

Pupil premium strategy statement – Whitcliffe Mount, A SHARE Academy

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
Number of pupils in school	1246
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023- 2026 (Year 2)
Date this statement was published	October 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Mrs Rebecca Hesmondhalgh
Pupil premium lead	Mr Chris Elstub
Governor / Trustee lead	Mr Matthew McKirgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£341,291.54
Balance carried forward from 2023-24	£14,711
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£356,002.54

Part A: Pupil premium strategy plan

Statement of intent

Our statement of intent focusses on the 3 key principles for this academic year:

- a) Teaching priorities
- b) Targeted academic support
- c) Wider approaches

Our overarching aim is to close the gap in attainment between our disadvantaged students and their peers and give them access to the same opportunities and experiences when learning beyond the classroom. To achieve our aim, we are working to the following objectives:

Teaching priorities

- All disadvantaged students experience a positive transition from primary school and feel valued and a sense of belonging at Whitcliffe Mount Academy (6).
- Disadvantaged students are regularly checked for understanding and misconceptions, then students are appropriately supported through the consistent implementation of our seat, speak and support strategy (1).
- Disadvantaged students are skilfully engaged in their learning and feel a sense of belonging in the classroom through positive behaviour management. (1).

Targeted academic support

- Our whole school reading strategies and targeted interventions allow all our disadvantaged students to access the curriculum and engage in their learning (2).
- The uptake of disadvantaged students completing the EBacc suite of qualifications is ambitious and in line with their peers (4).

Wider approaches

- Attendance of disadvantaged students improves to at least 90% and attendance of persistent absentees decreases below 30% (4).
- All disadvantaged students can access and engage in a wide range of enrichment opportunities, which allows them to develop new skills and build confidence (5).

Challenges

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

Challenge number	Detail of challenge
1	<p>Students do not make the expected progress as they struggle to retrieve and remember more across all subjects. This is due to their gaps in learning and not consistently being prioritised when checking for understanding. Students are not always clear on the key knowledge they need to know and given time to recall and apply it.</p> <p>There is also an inconsistent implementation of positive behaviour management from some teachers, which leads to some disadvantaged students not accessing regular quality first teaching. This is then reflected in the progress our disadvantaged students are currently making in line with their peers.</p>
2	<p>Low literacy levels have a negative impact upon students and their ability to access the full curriculum. For our PP cohort, who have been tested: 34% of students within Year 7; 41% of students in Year 8; 43% of students in Year 9; 46% of students in Year 10 and 27% of students in Year 11 have a literacy scaled score of below 100. This becomes a challenge even with the appropriate support and differentiation by subject teachers and leads to student absence, negative behaviours and low aspirations.</p>
3	<p>Attendance of our disadvantaged students is below that of their peers. Last year non-PP students stood at 94.1% in comparison to our PP cohort at 86.51%. Disadvantaged students' attendance improved from 2022-23 to 2023-24, however non-disadvantaged students also improved and therefore the gap between the cohorts remained. The gap this year has currently reduced and stands at -4.97% with PP attendance currently at 92.19%. This is showing a more positive trajectory. 39.34% of our disadvantaged students were persistent absentees in 2023-24. This is starting to show improvement and is currently 26.64% in half term 1 of this academic year.</p>
4	<p>The aspirations of our students have been clearly raised over the last two years as is evident in our increased uptake of students studying the EBacc suite of qualifications (Yr10- 65%, Yr11- 57%). However, this does not reflect the aspirations of our disadvantaged students (Yr10- 11%, Yr11- 14%). We are continuing to educate these students and parents with low aspirations and sharing the research to understand the benefits the EBacc qualifications can have when applying for colleges.</p>
5	<p>A minimum of 26% of all students attending enrichment experiences will be DA students to ensure that we are in line with our cohort intake. The</p>

