

Mary Webb School and Science College Pupil Premium strategy statement 2024-27

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	661
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£171988
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£171,988
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, our intent with the Pupil Premium funding is to close the attainment gap between disadvantaged students and their peers, ensuring every student has the opportunity to succeed and reach their full potential. We are committed to using evidence-based approaches, as outlined by the Education Endowment Foundation (EEF), to inform our strategy and interventions.

Objectives:

1. **High-Quality Teaching:**
 - Invest in professional development for teachers to enhance the quality of instruction and learning.
 - Implement a broad and balanced curriculum that responds to the needs of all students, with a focus on disadvantaged students.
2. **Targeted Support:**
 - Provide targeted academic support through 1-to-1 and small group tuition, focusing on literacy and numeracy skills.
 - Tailor interventions to meet the specific needs of pupils with special educational needs and disabilities (SEND).
3. **Wider Strategies:**
 - Address barriers to learning such as attendance and wellbeing by implementing mentoring and support programs.
 - Enhance parental engagement and communication to support students' educational journeys.

Implementation:

Our strategy will be reviewed and updated annually to reflect the evolving needs of our students and the latest educational research. We will ensure transparency and accountability by publishing our pupil premium strategy statement on our school website by 31 December each year, as required by the Department for Education (DfE).

Evaluation:

We will measure the success of our Pupil Premium strategy through:

- Regular assessment of student progress and attainment.
- Monitoring attendance and behaviour records.
- Gathering feedback from students, parents, and staff.

By embedding these strategies, we aim to foster an inclusive and supportive learning environment that empowers all students to succeed, regardless of their background.

Challenges

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

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 2024, Pupil Premium students achieved a Progress 8 measure of -0.10.
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 and a disproportionate representation in behaviour and suspension data.
4	Attendance and persistent absence – Attendance of Pupil Premium students in the academic year of 2023-24 was 86.1% compared with 89.8% for non-Pupil Premium students.
5	Parental engagement – Evidence suggests that parents of students 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>1 - Reduce the attainment gap between disadvantaged and non-disadvantaged students through high quality teaching and intervention.</p>	<p>The attainment gap between disadvantaged and non-disadvantaged students continues to close.</p> <p>Disadvantaged students show a consistent upwards trend in grades indicating the quality of education and effectiveness of intervention.</p> <p>Measured by results analysis from standardised assessments, end of year exams and GCSE results.</p> <p>Teaching staff receive regular training in ‘High-Quality Teaching’ and adaptive strategies, ensuring that teachers have the skills and knowledge to effectively adapt the learning where necessary. Measured by an improvement in progress of disadvantaged learners, with learning walks demonstrating clear knowledge of students needs and targeted support being delivered.</p> <p>Intervention programmes in place, with 75% of disadvantaged students participating and making progress in targeted areas (e.g. literacy or numeracy skills). Measured by standardised testing for intervention baseline and end-point.</p>
<p>2 – Ensure Pupil Premium students have access to necessary academic equipment, study materials and engage in study support programmes.</p>	<p>100% of Pupil Premium students receive the essential academic equipment (e.g. calculators, stationery and GCSE revision guides).</p> <p>Regular audits show that Pupil Premium students are well equipped and using the materials supplied, indicating the effectiveness of the provision.</p> <p>Pupil Premium students regularly attend study support programmes, e.g. GCSE Study Support, Supervised Study or Homework Club.</p>
<p>3 - Students to have high aspirations, be confident learners and have improved well-being.</p>	<p>Disadvantaged students demonstrate increased participation in classroom activities, evidenced by an increase in achievement of ‘Student Standard Points’ and improved homework completion rates, in line with non-disadvantaged peers.</p> <p>A reduction in behaviour points and sanctions involving disadvantaged students, reflecting improved school engagement and well-being.</p> <p>Feedback from student voice surveys show an increase in confidence, self-efficacy and motivation to learn.</p>

<p>4 - Attendance rates of Pupil Premium students to be closer to the school expectation of 95%.</p>	<p>Attendance rates for disadvantaged students improves by at least 4%, closing the gap with non-disadvantaged peers.</p> <p>Persistent and severe absence levels in Pupil Premium students to decrease by at least 10%.</p>
<p>5 - Increased engagement in parent/carer events; in line with whole school attendance.</p>	<p>Regular communication with parents/carers of disadvantaged students, with at least 80% reporting satisfaction in with the support their child receives.</p> <p>Increased parental involvement in school activities for example progress evenings and parent’s information events.</p> <p>Additional opportunities to attend parenting workshops delivered through Family Hub and BeeU drop-in sessions, designed specifically to support disadvantaged students and their families.</p>
<p>6 - Access to extra-curricular provision and learning opportunities, in line with non-disadvantaged peers.</p>	<p>Access to extra-curricular activities, with an increase in participation rates, promoting a more holistic approach to learning and development. Measured by attendance in enrichment activites being in line with non-disadvantaged peers.</p>

