

# 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	1237
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023- 2026 (Year 3)
Date this statement was published	October 2025
Date on which it will be reviewed	February 2026
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	£382,288
Balance carried forward from 2024-25	£50,000
<b>Total budget for this academic year</b> <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>	£432,288

# 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 quality first teaching (1).
- Disadvantaged students are skilfully engaged in their learning and feel a sense of belonging in the classroom through positive behaviour management and skilful communication. (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).
- To ensure our disadvantaged students have high academic aspirations and they are able to make informed choices on the subjects they study at GCSE and beyond (4)
- Where there are gaps in disadvantaged students learning a strategically planned and monitored catch up system is implemented to ensure they achieve their potential (3).
- Targeted mentoring is used to support KS4 disadvantaged students in preparing them for their GCSE exams.

### 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>2024-25 DA attainment 8 outcomes were 29.86</p> <p>There is also an inconsistent implementation of positive behaviour management and skilful communication 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 in comparison to 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: 50% of students within Year 7; 46% of students in Year 8; 52% of students in Year 9; 36% of students in Year 10 and 39% 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 93.88% in comparison to our PP cohort at 84.70%. The gap between disadvantage and none disadvantaged students widened when comparing it to the previous academic year. This then leads to gaps in knowledge and students find it difficult to recall knowledge over time. Once students have gaps in knowledge they are then unable to achieve their potential.</p> <p>The gap this year has currently reduced from -9.18% and stands at -6.09% with PP attendance currently at 89.9%. This is showing a more positive trajectory.</p>

	39.34% of our disadvantaged students were persistent absentees in 2023-24. This year DA PA is 31.56% which is an improvement.
4	A number of our DA students do not always have high aspirations and believe they can achieve in line with their peers. They do not always know what subjects they would like to study or how these may help them transition effectively into further education. The value of the EBacc suite of qualifications may not always be recognised when choosing options in year 9. DA students do not always have the support network outside of school to allow them to prepare for key assessments effectively, especially whilst studying their GCSEs.
5	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 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 attainment and progress</p> <p>Average A8 score for Yr11 DA students moves towards 40</p>	<p>Average A8 score for DA students moves from 29 to 36.</p> <p>DA students achieving grades 4+ in English and maths moves from 35% to 68%</p> <p>DA students achieving grades 5+ in English and maths moves from 19% to 34%</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 implementation of the components of learning across all subjects will ensure DA students receive are able to engage in their learning and achieve their personal best.</p> <p>All subjects have a clear procedure/ system for enabling DA students to catch up when they have missed learning.</p> <p>DA students will receive effective support to catch up, if they need to complete their learning outside of the classroom.</p>
<p>90% of disadvantaged students across Years 7-10 will improve their reading fluency, allowing them to access the curriculum.</p>	<p><b>WMA phonics graduation target 2025-26 – 100%</b></p> <p><b>WMA SAS Progress target 2025-26</b>  90% DA students in all year groups to improve their reading SAS  60% of DA students to graduate the fluency reciprocal reading intervention.</p> <p>Regular Quality assurance suggests that reciprocal reading is embedded into Personal Development time, to support DA students through weekly sessions. This is implemented consistently and effectively by PD tutors across year Yr7, Yr8, Yr9 and Yr10.</p> <p>Quality assurance will evidence DA students successfully engaging in text across a range of subjects, allow them to make progress in lessons.</p>