	current low level enrichment attendance is mainly due to financial difficulties or family responsibilities at the start and end of the school day.
6	DA students do not always have a smooth transition to their secondary school life and are unable to build positive relationships with their peers. This can then lead to poor attendance and a lack of confidence as a learner, resulting in limited progress during Year 7 and continuing into future years. This means some of our disadvantaged students do not feel confident learners and a sense of belonging within 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>Disadvantaged students are able to retrieve and remember more, applying their knowledge successfully, which improves their progress in line with their peers.</p> <p>Yr11 DA student outcomes will be –0.2</p>	<p>Progress 8 score for disadvantaged students improves from -0.58 to -0.2 (national 2024 -0.57) and the gap between their peers decreases.</p> <p>Quality assurance shows that:</p> <p>High expectations of presentation and workload are evident in DA student books. There is no clear difference between the expectations of their peers who are not DA.</p> <p>Students' work in books shows clear practice time to apply the knowledge they have previously acquired.</p> <p>A consistent and effective implementation of the 3's (seat, speak, support) strategy to ensure DA students are supported in their lessons and prioritised where appropriate.</p> <p>All subjects have a clear procedure for enabling DA students to catch up when they have missed learning.</p>
	Students graduating phonics programme

<p>90% of disadvantaged students across Years 7-10 will improve their reading fluency, allowing them to access the curriculum.</p>	<p>WMA 2023-24 – 93%</p> <p>WMA phonics graduation target 2024-25 – 100%</p> <p>Disadvantaged students improving their reading SAS</p> <p>WMA 2023-24</p> <p>Y7 – 81%</p> <p>Y8 – 89%</p> <p>Y9 – 79%</p> <p>Y10 – 80%</p> <p>WMA SAS Progress target 2024-25</p> <p>90% disadvantaged in all year groups to improve their reading SAS</p> <p>Regular Quality assurance suggests that reciprocal reading is embedded into Personal Development time, to support disadvantaged students through weekly sessions. This is implemented consistently and effectively by PD tutors across year Yr7, Yr8, Yr9 and Yr10.</p>
<p>Attendance of disadvantaged students improves to above 90% and persistent absentees decrease below 30%.</p>	<p>Disadvantaged students</p> <p>National = 87.1% (FFT)</p> <p>WMS 2023-24 = 86.51%</p> <p>WMS 2024-25 target= > 90%</p> <p>Disadvantaged Persistent absence</p> <p>Rates are lower than the national average: 24.7%</p> <p>WMS 2023-24 = 39.34%</p> <p>WMS 2024-25 target= below 30%</p>
<p>The uptake of disadvantaged students completing the EBacc suite of qualifications increases to 40% in 2024-2025</p>	<p>Student voice suggests that disadvantaged students and parents understand the benefits and value of studying the EBacc suite of qualifications.</p> <p>Data suggests a continued increase in disadvantaged students studying EBacc qualifications and the percentage rises to 40% of the cohort.</p>

<p>All DA students experience a range of learning experiences beyond the classroom. This is accessed through engagement in extra-curricular clubs, enrichment opportunities and the 'Belong' accreditation.</p> <p>26% of extra-curricular and enrichment participation figures are DA students.</p> <p>75% of DA students within Yr7, Yr8, Yr9 and Yr10 achieve their 'Belong' bronze accreditation at the end of the academic year.</p>	<p>Internal trackers evidence that 26% of extra-curricular and enrichment participation figures are DA students across several activities and enrichment events within school.</p> <p>A clear system is in place to ensure DA students are prioritised and given the appropriate support to access enrichment opportunities throughout the school year.</p> <p>DA students have a positive view on the opportunities available to them and how these have helped them to develop a range of life skills.</p> <p>PD tutors use the 'seat, speak & support' strategy consistently within PD time and support DA students to set 'Belong' accreditation targets.</p>
<p>All Yr7 DA students experience a positive transition from primary school and feel valued and a sense of belonging at Whitcliffe Mount Academy.</p>	<p>Student voice from DA students within Year 7 suggests they feel confident and are engaged learners who can work hard independently and in groups effectively.</p> <p>The difference in attendance data between Year 7 DA students and non-DA students continues to decrease to 1.5% by the end of this academic year. They feel a sense of belonging and feel proud to be a Whitcliffe Mount student.</p> <p>Quality assurance shows that DA students receive recognition for their hard work in lessons, through positive praise and communication home.</p> <p>Analysis of positive communication home and positive points awarded for DA students on Arbor shows that students are receiving recognition for their hard work in lessons and learning beyond the classroom.</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: £127,349.36