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: £100,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop high quality teaching and assessment which responds to the needs of all students.</p> <ul style="list-style-type: none"> ▪ Robust assessment that is moderated and standardised to give an accurate picture of student performance. This will allow for clearer identification of students requiring intervention. ▪ Assessments to be mapped in all subject areas with curriculum conversations across age-phases to ensure consistency and progress between KS2 – 3 – 4. ▪ Regular line management conversations to analyse student progress. ▪ Regular Quality of Education CPD to continually improve teaching and learning. ▪ Increased staffing to allow for smaller class sizes in core subjects. 	<p>EEF Teaching and Learning Toolkit</p> <p>Ofsted (2023) recommendation - Leaders should ensure that all teachers have the skills and knowledge to effectively adapt learning when necessary</p>	<p>1, 4</p>
<p>Professional development to support implementation of approaches.</p> <ul style="list-style-type: none"> ▪ Regular staff training in effective teaching and learning approaches, using Rosenshines Principles of Instruction and Tom Sherringtons ‘Walk Thru’s’. ▪ Training in EEF adaptive teaching strategies. ▪ National College training courses. 	<p>EEF Effective Professional Development guidance report</p> <p>EEF Promising Programmes list</p>	<p>1, 4</p>
<p>Mentoring and coaching for teachers.</p> <ul style="list-style-type: none"> ▪ Induction tutor (DHT) meets regularly with ITT and ECTs. 	<p>Mentoring and Coaching of Teachers – National Institute of Teaching</p>	<p>1, 4</p>

<ul style="list-style-type: none"> ▪ Heads of Department/second in department completing subject mentor training to support ITTs and ECTs. ▪ Induction and mentoring programme developed for new staff. 	EEF Effective Mechanisms of Professional Development	
<p>Supporting retention and recruitment of quality staff.</p> <ul style="list-style-type: none"> ▪ National Professional Qualification (NPQ) courses in Senior Leadership, Leading Behaviour and Culture and Leading Teaching. ▪ Chartered Teacher Status training through the Chartered College. ▪ Recruitment of a 'Student Support Worker' to work directly with students and families facing disadvantage. ▪ Opportunities for training within the TA team to upskill within a specific area of need. ▪ Internal position of a PP Mentor to be made. 	EEF Effective Professional Development guidance report	1, 4
<p>Utilise technology and other resources to promote high quality teaching.</p> <ul style="list-style-type: none"> ▪ GL Assessments Cognitive Abilities Test (CAT4) used to baseline all students reasoning abilities on entry to Mary Webb School. ▪ GL NGMT digital maths assessment – Years 7-9 will participate in this trial to baseline numeracy standards. 	EEF Using Digital Technology to Improve Learning EEF Pupil Premium guidance – robust diagnostic assessment	1, 4

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

Budgeted cost: £22,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition</p> <ul style="list-style-type: none"> ▪ Flexible groupings used within class to ensure work is accessible and adapted to meet individual need. 	EEF 5-a-day adaptive teaching strategies.	1, 4

<ul style="list-style-type: none"> HLTA deployment to specific maths classes to provide targeted small group tuition. 		
<p>Peer tutoring</p> <ul style="list-style-type: none"> Peer readers for selected KS3 students to read aloud and discuss texts with older peers. Numeracy Buddies for selected KS3 students to work with older peers to embed basic mathematical concepts. 	<p>EEF Teaching and Learning Toolkit evidence on peer tutoring.</p>	<p>1, 4</p>
<p>Targeted interventions to support literacy, numeracy and language development</p> <p>Literacy:</p> <ul style="list-style-type: none"> Promote reading for pleasure through the 50-books challenge and AR quizzing. Promote parental engagement in reading with their children through 'Books and Biscuits' New Group Read Test used to measure against the national average and identify where intervention is needed to improve levels of reading and fluency across Key Stage 3. Used regularly and in conjunction with STAR Reader (Accelerated Reader) to monitor and track progress. <p>Numeracy:</p> <ul style="list-style-type: none"> Partake in GL Assessments trial in New Group Maths Test (NGMT) assessment for all Key Stage 3 students. Explore the possibilities for evidence-based numeracy interventions. <p>Oracy:</p> <ul style="list-style-type: none"> Embed opportunities for structured talk in lessons e.g. Think, Pair, Share Encourage reading aloud and discussion 	<p>EEF Improving Literacy in Secondary Schools.</p> <p>Alex Quigley Reading Gap recommendations and development of vocabulary.</p> <p>EEF Improving Mathematics recommendations.</p> <p>Neil Mercer work on oracy.</p> <p>EEF oral language interventions.</p>	<p>1, 4</p>
<p>Targeted interventions to meet the need of disadvantaged students with SEND.</p> <ul style="list-style-type: none"> Explore the and implement a DfE validated Systematic Synthetic Phonics programme for Early Readers. 	<p>EEF guidance report on Special Educational Needs in Mainstream Schools.</p>	<p>1, 4</p>

