This includes students who have parents in the Armed Forces and those who are Looked After. We also consider the challenges faced by other vulnerable students, including those who have a social worker, a special educational need and/or disability and young carers; regardless of whether they are disadvantaged or not. The activity outlined in this strategy is intended to support the needs of all students to ensure equitable access to the curriculum and wider opportunities.

Our intention is that all students, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across the curriculum. Our strategy to support students affected by disadvantage has been developed to ensure an inclusive environment where all young people can flourish. Mary Webb School and Science College is committed to using Pupil Premium to reduce the attainment gap by improving the outcomes of students identified as disadvantaged, whilst improving their aspirations through our provision of interventions and enrichment opportunities.

In line with evidence from the Education Endowment Foundation (EEF), 'High Quality Teaching' is at the heart of our approach, with a focus on areas where students affected by disadvantage require the most support. This approach is proven to have the greatest impact on closing the disadvantage attainment gap, whilst benefitting all students in our school. Targeted interventions and wider strategies are in place to support individuals, along with engagement in the National Tutoring Programme. Our approach is grounded in robust diagnostic assessment to ensure underachieving students are identified quickly, enabling timely and targeted intervention to support progress.

What does it mean to be a student eligible for Pupil Premium funding at Mary Webb School and Science College?

- To enjoy high quality teaching across all subjects
- For academic progress, reading age and subject progress to be tracked and supported
- Targeted interventions where appropriate – academic and pastoral
- Funding support for key items such as reading books, tech equipment, revision guides and other curriculum resources
- Funding support for extracurricular opportunities such as music lessons, school visits, Duke of Edinburgh Awards with support to take advantage of wider opportunities
- Additional support at school transition: KS2 to KS3, post 16 and career pathways

Challenges

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

Challenge number	Detail of challenge
1	Lower prior attainment - For some students eligible for Pupil Premium, literacy and numeracy skills are lower than age related expectations, which can prevent them from making good progress. In 2022, Pupil Premium students achieved a Progress 8 measure of -0.64, with the disadvantage gap standing at -0.34.
2	Access to learning materials and study support – Our observations suggest that many lower attaining students identified as disadvantaged lack metacognitive and self-regulation strategies when attempting independent revision and preparation for assessment. In addition to this, they may have reduced access to necessary academic equipment and learning materials.
3	Lower levels of resilience and aspiration – Social, emotional and mental health needs have been identified as a barrier to learning for some of our disadvantaged student. This results in reduced resilience in learning through low confidence, motivation and aspiration.
4	Attendance and persistent absence – Attendance of Pupil Premium students in the academic year of 2021-22 was 84.51%, compared with 90.49% for non-Pupil Premium students.
5	Parental engagement – Evidence suggests that parents of students potentially affected by disadvantage are less likely to engage fully with the school. Attendance of parents/carers at information events and progress evenings is consistently lower for those with children entitled to Pupil Premium funding.
6	Engagement in enrichment activities - Opportunities to engage in learning outside school/in the home environment. Increasing attendance of Pupil Premium students in the enrichment and enhancement programme offer at Mary Webb School and Science College.

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
<p>Reduce the attainment gap between disadvantaged and non-disadvantaged students through high quality teaching and intervention.</p>	<ul style="list-style-type: none"> • Barriers for new Year 7 identified early in transition process and plans put in place. MS Forms completed by primary teachers with specific needs added to SEND register and Student Passports. This is communicated to staff to ensure a smooth transition. • GL assessment - CAT-4 and NGRT diagnostic testing to facilitate appropriate target setting in subjects, enabling targeted academic support and early intervention. This will enable a clear baseline from which intervention can be implemented to close gaps. • Pupil Premium Learning Mentors to support tracking of progress and highlight areas of concern and success. Reported through staff meetings to ensure early intervention. • Pupil Premium Learning Mentors (in class support): <ul style="list-style-type: none"> - Bespoke support in lessons to ensure that the Pupil Premium students are able to access high quality teaching: adaptation, scaffolding and retrieval practice - Social and emotional and resilience support in lessons - This will be measured by quality assurance learning walks to ensure effective adaptive strategies and highlight areas for additional training. • Teacher and Teaching Assistant Professional Development plan in place with meetings embedded in school calendar to ensure continuous staff development. • Use of the Education Endowment Foundation (EEF) guidance to support the development of high quality teaching – focus on adaptive teaching, scaffolding and retrieval practice. Quality assurance will be reviewed through learning walks, book looks and student voice activities.

