

# Mary Webb School and Science College Pupil Premium strategy statement 2022-25

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	632
Proportion (%) of pupil premium eligible pupils	22.63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£118,460
Recovery premium funding allocation this academic year	£31,188
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£149,648
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	<b>Lower prior attainment</b> - 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	<b>Access to learning materials and study support</b> – 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	<b>Lower levels of resilience and aspiration</b> – 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	<b>Attendance and persistent absence</b> – Attendance of Pupil Premium students in the academic year of 2021-22 was 84.51%, compared with 90.49% for nonPupil Premium students.
5	<b>Parental engagement</b> – 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	<b>Engagement in enrichment activities</b> - 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
Reduce the attainment gap between disadvantaged and non-disadvantaged students through high quality teaching and intervention.	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Pupil Premium Learning Mentors to support tracking of progress and highlight areas of concern and success. Reported through staff meetings to ensure early intervention.</li> <li>• Pupil Premium Learning Mentors (in class support): <ul style="list-style-type: none"> <li>- Bespoke support in lessons to ensure that the Pupil Premium students are able to access high quality teaching: adaptation, scaffolding and retrieval practice</li> <li>- Social and emotional and resilience support in lessons</li> <li>- This will be measured by quality assurance learning walks to ensure effective adaptive strategies and highlight areas for additional training.</li> </ul> </li> <li>• Teacher and Teaching Assistant Professional Development plan in place with meetings embedded in school calendar to ensure continuous staff development.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p>All Pupil Premium students to have access to necessary academic equipment, study materials and support.</p>	<ul style="list-style-type: none"> <li>• KS2-3 transition resource pack - reading book with associated reading comprehension materials, Book of Best and scientific calculator</li> <li>• Learning Mentors to ensure access to additional learning resources for use at home: e.g. revision guides, study materials and appropriate technology in place</li> <li>• Gifting of a reading book from the travelling book fair This will be measured by student voice, reduced behaviour points for</li> </ul>

	<p>lack of equipment and an equitable access to academic equipment.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Attendance at departmental intervention programmes, in line with cohort ratio.</li> <li>• KS4 Pupil Premium students will engage in 'Revision Clinics', improving knowledge of revision strategies, supporting effective retrieval and ultimately improved exam confidence and outcomes.</li> </ul>
<p>Students to have high aspirations and be confident learners.</p>	<ul style="list-style-type: none"> <li>• Increased confidence, motivation and ambition of Pupil Premium students through a well-developed programme of enrichment and enhancement.</li> <li>• Attendance to career events to inspire and inform futures e.g. Information advice and guidance (IAG) appointments, work experience and career fairs.</li> <li>• This will be measured by students attendance in the enrichment programme and careers events being in line with their non-pupil premium peers.</li> </ul>
<p>Attendance rates of PP students to be closer to the school expectation of 96%.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Learning Mentors working with the Education Welfare Officer (EWO), Pastoral team and appropriate outside agencies to improve attendance in line with school target.</li> <li>• Regular phone calls home to discuss attendance, developing home-school links and allowing for early support to remove barriers to attendance.</li> <li>• SEMH interventions in place and monitored with bespoke intensive support as required.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Increased attendance at parent/carer evenings and events.	<ul style="list-style-type: none"> <li>• Priority appointment booking for progress evening</li> <li>• Learning Mentors to support the booking of appointments</li> <li>• Improved attendance at parent/carer information evenings leading to increased school engagement.</li> </ul>
Equal access to extra-curricular provision and learning opportunities.	<ul style="list-style-type: none"> <li>• Increased attendance for those with disadvantage on school visits, school clubs, parent/carer evenings, in line with non-pupil premium peers.</li> <li>• Access to additional learning resources at home: e.g. revision and study materials, appropriate technology in place</li> <li>• Increased attendance at career events: e.g. IAG appointments, work experience and career fairs</li> <li>• Social prescribing to support identified students, using their hobbies and interests to encourage social interaction within the community through the Healthy Lives Programme.</li> <li>• Attendance data derived from Class Charts analytics, with student voice used to provide insight into success.</li> </ul>

## 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><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>- Teachers and TAs use evidenced informed strategies supported by professional development plan embedded in school calendar to ensure high quality teaching.</li> </ul> <p><b>Key foci:</b></p> <ul style="list-style-type: none"> <li>- Curriculum development</li> <li>- Adaptive teaching</li> <li>- Revision and retrieval</li> <li>- Metacognition and selfregulation</li> <li>- Continued development of character education and PSHE programmes.</li> </ul>	<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>	<p>1, 2 &amp; 3</p>
<p><b>Recruitment</b> - 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.</p> <p>EEF Best Use of TAs guidance report.</p>	<p>1, 2 &amp; 3</p>
<p><b>In-class support:</b> - 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 &amp; 3</p>