Activity	Challenge number(s) addressed
<p>All teachers will implement the 'WMA 4 Phases of Learning' routine within lessons, so students are clear on the classroom expectations for learning and allow sufficient practice time to apply the knowledge and skills they have learnt. This will be launched through whole-school CPD sessions, sharing the evidence based research. Allocated middle leadership and subject specific CPD time will be used throughout the year to ensure this strategy is reviewed and adapted if necessary.</p> <p>The schedule of CPD, training and coaching will be agreed and communicated with all staff. This will continue to develop teachers' and leaders' knowledge and skill of effective curriculum delivery to meet the needs of all students. A schedule of quality assurance activities, feedback and tracking will be agreed, communicated and actioned linked to the 'Golden Thread of Learning and the 'seat, speak and support' strategy.</p> <p>Regular half termly assemblies are delivered to all students on the 'science behind learning' allowing them to understand how to know and remember more. This forum will also be used to revisit the 'WMA 4 Phases of Learning' so students understand 'what' they are learning and 'how' this classroom routine will help them as learners.</p> <p>Lead Practitioners to run a comprehensive CPD programme to upskill ECT's and ITT's with the delivery of quality first teaching. Key areas of improvement to be identified through quality assurance and regular coaching opportunities to be used to model good practice.</p>	1
<p>Lead Practitioners and Subject Middle leaders to upskill all teaching staff with strategies to meet the needs of all students in the classroom through the 'seat, speak and support strategy. This will be modelled allowing teachers to observe good practice and be given time to implement and review their own teaching, to ensure engaging learning environments across school.</p>	1

Subjects will research, implement and evaluate the teaching of specific 'key strategies' that are used to check all students' understanding of the key knowledge they are learning in lessons.	1
<p>Continue to review and develop the options process to provide all disadvantaged students with a clear understanding of the benefits of the EBacc suite of qualifications and promote high post-16 aspirations for all students.</p> <p>Students and parents will have regular communication with the senior leadership team through extra parents' evening appointments and careers meetings throughout the academic year. This will help to build relationships, identify any barriers to learning and help share information on the benefits of the EBacc suite of qualifications.</p>	1 & 4

Evidence that supports this approach

[Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](#)

The best available evidence indicates that high quality teaching and learning is the most important lever schools have to improve outcomes, especially for disadvantaged students. Further work on curriculum development is needed to ensure key components are well sequenced and skilfully revisited across all subjects enabling students to know and remember more. A meaningful and effective assessment cycle will inform student misconceptions and gaps in learning, leading to effective and timely interventions.

[EEF-Effective-PD-Mechanisms-Poster.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

Weekly whole school professional development will focus on the key teaching and learning priorities, following a three-step cycle which follows the EEFs mechanisms to effective professional development. This cycle will allow teachers to engage in the research, observe the modelling, allocate time to practice and opportunities to reflect on the implementation of new strategies. This process will help to embed strategies consistently across school, improving the quality of first wave teaching.

[Teacher Feedback to Improve Pupil Learning | EEF \(educationendowmentfoundation.org.uk\)](#)

[Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](#)

The introduction of the 'WMA 4 Phases of Learning is based on the evidence-based research above from the EEF. This classroom routine will help to support effective 'checking for understanding' from classroom teachers and allow all students to lead their own learning and become resilient, independent learners.

