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	1231
Proportion (%) of pupil premium eligible pupils	332
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026- 2029 (Year 1)
Date this statement was published	October 2026
Date on which it will be reviewed	February 2027
Statement authorised by	Mrs Zoe Ali
Pupil premium lead	Mr Chris Elstub
Governor / Trustee lead	Mr Matthew McKirgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£369,688
Balance carried forward from 2025-26	£19,455.54
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*	£389,144

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 skilfully engaged in their learning and feel a sense of belonging in the classroom through positive behaviour management and skilful communication. (1).
- Disadvantaged students are regularly checked for understanding and misconceptions, then students are appropriately supported through the consistent implementation of quality first teaching (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 can 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 (1).

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, build confidence and enjoy a healthy active lifestyle (5).

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students do not make the expected progress because they struggle to retain, retrieve and apply knowledge consistently across subjects. This is due to gaps in prior learning and because disadvantaged students are not always prioritised when checking for understanding. As a result, students are not consistently clear about the key knowledge they need to know, remember and apply over time. In 2025-26, disadvantaged students achieved an Attainment 8 score of 30.37. There is also inconsistency in the implementation of positive behaviour management strategies and skilful communication by some teachers. This can result in disadvantaged students not consistently accessing high-quality first teaching, which in turn impacts the progress they make compared with their peers.
2	Low literacy levels significantly impact students' ability to access and succeed within the full curriculum. Among our Pupil Premium cohort who have been assessed, 70% of Year 7 students, 55% of Year 8 students, 55% of Year 9 students, 58% of Year 10 students and 58% of Year 11 students have a literacy scaled score below 100. These literacy gaps create barriers to learning across subjects, limiting students' ability to read, understand, interpret and communicate effectively. While subject teachers provide appropriate support and differentiation, low literacy remains a significant challenge for many students. This can contribute to

	lower levels of engagement, reduced confidence, poor attendance, negative behaviours and aspirations that do not reflect students' full potential. As a result, improving literacy is a key priority to ensure disadvantaged students can fully access the curriculum, engage successfully in learning and achieve outcomes in line with their peers.
3	Attendance for disadvantaged students remains below that of their peers, limiting their access to learning and their ability to achieve their full potential. In the previous academic year, attendance for non-disadvantaged students was 94.39%, compared with 87.34% for disadvantaged students. However, the attendance gap reduced by 2 percentage points compared with the previous year, demonstrating positive progress. Lower attendance results in missed learning opportunities, creating gaps in knowledge that make it more difficult for students to retain, retrieve and apply learning over time. These gaps can accumulate, affecting confidence, engagement and academic outcomes across the curriculum. Current attendance data shows a continuing positive trajectory. The attendance gap has reduced from -9.18% to -6.09%, with disadvantaged student attendance currently at 92.12%. Similarly, the proportion of disadvantaged students who are persistently absent has improved, decreasing from 48.56% in 2024-25 to 39.57% this year. Despite these improvements, attendance remains a significant barrier for many disadvantaged students. Continued focus on improving attendance and reducing persistent absence is essential to ensure students can fully access learning, close knowledge gaps and achieve outcomes in line with their peers.
4	Some disadvantaged students do not consistently have high aspirations or believe they can achieve outcomes in line with their peers. As a result, they may lack confidence in their academic potential and be less likely to pursue ambitious educational and career pathways. Many disadvantaged students are uncertain about the subjects they may wish to study in the future and how these choices can support successful progression into further education, employment or training.

	In addition, some disadvantaged students do not have access to the same levels of academic support, guidance and enrichment opportunities outside of school as their peers. This can make it more difficult for them to prepare effectively for assessments, develop independent study habits and build the resilience required for success at GCSE and beyond. As a result, raising aspirations, improving access to careers education and guidance, and providing targeted academic support are essential in ensuring disadvantaged students are equipped to make informed choices and achieve their full potential.
5	Disadvantaged students are currently underrepresented in enrichment activities, with financial barriers and family responsibilities often limiting participation before and after school. Increasing participation will help develop students' cultural capital, confidence, aspirations and wider life experiences, supporting their personal development and future success.
6	Some disadvantaged students do not always make a successful transition to secondary school and can struggle to build positive relationships with peers and staff. This can result in lower attendance, reduced confidence and weaker engagement with learning during Year 7 and beyond. Therefore, some students do not develop a strong sense of belonging or view themselves as successful learners. Supporting transition, fostering positive relationships and strengthening students' confidence are therefore key priorities in improving outcomes for disadvantaged students.

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
Disadvantaged students are able to retrieve and remember more, applying their knowledge successfully, which improves their attainment and progress Average A8 score for Yr11 DA students moves towards 40	Average A8 score for DA students moves above 35 and closer to 40. DA students achieving grades 4+ in English and maths moves from 32% to 55%

.	DA students achieving grades 5+ in English and maths moves from 17% to 31% Quality assurance shows that: 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. Students' work in books shows clear practice time to apply the knowledge they have previously acquired. 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. All subjects have a clear procedure/ system for enabling DA students to catch up when they have missed learning. DA students will receive effective support to catch up, if they need to complete their learning outside of the classroom, through targeted Achieve sessions.
90% of disadvantaged students across Years 7-10 will improve their reading fluency, allowing them to access the curriculum.	**WMA phonics graduation target 2025-26 –** 100% **WMA SAS Progress target 2025-26** 90% DA students in all year groups to improve their reading SAS 50% of DA students to graduate the fluency reciprocal reading intervention. 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.