	<ul style="list-style-type: none"> • Evidence informed academic interventions and school led tuition programme in core subjects for small groups and individuals, promoting an increase in academic performance and progress.
<p>All Pupil Premium students to have access to necessary academic equipment, study materials and support.</p>	<ul style="list-style-type: none"> • KS2-3 transition resource pack - reading book with associated reading comprehension materials, Book of Best and scientific calculator • Learning Mentors to ensure access to additional learning resources for use at home: e.g. revision guides, study materials and appropriate technology in place • Gifting of a reading book from the travelling book fair This will be measured by student voice, reduced behaviour points for lack of equipment and an equitable access to academic equipment. • Attendance at Supervised Study Sessions to support those that have fallen behind or need support with their coursework. Percentage of Pupil Premium students accessing Supervised Study will be in line with cohort ratio. • Attendance at departmental intervention programmes, in line with cohort ratio. • KS4 Pupil Premium students will engage in 'Revision Clinics', improving knowledge of revision strategies, supporting effective retrieval and ultimately improved exam confidence and outcomes.
<p>Students to have high aspirations and be confident learners.</p>	<ul style="list-style-type: none"> • Increased confidence, motivation and ambition of Pupil Premium students through a well-developed programme of enrichment and enhancement. • Attendance to career events to inspire and inform futures e.g. Information advice and guidance (IAG) appointments, work experience and career fairs. • This will be measured by students attendance in the enrichment programme and careers events being in line with their non-pupil premium peers.

<p>Attendance rates of PP students to be closer to the school expectation of 96%.</p>	<ul style="list-style-type: none"> • Attendance monitored by Learning Mentors to narrow the gap between disadvantaged and non-disadvantaged. This will enable early intervention and support to reduce the percentage of Pupil Premium students reaching persistent or severe absence levels. • Learning Mentors working with the Education Welfare Officer (EWO), Pastoral team and appropriate outside agencies to improve attendance in line with school target. • Regular phone calls home to discuss attendance, developing home-school links and allowing for early support to remove barriers to attendance. • SEMH interventions in place and monitored with bespoke intensive support as required.
	<ul style="list-style-type: none"> • Pupil Premium mentors to attend training in supporting students with 'Emotional Based School Avoidance' and develop a 'School Support Toolkit' to support SEND and Pupil Premium students who are reluctant attenders or who could potentially become reluctant without intervention.
<p>Increased attendance at parent/carer evenings and events.</p>	<ul style="list-style-type: none"> • Priority appointment booking for progress evening • Learning Mentors to support the booking of appointments • Improved attendance at parent/carer information evenings leading to increased school engagement.
<p>Equal access to extra-curricular provision and learning opportunities.</p>	<ul style="list-style-type: none"> • Increased attendance for those with disadvantage on school visits, school clubs, parent/carer evenings, in line with non-pupil premium peers. • Access to additional learning resources at home: e.g. revision and study materials, appropriate technology in place • Increased attendance at career events: e.g. IAG appointments, work experience and career fairs

	<ul style="list-style-type: none"> • Social prescribing to support identified students, using their hobbies and interests to encourage social interaction within the community through the Healthy Lives Programme. • Attendance data derived from Class Charts analytics, with student voice used to provide insight into success.
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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: £74,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Development</p> <ul style="list-style-type: none"> - Teachers and TAs use evidenced informed strategies supported by professional development plan embedded in school calendar to ensure high quality teaching. <p>Key foci:</p> <ul style="list-style-type: none"> - Curriculum development - Adaptive teaching - Revision and retrieval - Metacognition and self regulation 	<p>EEF metacognition and self-regulation, feedback, SEND in mainstream schools and literacy guidance reports.</p> <p>Rosenshein’s Principles of Instruction.</p> <p>Tom Sherrington’s WALKTHRU’s. EEF Cognitive Science report.</p> <p>EEF Five a Day.</p> <p>EEF evidence on life skills and enrichment from the Teaching and Learning Toolkit.</p>	1, 2 & 3

