Pupil premium strategy statement – Mary Webb School & Science College

School overview

Detail	Data
Number of pupils in school	637
Proportion (%) of pupil premium eligible pupils	21%
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)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	LGB
Pupil premium lead	Emma Weston
Governor / Trustee lead	Geoff Rogers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,860
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*	£184,860

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 gap between disadvantaged students and their peers, ensuring every student has the opportunity to succeed and reach their full potential. We want to ensure that disadvantaged pupils at Mary Webb School experience a sense of belonging, high expectations, and equitable access to academic and enrichment opportunities. This strategy aims to shift from reactive, individualised support to a systematic, entitlement-based model that is embedded across all areas of school life. We continue to be 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:**
   o Invest in professional development for teachers to enhance the quality of instruction and learning.
   o Ensure the curriculum is ambitious and aspirational for disadvantaged pupils, with high expectations and challenge embedded across all subjects
2. **Targeted Support:**
   o Provide targeted academic support through 1-to-1 and small group tuition, focusing on literacy and numeracy skills.
   o Design targeted interventions for dual-disadvantaged pupils (PP + SEND), with a focus on literacy, numeracy, and re-engagement
3. **Wider Strategies:**
   o Address barriers to learning such as attendance and wellbeing by implementing mentoring and support programmes.
   o Move from reactive to proactive parental engagement through entitlement-based communication, flexible access to events, and targeted support.

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 pupils.

Challenge number	Detail of challenge
1	**Belonging & Inclusion:** Review findings and pupil voice indicate that many Pupil Premium students feel a sense of alienation—particularly in relation to uniform, access to free school meals, and participation in school trips. Insights from our Connection & Belonging Survey and parent voice activities have also highlighted that social, emotional, and mental health needs are significant barriers to learning for some disadvantaged pupils. These challenges often manifest as low confidence, reduced motivation, and limited aspiration, contributing to lower resilience in learning and a disproportionate representation in behaviour incidents and suspensions.
2	**Aspirational Curriculum & Careers:** Some disadvantaged pupils hold low aspirations and lack exposure to ambitious career pathways. Careers education is not consistently linked to academic targets, meaning low expectations often go unchallenged. Pupil voice shows that while most PP students have post-16 plans, these are often limited to low-paid or insecure roles. There is a need for a more strategic, aspirational approach—linking attainment to future opportunities and increasing access to high-quality work experience, alumni engagement, and employer or university visits. Careers guidance must be personalised, proactive, and embedded across the curriculum to raise ambition and widen horizons.
3	**Literacy & Academic Standards:** Many Pupil Premium students enter Mary Webb School with literacy and numeracy skills below age-related expectations. Book scrutiny and assessment data show that these gaps widen over time, with PP pupils producing work of lower quality. The review highlights that expectations for disadvantaged learners are not consistently high. This contributes to lower academic outcomes. A more strategic, cross-curricular approach to literacy, alongside rigorous monitoring and targeted intervention, is essential to close the attainment gap.
4	**Attendance & Re-engagement:** Attendance for Pupil Premium pupils is significantly below the school average (85.4% vs. 91.2%), with persistent absence at 48.39% compared to 24.5% overall. This gap reflects barriers to engagement, including wellbeing, motivation, and missed learning. A systematic, proactive pathway is being developed to reintegrate pupils academically and emotionally, ensuring they return not just to school—but to learning.
5	**Systematic Access to Resources:** Review findings indicate that Pupil Premium pupils often have reduced access to essential academic equipment, digital devices, and study materials. This lack of access is not always proactively addressed, with support often dependent on pupils or parents making requests. Pupils report feeling judged or excluded when unable to afford resources, which can impact their confidence and engagement. There is currently no consistent, entitlement-based system to ensure all PP pupils are equipped for learning. A more systematic approach is needed to guarantee equitable access to equipment, revision materials, and enrichment opportunities without stigma or barriers.