<ul style="list-style-type: none"> ▪ Explore and implement an evidence-based numeracy programme to support knowledge of basic concepts. 		
<p>Teaching assistant deployment</p> <ul style="list-style-type: none"> ▪ In-class support to focus on academic progress and support with class work of Pupil Premium students. ▪ Teaching assistants trained in scaffolding approaches to promote independent learning. 	<p>EEF Best Use of TAs guidance report.</p> <p>EEF 5-a-day adaptive teaching strategies.</p> <p>Quality Assurance activities suggests that disadvantaged student frequently require additional support in class.</p> <p>Ofsted report (2023) observation that not all learning is adapted well enough to meet the differing needs, meaning that some pupils do not receive the support they need to secure the important building blocks of key knowledge or to access</p>	<p>1, 4</p>
<p>Extended school provision</p> <ul style="list-style-type: none"> ▪ Supervised Study Support for Key Stage 4 students ▪ Targeted after school tuition ▪ Homework club 	<p>EEF evidence summaries on extending school time and homework.</p>	<p>2, 4, 5, 7</p>
<p>Equitable access to academic materials and resources to support learning</p> <ul style="list-style-type: none"> ▪ Literacy boxes in all classrooms ▪ Tutors have packs of equipment to give to Pupil Premium students to ensure that they are fully equipped ▪ Support with revision guides/textbooks and calculators 		<p>1, 2</p>

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Character education, careers and community inclusion</p> <ul style="list-style-type: none"> ▪ Internal appointment of a Character Education Lead to support in developing a tutor-led programme of character education. ▪ Development of community projects to support engagement in the wider community. ▪ Disadvantaged student representation on the School Council and all student voice activities. ▪ Additional Information Advice and Guidance (IAG) meetings for identified disadvantaged students. ▪ All Pupil Premium students will attend our Careers Fair during the school day. 	<p>Character Education Framework (DfE)</p> <p>Careers Guidance (DfE)</p>	<p>4, 7</p>
<p>Supporting students social, emotional and behavioural needs</p> <ul style="list-style-type: none"> ▪ Development of an internal inclusions provision, The Space, for students who have been referred by the pastoral team for bespoke support to promote their social, emotional or behavioural needs. ▪ Early intervention through referrals for external agency support, including BeeU, Inclusions Advice Forum, Integrated Practitioner Meetings and Early Help. ▪ AHT (SENCo) to attend Trauma and Mental-Health Informed Schools Senior Leads training and share with staff through CPD. ▪ Stepping Up Programme (NurtureUK Transition Toolkit) for KS2-3 transition. ▪ Induction days for all mid-year transfers. ▪ Bespoke transition programme for identified students into KS4. 	<p>EEF Improving Behaviour in Schools</p> <p>Behaviour in schools: advice for Headteachers and school staff (DfE)</p> <p>Social and Emotional Learning (EEF)</p>	<p>4</p>

