

Mary Webb School and Science College Pupil Premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mary Webb School and Science College
Number of pupils in school	613 (110)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr P Lowe-Werrell
Pupil premium lead	Mrs K Mould
Governor / Trustee lead	Mrs A MacDonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,700
Recovery premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,650

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 – opening minds and widening horizons for all.

Pupil Premium was introduced in April 2011 and is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). This includes students who have parents in the Armed Forces and those who are Looked After.

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

In line with evidence from the Education Endowment Foundation, high quality teaching is our most important lever for those with disadvantage, with targeted interventions and wider strategies in place to support individuals.

Challenges

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

Challenge number	Detail of challenge
1	For some students eligible for PP, literacy and numeracy skills are lower than age related expectations, which can prevent them from making good progress in a range of subjects across KS3 and KS4. In 2019 (last performance tables) students eligible for PP achieved a P8 -0.09 lower

	than non-PP students. In 2020, the gap was -0.52 between PP and non-PP student P8. In 2021, the school's own data suggested the gap between PP and non-PP students P8 was -0.18.
2	Some PP students were adversely affected by the impact of partial school closures in light of the Covid-19 pandemic; they had limited access to/engagement with remote learning and school transition experiences and we continue to monitor the impact of this across subjects and literacy/numeracy skills.
3	Social, emotional and mental health barriers to learning have been identified for some of our disadvantaged pupils. SPENCE anxiety scores are monitored.
4	Increasing attendance towards the school target of 96% for students at school and increasing attendance for parents/carers at information evenings is a target. In 2020-2021 PP student attendance was 89%.
5	Increasing opportunities to engage in learning outside school/in the home environment and to enrichment. Shropshire is a rural county with limited transport options, supporting with widening horizons is an ethos for us at this school.

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.</p> <p>Performance in GL Assessment tests and internal testing tools improves and gaps narrow in comparison to non-disadvantaged.</p>	<p>Teacher and TA Professional Development plan in place with meetings embedded in school calendar. Use of EEF Feedback and Metacognition Guidance to inform PD.</p> <p>More explicit instruction of metacognitive techniques seen in learning walks and in department observations/planning, more self-regulation in students.</p> <p>Diagnostic testing in place and consistently communicated to identify specific academic and pastoral barriers, including NGRT reading/spelling. Reading data continues to improve.</p> <p>Teacher blogs as part of appraisal allow for reflection.</p> <p>Full-time English and Maths teacher allow for smaller 'nurture' classes and for leading interventions/working with learning mentors and tutors.</p> <p>Evidenced-informed interventions in place: Reciprocal Reading, peer mentoring in numeracy, reading and English, SEMH (No</p>

	<p>Worries, Lego Communication and School Councillor) and continue to improve outcomes in progress and attendance.</p> <p>Tutoring in English, Maths, Science subjects in place with school-led tutors continue to improve progress outcomes.</p> <p>Barriers for new Y7 identified early in transition process and plans put in place.</p>
<p>Students read at a level that at least matches their chronological age by the end of KS3 and supported at key transition points.</p>	<p>Diagnostic testing in place and consistently communicated to identify specific academic and pastoral barriers, including NGRT reading/spelling. Reading data continues to improve. Better understanding of tier 2 vocabulary. Accelerated Reader comprehension and vocabulary quizzing forms part of this approach and quizzing increases.</p> <p>Evidenced-informed interventions in place: Reciprocal Reading, peer mentoring in reading and English showing improved outcomes for standardised scores.</p> <p>Whole school literacy approaches and classroom environment/resources continue to improve students' action on feedback and vocabulary development.</p> <p>KS2-3 reading transition book gifted with associated reading comprehension materials and English Y7 scheme of work smooths academic transition.</p>
<p>Attendance rates are closer to school expectation (96%) for all students.</p>	<p>Attendance monitored, gap narrows between disadvantaged and non-disadvantaged.</p> <p>PP Learning Mentor working with EWO and Pastoral team and other appropriate outside agencies to prioritise students and to continue to improve attendance.</p> <p>Regular phone calls home to discuss attendance of child and attendance at parent/carer information evenings leads to increased school engagement seen by improved attendance figures.</p> <p>SEMH interventions in place and monitored with bespoke intensive support as required.</p> <p>Feedback from student voice and parent/carer questionnaires is positive.</p>
<p>To ensure all students have equal access to extra-curricular provision and learning opportunities outside of school.</p>	<p>Increase attendance for those with disadvantage on school visits, school clubs, parent/carer evenings.</p> <p>Access to additional learning resources at home: e.g. revision and study materials, appropriate technology in place.</p>