<ul style="list-style-type: none"> - Continued development of character education and PSHE programmes. 		
<p>Recruitment - Fund the post of a full-time English and Maths teacher to enable smaller 'nurture' groups and capacity to lead/communicate regarding targeted interventions.</p>	<p>EEF targeted intervention summary. EEF Best Use of TAs guidance report.</p>	<p>1, 2 & 3</p>
<p>In-class support: - Pupil Premium learning mentors providing bespoke in-class support, focussing on academic progress.</p>	<p>EEF Best Use of TAs guidance report.</p>	<p>1, 2 & 3</p>
<p>Literacy - Whole school literacy approaches continue to be embedded:</p> <ul style="list-style-type: none"> - Professional development of staff and funding of a Literacy Coordinator to ensure students are supported in this fundamental area. - Reciprocal reading - Vocabulary development - Relaunch Accelerated Reader - 50 books challenge to promote reading for pleasure. - PSHCE class reading programme 	<p>EEF Secondary Literacy and Feedback guidance reports, reciprocal reading and peer mentoring reports. EEF Toolkit. Alex Quigley Reading Gap recommendations and development of vocabulary. Neil Mercer work on oracy.</p>	<p>1, 2 & 3</p>

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

Budgeted cost: £28,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tracking and monitoring: – Use of GL assessments to identify and implement intervention needs of PP students.	EEF Pupil Premium guidance – robust diagnostic assessment.	1, 2 & 3
Structured Interventions: - Evidenced academic and pastoral interventions run by the Personalised Learning Centre and departments.	EEF Best Use of TAs guidance report. EEF SEL guidance report.	1, 2 & 3
Mentoring: - Fund the recruitment of KS3 and KS4 learning mentors to support academic and pastoral progress.	EEF targeted intervention summary. EEF Best Use of TAs guidance report.	1-6
Revision and Study Support: - Access to revision and study materials: appropriate technology, revision guides, reading books	EEF Pupil Premium guidance. EEF technology guidance report. EEF: Small group tuition.	1, 2 & 3
– Access to Study Support Sessions, departmental interventions and Revision Clinics.		

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

Budgeted cost: £47,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Transition programme: - Full programme of KS2-3, KS3-4 and post-16 transition led by SLT: additional support, learning plans in place, resource pack given, mentoring, IAG bespoke advice, Y6 visits by SLT.</p>	<p>EEF transition summary: adapting to academic challenges, familiarising with school routines and developing healthy peer networks. EEF improving behaviour guidance report, Van Rens et al (2018).</p>	1, 2, 3, 4, 5
<p>Attendance: – Protocols in place to communicate and support low attendance: admin team, pastoral lead, Heads of House, SLT, EWO, Learning Mentors. -EBSA support toolkit and interventions in place</p>	<p>EEF Pupil Premium guidance. EEF Working with Parents guidance report.</p>	4
<p>Wellbeing support: – Interventions to include ELSA, Social Stories, Lego Therapy and Mental Health First Aid - Peer mental health support - Support from external agencies, including the school nurse and social prescriber.</p>	<p>EEF improving SEL. EEF improving behaviour guidance.</p>	2 & 3
<p>Parental Engagement: – Priority appointment and booking support for progress evening - Additional events programme, including Parents Information Evening and Books and Biscuits.</p>	<p>EEF Pupil Premium guidance. EEF Working with Parents guidance report.</p>	4 & 5

<p>Enrichment and enhancement Programme:</p> <ul style="list-style-type: none"> - Wider opportunities through our enrichment programme and enhancement programme and extracurricular trips and visits. 	<p>EEF evidence on life skills and enrichment from the Teaching and Learning Toolkit.</p>	<p>2, 4 & 6</p>
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Total budgeted cost: £149,648

Part B: Review of the academic year 2022/23

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the 2022/23 academic year using Key Stage 4 performance data and our own internal assessments for non-examined year groups. For 2023, our estimated Progress 8 score for our Pupil Premium cohort was -0.39, compared to +0.11 for non-Pupil Premium. The disadvantaged gap stands at -0.49 which is slightly increased on last year, this is however reflective of the National picture, where the DfE reports that the Key Stage 4 disadvantage gap index has widened compared to 2021/22.