<p><b>Literacy</b> - Whole school literacy approaches continue to be embedded:</p> <ul style="list-style-type: none"> <li>- Professional development of staff and funding of a Literacy Coordinator to</li> </ul>	<p>EEF Secondary Literacy and Feedback guidance reports, reciprocal reading and peer mentoring reports.</p> <p>EEF Toolkit.</p> <p>Alex Quigley Reading Gap recommendations and development of vocabulary.</p>	<p>1, 2 &amp; 3</p>
<p>ensure students are supported in this fundamental area.</p> <ul style="list-style-type: none"> <li>- Reciprocal reading</li> <li>- Vocabulary development</li> <li>- Accelerated Reader</li> <li>- 50 books challenge to promote reading for pleasure.</li> </ul>	<p>Neil Mercer work on oracy.</p>	

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

Budgeted cost: £28,171

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Tracking and monitoring:</b></p> <ul style="list-style-type: none"> <li>- Use of GL assessments to identify and implement intervention needs of PP students.</li> </ul>	<p>EEF Pupil Premium guidance – robust diagnostic assessment.</p>	<p>1, 2 &amp; 3</p>
<p><b>Structured Interventions:</b> - Evidenced academic and pastoral interventions run by the Personalised Learning Centre and departments.</p>	<p>EEF Best Use of TAs guidance report.</p> <p>EEF SEL guidance report.</p>	<p>1, 2 &amp; 3</p>



<b>Mentoring:</b> - 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
<b>Revision and Study Support:</b> - 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 Supervised Study 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
<b>Transition programme:</b> - 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.	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
<b>Attendance:</b> - Protocols in place to communicate and support low attendance: admin team, pastoral lead, Heads of House, SLT, EWO, Learning Mentors.	EEF Pupil Premium guidance. EEF Working with Parents guidance report.	4

<p><b>Wellbeing support:</b>  – 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>	<p>2 &amp; 3</p>
<p><b>Parental Engagement:</b>  – Priority appointment and booking support for progress evening - Additional events programme, including Parents Information</p>	<p>EEF Pupil Premium guidance. EEF Working with Parents guidance report.</p>	<p>4 &amp; 5</p>
<p>Evening and Books and Biscuits.</p>		
<p><b>Enrichment and enhancement Programme:</b>  - Wider opportunities through our enrichment programme and enhancement programme and extracurricular trips and visits.</p>	<p>EEF evidence on life skills and enrichment from the Teaching and Learning Toolkit.</p>	<p>2, 4 &amp; 6</p>

**Total budgeted cost: £149,648**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium strategy and activity has on students in the academic year of 2021-22.

Headline Figures 2021-22:  Performance and Attendance Data	Mary Webb School & Science College			National
	Pupil Premium	Non-Pupil Premium	DA Gap	All students
<b>Progress 8</b>	-0.63	-0.3	-0.34	Not available
<b>Attainment 8</b>	41.21	50.02	-8.8	48.7
<b>Grade 5+ in English and Maths</b>	33.33%	40%	-6.67%	49.6%
<b>EBacc entry</b>	23.81%	32.62%	-8.82%	38.7%
<b>Attendance</b>	84.51%	90.49%	-5.98%	Not available

Teaching strategies were well embedded with clear use of the EEF Feedback and Metacognition Guidance to inform professional development. Increased use of explicit instruction, adaptive teaching and metacognitive techniques have been seen in learning walks and department planning; resulting in more self-regulation in students. Diagnostic testing is in place and consistently communicated to identify specific academic and pastoral barriers and support timely intervention. Our next step is to narrow the disadvantaged gap. This is being addressed through our whole school improvement planning. It will be supported through the appointment and development of the Key Stage 3 and 4 Pupil Premium Learning Mentors. Supervised Study Support Sessions are being implemented as a whole school strategy to target underperformance and passivity in learning. Identified Pupil Premium students will be encouraged to attend these sessions to ensure that they catch up on any missed or incomplete learning activities. Curriculum design is being continually reviewed and developed.

Targeted academic support strategies were well designed and implemented. The evidence informed interventions in place; Reciprocal Reading, peer mentoring in reading and English, have improved outcomes of standardised scores. Parental engagement in supporting reading at home has improved through our Books & Biscuits sessions. Reading data continues to improve. Our next step is to continue to embed a culture of reading for pleasure through our 50 books challenge. Increased literacy levels will ensure that the disadvantaged gap narrows.

The wider strategies for both well-being and behaviour have shown a holistic improvement in the support students have had, with bespoke and intensive intervention where required. Attendance protocols were clearly actioned; however, this is still an area for development,

which will be supported by the appointment and development of Pupil Premium Learning Mentors.

Teaching staff were supported and well-equipped through professional development to apply a range of adaptive teaching strategies to support the individual learner. This has created a positive and inclusive learning environment where students can thrive. This has led to a continuation and further development of these teaching approaches.

## 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