<p>Attendance of disadvantaged students improves to above 90% and persistent absentees decrease below 30%.</p>	<p><b>Disadvantaged students</b> WMS 2024-25 = 84.66% WMS 2025-26 target= &gt; 90%</p> <p><b>Disadvantaged Persistent absence</b> WMA 2024-25 = 48.92% WMA 2025-26 target= below 30%</p>
<p>All disadvantaged students make informed and aspirational decisions when choosing their GCSE option choices and their post-16 pathways.</p>	<p>Student voice suggests that disadvantaged students and parents understand the benefits and value of studying the EBacc suite of qualifications. A minimum of 40% of DA students aspire to study the EBacc suite of qualifications.</p> <p>100% of all DA students in Yr10 complete a work experience placement to experience the world of work</p> <p>All disadvantaged students receive a minimum of two careers appointments during key stage 4. No disadvantaged students become NEET.</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>30% 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 28% of extra-curricular participation figures are DA students across a range of activities within school. We aim to increase this to 40% of DA students engaging regularly in extra-curricular activity this academic year.</p> <p>95% of all DA students experience an enrichment activity in Yr7 through the attendance of a theatre trip or a stadium tour at Huddersfield Town football club.</p> <p>A clear system is in place to ensure DA students are given the appropriate support to access enrichment opportunities throughout the school year.</p> <p>Student voices suggests that 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>QA evidence shows personal development tutors work with DA students to set 'Belong' accreditation targets that are regularly monitored and reviewed.</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: £149,464.46**

Activity	Challenge number(s) addressed
	1

<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 '10 Components of Learning'.</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 explain the '10 Components of Learning' so students understand 'what' they are learning and 'how' this will help them as learners.</p> <p>Lead Practitioners to run a comprehensive CPD programme to upskill ECT's, ITT's and other teachers with the delivery of quality first teaching. Key areas of improvement to be identified through quality assurance and regular coaching opportunities. Regularly sharing good practice and modelling skilful communication to ensure all students including disadvantaged feel a sense of belonging.</p>	
<p>Research based CPD is regularly used to model good practice on planning to meet the needs of all students and effective checking for understanding. These will be delivered by Lead Practitioners and teachers demonstrating good practice through quality assurance. Time will be allocated for all teaching staff to routinely trial strategies and reflect and review their own practice. This will continue to raise the standards of quality first teaching across the school.</p>	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. It will also ensure that</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 \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-PD-Mechanisms-Poster.pdf)

*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 \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/Teacher-Feedback-to-Improve-Pupil-Learning)

[Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/Special-Educational-Needs-in-Mainstream-Schools)

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

**Budgeted cost: £104,278.37**

<b>Activity</b>	<b>Challenge number(s) addressed</b>
<p><b>Literacy and Reading strategy</b></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 Little Wandle phonics programme. Students identified as requiring support for their fluency of reading will follow the Reciprocal Reading programme. This programme is for Years 7-10 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. A targeted cohort of disadvantaged Yr11 students also receive reading intervention through personal development time on a weekly basis.</p>	<p>1 &amp; 2</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 will continue to deliver all 3 codes of the programme 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><b>Curriculum Resources</b></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>	1 & 5
<p><b>Academic Mentoring</b></p> <p>A targeted group of year 10 and 11 DA students will receive one to one mentoring on the lead up to their mock and final GCSE exams. This mentoring will help students build their confidence, self-belief and equip them with strategies to prepare them effectively for exams. These students have requested their mentor based on the strong relationships they have with these teachers.</p>	4

### **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: £130,496.90**

Activity	Challenge number(s) addressed
<p><b>Attendance</b></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 1<sup>st</sup> 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. Strategic cohorts using attendance banding. We also use a number other approaches to raise attendance which include:</p> <ul style="list-style-type: none"> <li>• All morning messages to be on a scheduled send</li> <li>• JP to meet with trust attendance leads to share best practice.</li> <li>• Rigorous use of the trust attendance toolkit which has been designed with the new DfE guidance.</li> <li>• Selected target cohorts monitored by key staff with regular daily 'check ins'.</li> <li>• Attendance letters that are targeted and graduated.</li> <li>• Specific cohorts of students designated to staff for personalised follow up calls following an absence.</li> </ul> <p>A catch-up system is implemented which ensures disadvantaged students are able to access work swiftly and effectively when they are not able to follow their planned timetable and are working in the HUB or Reflection.</p>	3
<p><b>Sense of belonging (Yr7 Effective Transition)</b></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><b>Enrichment</b></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> <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> <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>	<p>5</p>
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**Evidence that supports this approach**