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
Belonging & Inclusion: Disadvantaged pupils feel a stronger sense of belonging and inclusion within the school community, with improved confidence, motivation, and engagement in learning.	• Pupil voice surveys show increased feelings of being known, valued, and supported. • Reduction in behaviour incidents and suspensions involving PP pupils. • Increased participation of PP pupils in enrichment activities and school events. • Improved engagement in lessons, evidenced through behaviour logs and teacher feedback.
Aspirational Curriculum & Careers: Disadvantaged pupils develop higher aspirations and are supported to pursue ambitious academic and career pathways.	• All PP pupils receive careers guidance linked to academic targets. • Increased participation in aspirational experiences (e.g. university visits, alumni talks). • Pupil voice reflects improved understanding of career pathways and motivation to achieve. • Destinations data shows a rise in PP pupils accessing further education, training, or employment aligned with their potential.
Literacy & Academic Standards: PP pupils make accelerated progress in literacy and numeracy, reducing the attainment gap with their peers.	• Improved reading ages and standardised literacy/numeracy scores for PP pupils. • Book scrutiny shows improved presentation, task completion, and challenge. • Reduction in the attainment gap in English and maths across all key stages. • Increased engagement in reading for pleasure initiatives (e.g. 50 Books Challenge, Accelerated Reader).
Attendance & Re-engagement: Disadvantaged pupils show improved attendance and re-engagement, with persistent absence significantly reduced and missed learning systematically addressed.	• PP attendance improves by at least 4%, reducing the gap with non-PP peers. • Decrease in persistent absence and EBSA cases among PP pupils. • Increased uptake of Return to Learn interventions. • Improved academic progress for previously persistently absent pupils.
Systematic Access to Resources: All PP pupils have equitable access to academic resources, digital tools, and enrichment opportunities.	• 100% of PP pupils receive essential equipment and revision materials. • Increased PP participation in enrichment, trips, and extracurricular activities. • Pupil and parent feedback reflects improved access and reduced stigma. • Systems in place to proactively identify and meet resource needs without requiring requests.

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: £97,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all staff on poverty awareness and unconscious bias to improve classroom culture and expectations.	EEF: Metacognition and self-regulation. PP Review findings on alienation and low expectations.	1, 5
Use form time to reflect on academic progress, discuss aspirations, and reinforce learning behaviours.	PP Review: Low aspirations and lack of academic-career linkage. SIP: Form tutors are central to PD delivery and pupil engagement with academic targets.	2, 3, 5
Regular QA cycles (book looks, learning walks, data reviews) to identify underperformance and inform teaching adaptations.	SIP and PP Review: Lower quality of work and expectations for PP pupils	1, 3
Use of progression grids and assessment frameworks to ensure consistent expectations and challenge for all pupils, especially PP.	SIP: Curriculum progression and challenge	3
Embed adaptive teaching strategies and high expectations across all subjects.	EEF: High Quality Teaching, 5-a-day	3, 4
Targeted CPD on literacy, academic language, and comprehension to improve access, expectations, and outcomes for disadvantaged pupils.	EEF Guidance on Improving Literacy in Secondary Schools. Pupil Premium Review findings, internal book scrutiny and reading age data.	1, 3
Align PSHCE and PD curriculum with academic priorities, including revision strategies, goal setting, and resilience.	SIP: PD curriculum supports academic achievement and is monitored for impact.	3, 5

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

Budgeted cost: £49,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launch a PP Literacy Strategy including daily reading, targeted interventions, and staff training.	EEF: Literacy. PP Review: Literacy gaps and poor presentation.	3
Implement a Return to Learn Pathway for pupils with poor attendance.	PP Review: Persistent absence and lack of re-engagement strategy.	4
Monitor and promote PP pupil attendance at study support, subject-specific interventions, and homework club. Use attendance data to identify non-attenders and implement follow-up actions such as mentoring or parental engagement.	EEF guidance on extended school time and small group tuition. PP Review findings on engagement and access to support. SIP focus on independent learning.	2, 3, 4
Department Leads to use regular Quality Assurance reviews—including book looks, data analysis, and learning walks—to identify PP pupils who are underachieving or at risk of falling behind. Based on these reviews, department leaders coordinate and deliver targeted academic interventions, such as small group tuition, pre-teaching, or catch-up sessions. Interventions are tracked for impact and reviewed termly.	SIP priority: "Ensure QA processes are used to identify and address underperformance in key groups." EEF: Targeted academic support and small group tuition are among the most effective strategies for disadvantaged pupils. PP Review: Gaps widen over time; PP pupils often receive less challenge and follow-up.	1, 3, 4