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

Budgeted cost: £ 88,516.12

Activity	Challenge number(s) addressed
<p>Literacy and Reading strategy</p> <p>Pupils' reading ability will be screened using the NGRT and further diagnostic testing where necessary. Targeted intervention will then be prioritised based on SAS. If this is below 85 students will be screened and if required will follow the Ruth Miskin Fresh Start phonics programme. Students identified as requiring support for their fluency of reading will follow the Reciprocal Reading programme. This programme is for Years 8-10 to improve their fluency and richness of vocabulary. A high proportion of these targeted students across both interventions are disadvantaged. Staff are fully trained in both these areas.</p> <p>The next phase of our reading support will be through Little Wandle. Year 7 pupils will be screened through Little Wandle in addition to the NGRT testing. Staff have been trained in this programme and it has begun in HT2. Through the development of the reading team, DA students will continue to be supported by trained staff during their intervention sessions, building confidence in their fluency of reading.</p>	<p>1 & 2</p>
<p>Curriculum Resources</p> <p>Subject departments have a clear procedure to request financial support for resources to help disadvantaged students access the curriculum. These resources when needed include uniform, revision guides and equipment to enable them to access their learning.</p>	<p>1 & 5</p>

Evidence that supports this approach

EEF publishes independent evaluation of Read, Write, Inc. ... | EEF (educationendowmentfoundation.org.uk)

Robust evidence from the EEF research suggests that high-quality, structured phonics teaching can boost young pupils' literacy development, when they are implemented carefully and as part of a wider literacy offering. Positive results within local schools across the Trust suggest that this programme can have a positive impact and allow students to make progress if implemented effectively. Reciprocal Reading | EEF (educationendowmentfoundation.org.uk)

Subsequent analysis matched data for FSM-eligible pupils within the trial using the National Pupil Database. Interestingly, these results found signs of promise for Reciprocal Reading in both the targeted and whole-class interventions on outcomes for FSM-eligible pupils, suggesting the programme could help schools close the disadvantage gap.

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

Budgeted cost: £125,425.67

Activity	Challenge number(s) addressed
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<p>Attendance</p> <p>Strategic analysis of the attendance interventions in place to ensure that staff capacity is being added in the correct place.</p> <p>Using 'The Hub' to reengage school refusers allowing them to build a sense of belonging and structured phased return to lessons.</p> <p>Moving the working hours of the attendance team to maximise the impact before school and to ensure that 1st day calling is limited to the morning. This has included home visits are conducted in the morning before the start of the school day when possible. Holding a meeting away from school in the local community to break barriers with some of our hard to reach or disengaged parents. We also use a number other approaches to raise attendance which include:</p> <ul style="list-style-type: none"> • School phone to have Whatsapp to ensure communication will be swift and accessible to parents. • Selected target cohorts monitored by key staff with regular daily 'check ins'. • Attendance letters that are targeted and graduated. • Specific cohorts of students designated to staff for personalised follow up with following an absence. • Mini bus pick up for students living further out or struggling to access school due to lack of transport. 	3
<p>Sense of belonging (Yr7 Effective Transition)</p> <p>All disadvantaged students attend transition week in the penultimate week of half term 6. This week includes a taster of their curriculum timetable and planned team building tasks to help build relationships with their new peers as well as their personal development tutors.</p> <p>All disadvantaged students within year 7 will be given a leadership opportunity through the 'Inspires programme' and will represent their Personal Development group during an inter-form competition, which will help to develop their sense of belonging. Through these weekly sessions students will also be able to develop their communication skills and growth in confidence.</p>	6
<p>Enrichment</p> <p>Regular student voice to be carried out with DA students throughout the year to identify the barriers to participation and possible solutions.</p>	5