	Quality assurance will evidence DA students successfully engaging in text across a range of subjects, allow them to make progress in lessons.
Attendance of disadvantaged students improves to above 90% and persistent absentees decrease below 28%.	**Disadvantaged students** WMS 2025-26 = 84.66% WMS 2026-27 target= > 90% **Disadvantaged Persistent absence** WMA 2025-26 = 48.92% WMA 2026-27 target= below 28%
All disadvantaged students make informed and aspirational decisions when choosing their GCSE option choices and their post-16 pathways.	Student voice suggests that disadvantaged students and parents receive appropriate support and guidance from the options team when selecting their GCSE option choices, to ensure they are engaged in their learning and allow them to achieve their potential. 100% of all DA students in Yr10 complete a work experience placement to experience the world of work All disadvantaged students receive a minimum of two careers appointments during key stage 4. No disadvantaged students become NEET.
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. 40% of extra-curricular and enrichment participation figures are DA students.	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. 95% of all DA students experience enrichment activities during Key stage 3 gaining experiences that will develop their cultural capital and resilience. A clear system is in place to ensure DA students are given the appropriate support to access enrichment opportunities throughout the school year. 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.
All Yr7 DA students experience a positive transition from primary school and feel valued and a sense of belonging at Whitcliffe Mount Academy.	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. 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. Quality assurance shows that DA students receive recognition for their hard work in lessons, through positive praise and communication home. 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.

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: £177,692,77

Activity	Challenge number(s) addressed
The schedule of CPD, training and coaching will be agreed and communicated with all staff. This will continue to develop teachers'	1

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'. 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. 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.	
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.	1
All disadvantaged students receive a one-to-one meeting with the options team to discuss appropriate GCSE option choices. This personalised guidance helps students make informed decisions, remain engaged in their learning, and select courses that support their aspirations and enable them to achieve their full potential. 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	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)

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

Budgeted cost: £187,691,24

Activity	Challenge number(s) addressed
Literacy and Reading strategy 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. 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	1 & 2

supported by trained staff during their intervention sessions, building confidence in their fluency of reading.	
Curriculum Resources 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.	1 & 5
Academic Mentoring A targeted group of year 10 and 11 DA students will receive one to 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.	4

Evidence that supports this approach

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

Robust evidence from the EFF 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: £23,760,00

Activity	Challenge number(s) addressed
Attendance Strategic analysis of the attendance interventions in place to ensure that staff capacity is being added in the correct place. Using 'The Hub' to reengage school refusers allowing them to build a sense of belonging and structured phased return to lessons. 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. Strategic cohorts using attendance banding. We also use a number other approaches to raise attendance which include: • All morning messages to be on a scheduled send • JP to meet with trust attendance leads to share best practice. • Rigorous use of the trust attendance toolkit which has been designed with the new DfE guidance. • 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 calls following an absence. 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.	3
Sense of belonging (Yr7 Effective Transition) 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. All disadvantaged students will participate in a one-to-one session with their Year Lead to review and reflect upon their transition to secondary school. These meetings will provide an opportunity for students to discuss their experiences, celebrate successes, identify any concerns or barriers to learning, and receive appropriate support where needed. Where concerns are identified,	6

personalised targets and actions will be agreed to support successful engagement, attendance, wellbeing and progress. Through this personalised approach, students will build confidence, strengthen relationships with staff and develop a stronger sense of belonging within the school community.	
Enrichment Regular student voice to be carried out with DA students throughout the year to identify the barriers to participation and possible solutions. 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. 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.	5

Evidence that supports this approach

The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf (educationendowmentfoundation.org.uk)

Working together to improve school attendance (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)

DFE- Mental Health effecting attendance.

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

Total budgeted cost: £389,144.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
Disadvantaged students are able to retrieve and remember more, applying their knowledge successfully, which improves their attainment and progress Average A8 score for Yr11 DA students moves towards 40 .	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 2024-25 our DA students A8 was 30.18 . . **A8 DA gender breakdown 25/26:** DA Boys A8- 26.76 DA Girls A8- 34.29 **Maths & English DA Outcomes 25/26:** Maths 4+ 38% Maths 5+ 22% English 4+ 49% English 5+ 33% **EBacc DA Outcomes 25/26:** Entered- 44.12% 4+ 17.65% 5+ 5.88% 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. Following the academic mentoring programme last year, 56% of the DA students that improved their A8 scores from mocks to final outcomes all received this extra care and support from a Senior Leader or Pastoral member of staff.
90% of disadvantaged students across Years 7-10 will improve their reading fluency, allowing them to access the curriculum.	**Students graduating phonics programme** **WMA 2024-25** – 88%

	7 of the 8 students graduated, with two students continuing with the programme in Year 8, due to joining WMA mid-year. **Reciprocal reading** Y7 – 66% graduated or made positive progress Y8 – 67% graduated or made positive progress Y9 – 78% graduated or made positive progress Y10 – 90% graduated or made positive progress
Attendance of disadvantaged students improves to above 90% and persistent absentees decrease below 30%.	**DA student's overall attendance** WMS 2023-24 = 86.51% WMS 2024-25 = 84.66% **DA Persistent absence attendance** WMA 2023-24 = 39.34% WMA 2024-25 = 48.92%
All disadvantaged students make informed and aspirational decisions when choosing their GCSE option choices and their post-16 pathways.	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. 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.
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.	Internal trackers evidence that 44% of DA students engaged in a range of extra-curricular activities across school with 26% experiencing an enrichment event in 2025-26.

50% of extra-curricular and enrichment participation figures are DA students. 75% of DA students within Yr7, Yr8, Yr9 and Yr10 achieve their 'Belong' bronze accreditation at the end of the academic year.	An introduction of trampolining and art club following student voice in half term 3 increased the amount of DA students engaging in extracurricular activities. 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 2025/26.
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.	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 communicated to their peers and others in class due to workshops and experiences during the programme. 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.