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

Budgeted cost: £36,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launch a PP Entitlement Charter outlining access to uniform, trips, equipment, and mentoring.	PP Review: Alienation and reactive support model	1, 5
Create a PP Resource Hub for automatic provision of revision guides, stationery, and uniform.	PP Review: Inconsistent access to resources	5
Develop systems on Arbor to track enrichment participation and target PP pupils.	PP Review: Low participation in extracurricular activities	1, 5
Reinforce consistent behaviour routines across classrooms and social spaces to reduce cognitive load and support learning.	SIP: Behaviour routines are embedded and monitored through learning walks and pupil voice.	1, 3
Use DfE tools and internal tracking to identify and intervene early with PP pupils at risk of persistent absence.	SIP: Attendance systems are embedded and data is used strategically.	4
Increase visibility of PP pupil achievements through rewards, assemblies, and leadership roles to build belonging and aspiration.	SIP: Positive culture and pupil pride are key indicators of success.	1, 3

Total budgeted cost: £184,860

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This review details the impact that our Pupil Premium strategy and activity had on student outcomes in the academic year of 2024-25.

Headline Figures Summer 2025 Performance and Attendance Data	Whole School	Pupil Premium
Progress 8	Not Available	Not Available
Attainment 8	4.34	3.5
Grade 4+ In English and maths	58.1%	38.7%
Grade 5+ in English and maths	38%	12.9%
Attendance Year 11	91.86% PA: 25.58%	86.66% PA: 42.74%
Attendance Whole School	91.2% PA: 24.5%	85.4% PA: 48.39%

The academic year 2024–25 presented significant challenges for our disadvantaged learners, with attainment outcomes for Pupil Premium (PP) students falling below expectations. Only 38.7% of PP students achieved a Grade 4+ in English and Maths, and just 12.9% achieved a strong pass (5+), compared to 58.1% and 38% respectively for the whole cohort. This represents a widening of the attainment gap, particularly concerning given the upward trend seen in the previous year. Progress 8 data is not available, as this cohort did not sit their SATs due to the Covid-19 pandemic.

The decline in outcomes is contextualised by the cohort's lower starting points (evidenced by CAT4 data) and compounded by persistent absence, reduced engagement, and a lack of systematic re-engagement strategies for students who miss learning. Notably, PP boys and those with dual disadvantage (PP and SEND) remain the lowest performing groups and will continue to be prioritised for targeted academic support.

While teaching staff continue to demonstrate strong knowledge of their classes and routinely identify PP students, the TrustEd Pupil Premium review in June 2025 highlighted that expectations for disadvantaged learners are not consistently high. Book scrutiny revealed lower standards of literacy, presentation, and task completion among PP students, with limited evidence of challenge or follow-up.

Adaptive teaching strategies are in place but require further embedding to ensure they are impactful and equitable.

Targeted academic support remains a strength, with structured interventions in literacy and numeracy, including peer mentoring and reading programmes. However, the impact of these interventions has not translated into improved outcomes, suggesting a need for more rigorous tracking, evaluation, and alignment with classroom practice. The reintroduction of PP mentors and a more strategic deployment of HLTAs and TAs will be essential moving forward.

Wider strategies have had mixed success. Attendance for PP students remains significantly below the school average, and while bespoke support for CLA and SEND students has been effective, universal approaches for PP pupils have not yielded the same impact. The lack of a coherent return-to-learn strategy for students with poor attendance has contributed to disengagement and underachievement.

Pupil voice and survey data indicate that many PP students feel alienated from school life, particularly around issues of uniform, FSM access, and enrichment. There is a clear need to move from a reactive, request-based model of support to a proactive, entitlement-based approach. Financial barriers continue to limit participation in extracurricular activities, with no PP students completing DofE this year. Careers education, while accessible, lacks ambition and is not sufficiently linked to academic targets, resulting in low aspirations going unchallenged.

Despite these challenges, there is a strong ethos of inclusion and a clear commitment from staff to improve outcomes for disadvantaged learners. Senior Leaders have begun to realign the strategy to be more systematic, preventative, and data-informed. The development of a new PP Entitlement Charter, improved data tracking, use of progression grids. and a focus on raising expectations across the curriculum through establishment of a focused Achievement Team will be central to our next steps.

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

Further information

Monitoring & Evaluation:

Area	Measure	Frequency
Belonging	Pupil voice, survey data, participation in school life	Termly
Aspirations	Careers interviews, destinations data, PD engagement	Termly
Literacy	Book looks, reading age data, literacy audits	Half-termly
Attendance	Attendance bands, return-to-learn uptake	Weekly
Access	Audit of equipment, trip participation, enrichment logs	Termly

Leadership & Accountability:

- PP Lead to act as strategic coordinator and ambassador.
- SLT to embed PP strategy as a golden thread across all systems.
- Governors to receive termly impact reports with data and pupil voice.