<p>Subject departments have a clear procedure to request financial support for resources to help disadvantaged students access enrichment opportunities throughout the school year. These opportunities include subsidies for Performing Arts, Humanities, Languages and Sports trips. Alongside these trips students will also have the opportunity to be part of the Brilliant Club, Rugby Pathway and participate in a comprehensive two-week extra-curricular timetable. This is shared on a weekly basis in the student bulletin promoting its benefits.</p>	
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<p>Personal Development tutors regularly 'check in' with DA students to set 'Belong' accreditation targets for each half term. They support these students to track and monitor their progress over the academic year.</p>	
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Evidence that supports this approach

[The EEF guide to supporting school planning - A tiered approach to 2021.pdf](https://www.educationendowmentfoundation.org.uk)
([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk))

[Working together to improve school attendance](https://publishing.service.gov.uk) (publishing.service.gov.uk)

Approaches within this category will help to tackle the non-academic barriers to success in school, which include behaviour, social and emotional support and attendance. Continuing to re-establish the routines within the classroom and in school will prove beneficial for all students. Supporting students' social, emotional and behavioural needs, primarily as part of good teaching, will be an effective strategy to support learning. The impact of COVID-19 and self-isolation will continue to disrupt attendance, which will likely have a disproportionate impact on disadvantaged students. Attendance is also likely to continue to be problematic throughout this academic year especially with our disadvantaged cohort. We will continue to reference the most recent research and guidance when implementing strategies and systems, to build positive relationships with parents and students.

[ATTENDANCE-REPORT-V02.pdf](https://www.publicfirst.co.uk) ([publicfirst.co.uk](https://www.publicfirst.co.uk))

DFE- Mental Health effecting attendance.

[Mental health issues affecting a pupil's attendance: guidance for schools](https://www.gov.uk) - GOV.UK
(www.gov.uk)

Total budgeted cost: £341,291.54

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using the key stage 4 performance data and our own internal assessments.

For 2024, the P8 for our disadvantaged was -0.51 in comparison to our non-disadvantaged students which was 0.26. These results compared to national figures (-0.57) suggest our students are not making the expected progress in comparison to their peers and other schools.

The attainment 8 scores of our disadvantaged students also show a similar trend. Our disadvantaged students A8 was 36.16 in comparison to our non-disadvantaged of 46.18. Within 2024 our disadvantaged cohort did however achieve as well as other disadvantaged students across the country, as this national figure increased to 35.0.

Last year our EBacc entries increased further with 65% of our students studying the EBacc suite of qualifications. Our disadvantaged student cohort studying the EBacc qualifications however has dropped from 14% (Yr11) to 11% (Yr10). This is an area we will be focussing closer on this academic year to ensure it increases.

Attendance for disadvantaged students is still a concern and is leading to some gaps in skills and knowledge. Absence amongst disadvantaged students was 86.51% which is lower than their peers at 94.1% in 2023/24. 36.5% of our persistent absentee students were disadvantaged in 2022-23 which is higher than the trust average figure of 31.9%. Although a number of interventions and strategies were put in place this has not made the required impact.

The launch of our reading and literacy strategy has made some positive impact with our targeted cohorts across years 7-10. For our PP students who engaged in the intervention sessions the data showed the following progress. In Year 7, 100% graduated the phonics programme; 54% made positive progress or graduated the programme. In Year 8, 2 students started the phonics programme, 1 student graduated and the other student is now off roll; 37% made positive progress or graduated the Reciprocal Reading programme. In Year 9 63% made progress or graduated and finally in Year 10, 81% made progress or graduated with 4 being non-attenders. The positive impact of the graduation numbers this year has led to a positive attitude amongst students.

Following this review, our evidence suggests that many strategies had a positive impact in a number of key areas, including attendance, reading, behaviour and academic progress. However, we understand that this is three-year plan, so have reviewed and adapted all our approaches before refocussing our outcomes for this academic year. Our primary focus this year is making sure all our DA students receive

a consistent high quality first teaching through the whole school 'seat, speak & support' strategy.

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
Commissioned Nursing Service	Locala
Life Coaching	Private life coach