	Increase attendance at career events: e.g. IAG appointments, work experience and career fairs.
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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: £55,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teachers and TAs use evidenced informed strategies (e.g. metacognition, memory, literacy), supported by professional development plan embedded in school calendar.</i>	EEF metacognition, feedback, SEND in mainstream schools and literacy guidance reports, work of Rosenshine. EEF Cognitive Science report.	1, 2
<i>Fund the post of a full-time English and Maths teacher to enable smaller 'nurture' groups and capacity to lead/communicate regarding targeted interventions.</i>	EEF targeted intervention summary and Best Use of TAs guidance report.	1, 2
<i>Subject-specific interventions to include access to study materials, technology, outside professional input and enrichment and increased student self-regulation. GL assessment provides diagnostic assessment for monitoring. PP data tracked by teacher with this TL responsibility.</i>	EEF Metacognition evidence around subject specificity, EEF Technology guidance, EEF pupil premium guidance.	1, 2
<i>Whole school literacy approaches continue to be embedded: reciprocal reading across subjects and</i>	EEF Secondary Literacy and Feedback guidance reports, reciprocal reading, peer mentoring, EEF Toolkit, Alex Quigley Reading Gap recommendations	1, 2

<i>interventions, deliberate vocabulary development, reflection on feedback approaches.</i>	and development of vocabulary, Neil Mercer work on oracy.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of assessments, including NGRT reading/spelling, literacy assessments and subject specific tracking data to monitor progress and intervention impact.</i>	EEF Pupil Premium guidance – robust diagnostic assessment.	1, 2, 3
<i>Evidenced academic and pastoral interventions run by SENCo, team of learning mentors, TAs and teachers: numeracy and reading peer mentoring, 1:1 tutoring.</i>	EEF Best Use of TAs guidance report, reciprocal reading, Alex Quigley Reading Gap recommendations and development of vocabulary, EEF SEL guidance report.	1, 2, 3

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

Budgeted cost: £35,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full programme of KS2-3 and post-16 transition led by SLT: additional support, learning plans in place, resource pack given, mentoring, IAG bespoke advice, Y6 visits by SLT.</i>	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).	1, 2, 3, 4, 5
<i>SEMH interventions to include SENCo, LAC Lead, Virtual School,</i>	EEF improving SEL and improving behaviour guidance reports.	3

<i>ELSA training and individual counselling. Interventions for our most able students and service pupils is in place.</i>		
<i>Attendance protocols in place: admin team, pastoral lead, Heads of House, SLT, EWO, PP Learning Mentor.</i>	EEF Pupil Premium guidance, EEF Working with Parents guidance report.	3, 4
<i>Access to enrichment, monitored by SLT lead for PP: homework club, school visits, careers events, IAG events, University visits and planning meetings.</i>	EEF Pupil Premium guidance, Working with Parents guidance report.	5
<i>Access to revision and study materials: appropriate technology, revision guides, revision interventions.</i>	EEF Pupil Premium guidance, EEF technology guidance report.	1, 5

Total budgeted cost: £111,700

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.

In 2019 students eligible for PP achieved a P8 -0.09 lower than non-PP students.

In 2020, the gap was -0.52 between PP and non-PP student P8.

In 2021, the school's own data suggested the gap between PP and non-PP students P8 was -0.18.

There has been an improvement in reducing the gap between PP and non-PP students.

The school's student attendance target is 96%, we aim to bring PP students closer to this target.

- In 2019 – 2020 PP student attendance was 90.89%.
- In 2020-2021 PP student attendance was 89%. (Impact of covid-19 and partial school closures did not have a significantly negative impact on the attendance of PP students.)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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