<ul style="list-style-type: none"> ▪ ELSA and social skills interventions for identified students. ▪ Referral to Healthy Lives, School Nurse or Mental Health practitioner should need arise. ▪ Training of a Forest Schools Leader and development of a programme to support transition and inclusion. ▪ Development with the Educational Psychology Service of a Sensory Circuit to support de-escalation for identified students. ▪ Collaborative work with the Educational Psychology Service and Shropshire Virtual School to develop a ‘Classroom Ready Programme.’ ▪ Development of a Life Skills programme, using the AQA Unit Award Scheme to be delivered to identified students. 		
<p>Supporting attendance</p> <ul style="list-style-type: none"> ▪ Regular review with EWO – solution-focussed meetings with parents/carers to support attendance ▪ EBSA intervention – bespoke packaged designed with link Educational Psychologist to support identified students where attendance falls between 91-82%. ▪ In exceptional circumstances, and in consultation with parents/carers, a reduced timetable may be used as a time-bound intervention with biweekly reviews to support a return to full time education at the end of a 6-week period. ▪ In exceptional cases, students may be referred to The Space for internally modified timetables and intervention to promote inclusion and increase attendance. 	<p>Working together to improve school attendance (DofE)</p> <p>EEF Supporting School Attendance resources</p>	<p>4, 5, 6</p>
<p>Extracurricular activities</p> <ul style="list-style-type: none"> ▪ Contribution of funding to support with extracurricular opportunities such as school visits and Duke of Edinburgh Awards to support disadvantaged students to take advantage of wider opportunities 	<p>EEF Teaching and Learning Toolkit – engagement in the arts and physical activity</p>	<p>4, 7</p>

<p>Breakfast club</p> <ul style="list-style-type: none"> ▪ 8:30am breakfast club is open to all students to support with transition in to the school day through soft landings. Food and drink is available. 	<p>EEF rapid evidence assessment on breakfast interventions.</p>	<p>4, 7</p>
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> ▪ Mary Webb School to research opportunities to host Early Help Family Hubs and SEND Meet and Chat sessions. ▪ Priority appointment and booking support for progress evening. ▪ Opportunity to attend accessible parents updates within the school day for parents/carers who may be unable to attend in the evening. 	<p>EEF guidance on Working with Parents to Support Children’s Learning.</p>	<p>6</p>

Total budgeted cost: £171,988

Part B: Review of the previous academic year

This review is based on the outgoing Pupil Premium Strategy Statement 2021-24, detailing the impact that our Pupil Premium strategy and activity had on student outcomes in the academic year of 2023-24.

Headline Figures Summer 2024		
Performance and Attendance Data	Whole School	Pupil Premium
Progress 8	+0.08	-0.10
Attainment 8	47.84	49.32
Grade 4+ In English and Maths	66%	61%
Grade 5+ in English and Maths	44%	56%
EBacc entry	28.93%	22%
Attendance	89.8%	86.1%

The GCSE attainment score for Pupil Premium students in Summer 2024 was higher than their non-PP peers, but progress8 was lower. The percentage of students achieving a strong pass (5+) in both English and Maths is higher in PP than non-PP. PP Boys did not perform as well as female PP students, on average by half a grade. PP Boys will remain a priority group in our school improvement plan. Additionally, those students disadvantaged by both pupil premium and SEND are not performing as well as their peers. Although only a small number of students, this will be a priority group for targeted academic support. Positively, all data sets are trending higher than the previous two years.

Teachers know their classes and are able to identify Pupil Premium students, allowing for High Quality Teaching and adaptive strategies to be routinely implemented. Pupil Premium students featured regularly in our weekly 'Focus on...' updates to staff, to ensure that any emerging need is promptly communicated and supported. Results from diagnostic testing is analysed to identify students with specific academic needs and support early intervention. 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. Staff retention is high allowing for continuity and consistency of support for disadvantaged learners.

Targeted academic support strategies are well designed and implemented. Identified Pupil Premium students across all year groups were involved in the National Tutoring Programme in English. Evidence based interventions are in place, as well as subject specific support and supervised study. Reciprocal Reading, peer mentoring in reading and English and PSHCE group reads have improved outcomes of standardised scores. Parental engagement in supporting reading at home has improved through our Books & Biscuits sessions and focus on literacy in Transition Events and Year 7 Parent Information Evening. Reading data continues to improve. Our next step is to continue to embed a culture of reading for pleasure through our 50 books challenge and the relaunch of Accelerated Reader. Increased literacy levels will ensure that the disadvantaged gap continues to narrow. Our Study Support Programme is well attended by all students, with a positive representation of Pupil Premium engaging in this additional support.

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. Inclusivity is strong for Pupil Premium students, through personal development opportunities e.g. additional careers support and financial support for trips & visits. Over a third of Pupil Premium students have engaged regularly in extra-curricular activities, in line with whole school. 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.

Externally provided programmes

Programme	Provider
Literacy intervention programme designed specifically for learners with dyslexia and other special educational needs.	Wordshark
Cognitive Abilities Test (CAT4) – standardised test of reasoning abilities.	GL Assessments
Provision Map – used to share key information through Student Passports, Learning and Behaviour Plans.	Edukey