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

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

*DFE- Mental Health effecting attendance.*

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

**Total budgeted cost: £382,288**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria
<p>Disadvantaged students are able to retrieve and remember more, applying their knowledge successfully, which improves their attainment and progress</p> <p>Average A8 score for Yr11 DA students moves towards 40</p>	<p>A8 score for our DA was 30.18 in comparison to our non- disadvantaged students which was 48.28. This gap has widened from the previous academic year. In 2023-24 our DA students A8 was 34.28.</p> <p><b>A8 DA gender breakdown 24/25:</b>            DA Boys A8- 26.76            DA Girls A8- 34.29</p> <p><b>Maths &amp; English DA Outcomes 24/25:</b>            4+ 35%            5+ 19%</p> <p><b>EBacc DA Outcomes 24/25:</b>            Entered- 44.12%            4+ 17.65%            5+ 5.88%</p> <p>Quality assurance currently shows that some DA students do not always receive consistently skilful and effective teaching which leads to lower outcomes than their peers.</p>
<p>90% of disadvantaged students across Years 7-10 will improve their reading fluency, allowing them to access the curriculum.</p>	<p><b>Students graduating phonics programme</b>            WMA 2024-25 – 93%            (13 of the 14 students graduated. This student is now in Year 8 and has now graduated)</p> <p><b>Reciprocal reading</b>            Y7 – 71% graduated and 95% made positive progress            Y8 – 78% graduated or made positive progress</p>

	<p>Y9 – 90% graduated or made positive progress</p> <p>Y10 – 71% graduated or made positive progress</p>
<p>Attendance of disadvantaged students improves to above 90% and persistent absentees decrease below 30%.</p>	<p><b>DA student's overall attendance</b></p> <p>WMS 2023-24 = 86.51%</p> <p>WMS 2024-25 = 84.66%</p> <p><b>DA Persistent absence attendance</b></p> <p>WMA 2023-24 = 39.34%</p> <p>WMA 2024-25 = 48.92%</p>
<p>All disadvantaged students make informed and aspirational decisions when choosing their GCSE option choices and their post-16 pathways.</p>	<p>Although the percentage of DA students studying our EBacc suite of qualifications was at 51% last year, this has dropped to 42% this year. As a school we want our DA students to be as academically ambitious as their peers whilst ensuring they study subjects they enjoy and are able to achieve their personal best. This will allow them to select the qualifications they are keen to study at post-16 providers and beyond.</p> <p>All disadvantaged students received a minimum of two careers appointments during key stage 4. 1% of DA students are identified as NEET in 2024-25.</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>50% 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 29% of DA students engaged in a range of extra-curricular activities across school in 2024-25.</p> <p>An introduction of trampolining and art club following student voice in half term 3 increased the amount of DA students engaging in extracurricular activities.</p> <p>Personal Development tutors closely worked with DA students within their form to help them evidence and track their progress on the 'Belong' accreditation. This enabled 34% to achieve the bronze accreditation in 2024/25.</p>

	23% of DA students in Yr7- Yr10 have achieved either their bronze or silver accreditation in 2024/25.
All Yr7 DA students experience a positive transition from primary school a sense of belonging at Whitcliffe Mount Academy due to an increase in confidence.	<p>Yr7 student voice evidenced the improvement in confidence students felt following their engagement in the programme. 95% of DA students believed they are now more confident to communicate to their peers and others in class due to workshops and experiences during the programme.</p> <p>The overall attendance for Yr7 DA students was 92.60% in 2024-25. This was an increase in 2.24% in comparison to the previous academic year.</p>

## 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
Huddersfield Town Football Foundation – Inspires Programme	Huddersfield Town Football Club