The Pupil Premium cohorts Attainment 8 score was 37.93 compared to 48.33 for the whole year group. 62% of Pupil Premium students achieved at standard pass (4+) in English and 67% in Maths. This is slightly lower than last year, with those achieving a strong pass (5+) remaining the same.

EBacc entry for the whole year 11 cohort was considerably lower than last academic year, which is reflected as an area for improvement and is being addressed through our School Improvement Plan.

In terms of our wider strategies, our whole school attendance for 2022/23 saw an improvement on the previous year. Pupil Premium attendance is slightly below whole school averages, at just below 90%. The percentage of Pupil Premium students with persistent absence (below 90%) was higher than the whole school cohort (38.4% compared to 24.7%). For this reason, the Pupil Premium Mentors and Education Welfare Officer meet weekly to support early identification of declining attendance and support timely intervention. Our Key Stage 3 Pupil Premium Mentor has received training in, and worked closely with the Educational Psychology Service to produce an Emotional Based School Avoidance Toolkit and associated intervention package. This academic year (23/24), both the Key Stage 3 and Key Stage 4 Learning Mentors will receive training through Shropshire Strengthening Families in Early Help. This will allow more specific targeting of these students and a dedicated staff member to address the reasons for their persistent absence, whether or not this is related to their educational disadvantage.

Pupil Premium students positive to negative behaviour points ratio was 65% compared to non-Pupil Premium ratio of 77%. Internal isolation of the Pupil Premium cohort is proportionate to the rest of the student population. Our suspensions were lower than the local picture, again with Pupil Premium figures being proportionate to whole school. It is evident from analysis of behaviour points, that Pupil Premium students have the equipment that they need; on average, they are awarded less behaviour points for lack of equipment than their non-Pupil Premium peers. 'Lack of homework' is the most commonly recorded behaviour point for Pupil Premium students; this will be actioned with a promotion of homework club for the academic year 23/24.

Evidence informed interventions continue to be in place for targeted academic support; the National Tuition Programme and our Class Reading in PSHCE are examples of these that have significantly improved outcomes and standardised scores. The PSHCE reading project; Face, by

Benjamin Zephaniah, saw a specific benefit in raising standardised scores of mid-attaining and Pupil Premium boys. Reading data continues to improve; increased literacy levels will ensure that the disadvantaged gap narrows. Pupil Premium students received tuition in Maths and/or English through the National Tutoring Programme. 73% of students who participated in the tuition programme achieved a 4+ in the subject in which they received tuition.

Inclusivity is strong for Pupil Premium students, through personal development opportunities e.g. additional careers support and financial support for trips & visits. Our Study Support Programme is well attended by all students, with a positive representation of Pupil Premium engaging in this additional support. Over a third of Pupil Premium students have engaged regularly in extra-curricular activities. Breakfast club has been well attended; this has been well received by students and their families. Pupil Premium allocated key workers have supported the priority booking of appointments for Parents Evenings, resulting in increased attendance.

Teachers know their classes and are able to identify Pupil Premium students, allowing for High Quality Teaching and adaptive strategies to be routinely implemented. Our Learning Mentors have met with all Pupil Premium students to complete a learning plan (Pupil Passport), this is shared with staff to further support our work in knowing our students. Pupil Premium students have featured in our weekly 'Focus on...' updates to staff, to ensure that any emerging need is promptly communicated and supported. It continues to be a focus that teaching staff are supported through professional development to apply a range of adaptive teaching strategies to support the individual learner.

We are on course to achieve most of our intended outcomes from this 2022/25 strategy statement.

Externally provided programmes

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

Programme	Provider