

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	1259
Proportion (%) of pupil premium eligible pupils	346 (27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023- 2024/25
Date this statement was published	13 th December 2022
Date on which it will be reviewed	March 2023
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	£ 364,450
Recovery premium funding allocation this academic year	£ 26,289
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
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>	£ 390,739

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 ultimate objectives for disadvantaged students (DS) are as follows:

- Disadvantaged students continue to be helped to catch up on learning missed through the skilful and consistent implementation of an ambitious curriculum for all (1).
- All staff are equipped with strategies (through research based CPD) to skilfully engage and manage the behaviour of all students within their lessons, particularly the disadvantaged students (1).
- An increased uptake in the EBacc route for all students in 2023 including the disadvantaged (4).
- Our reading and literacy strategy develops the literacy and reading levels of disadvantaged students to ensure they can access the curriculum and engage in their learning (2).
- The school led Academic Tuition Programme will continue to support our disadvantaged students in Maths, English, Science, History and Geography across all year groups, allowing them to develop key knowledge and skills following gaps in learning. This will develop greater confidence within these subjects for disadvantaged students, leading to a continuing increase in EBacc take up.
- Attendance of disadvantaged students improves to at least 90% and persistent absentees' attendance decreases below 30% (4).
- Disadvantaged students are able to access and engage in a wide range of extra-curricular and enrichment opportunities, allowing them to develop new skills and confidence (30%).

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 know and remember more across all subjects. This is due to the lack of ambition in some parts of the curriculum which prevents students making the expected progress.</p> <p>There is also an inconsistent implementation of positive behaviour management from some teachers, which leads to disadvantaged students not accessing regular quality first teaching.</p>
2	<p>Low literacy levels have a negative impact upon students and their ability to access the full curriculum. 39% of students within Year 7 and 8 and over 30% of students in Year 9 and 10 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 significantly below that of their peers. Last year non-PP students stood at 93.6% in comparison to our PP cohort at 86.3%. This trend has been mirrored into this academic year as our PP attendance currently stands at 87.1%.</p> <p>35% of our persistent absentee students were disadvantaged in 2021-22 which is significantly higher than the national figure of 24.7%. This is continuing to be a challenge with a rise to 39% in half term 1 of this academic year.</p>
4	<p>EBacc take up for our current key stage 4 cohorts is lower than the national target of 75%, with the gap wider for our disadvantaged students. Our Year 11 cohort has 26% of disadvantaged students completing the EBacc route, which has dropped significantly with our Year 10 cohort to 9%. This is due to a number of barriers, including low aspirations, engagement within language subjects and the design of the current options system.</p>
5	<p>A small percentage of disadvantaged students attend extra-curricular clubs and are not always prioritised for enrichment activities. This prevents them from developing new skills and knowledge to enrich their lives. More disadvantaged students need the relevant support to enable them to access these opportunities.</p>

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 make improved progressed due to high expectations and challenge ensuring they work hard in all lessons.</p>	<p>Whole school P8 score improves in comparison to 2022.</p> <p>Progress 8 score for disadvantaged students improves and the gap between their peers decreases.</p> <p>Students' work shows that they completed any missed work and assessments to allow them to learn and remember the key skills and knowledge.</p> <p>QA suggests that disadvantaged students are catching up to their peers where knowledge and skills gaps have been identified.</p> <p>Quality assurance shows that students are working hard at all times and being challenged within their learning.</p>
<p>All students, especially the disadvantaged, can read fluently, allowing them to access the curriculum, as reading is not a barrier.</p>	<p>Mechanisms to identify and then support weaker readers take place on entry and throughout pupils' time in school.</p> <p>Reading catch-up plans are implemented which address the core areas of need. These should focus on phonics for early-stage readers.</p> <p>Quality assurance shows that students can read fluently and with confidence amongst their peers.</p> <p>Disadvantaged students engage with reading interventions and develop a love for reading.</p> <p>Data suggests that disadvantaged students' reading ages are commensurate to their chronological age.</p> <p>Disadvantaged students with a SAS of below 85 improve their decoding, fluency or efficiency dependent on their need.</p>

<p>Attendance on the Academic Tuition Programme improves, to allow targeted disadvantaged students to close their gaps in learning, enabling them to make progress within EBacc subjects.</p>	<p>Attendance registers show evidence that an increased number of disadvantaged students attend sessions.</p> <p>Student voice shows that students value the sessions they attend and these build their confidence in learning, due to the knowledge and skills they have learnt.</p> <p>QA (planning/drop-ins) show that tutors deliver quality provision that evidences students are making progress in 'bridging the gaps' in their understanding, following identification of needs when students commence the programme.</p>
<p>Attendance of disadvantaged students improves to above 90% and attendance of persistent absentees decreases below 30%.</p>	<p>Disadvantaged students National = 85.23% (FFT) WMS 2021-22 = 86.3% WMS 2022-23 target= > 90%</p> <p>Disadvantaged Persistent absence Rates are lower than the national average: 24.7% WMS 2021-22 = 35% WMS 2022-23 target= below 25%</p>
<p>An increased uptake in the EBacc route for all students in 2023 including the disadvantaged.</p>	<p>Student voice suggests that disadvantaged students understand the benefits and value studying the EBacc route.</p> <p>EBacc uptake increases to above national average with a significant increase in disadvantaged students.</p>
<p>Attendance to extra-curricular and enrichment opportunities, is 30% or higher for disadvantaged students.</p>	<p>Internal trackers evidence that participation rates amongst disadvantaged students is in line with or above 30% across a number of activities and enrichment events within school.</p> <p>A clear system is in place to ensure disadvantaged students are prioritised and given the appropriate support to</p>

	<p>access enrichment and extra-curricular activities.</p> <p>An increase in disadvantaged students experiencing the Rugby Pathway and Duke of Edinburgh opportunities.</p> <p>Disadvantaged students have the same opportunities as their peers to experience a whole school trip. This is due to the mechanisms in place to overcome any financial barriers.</p>
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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: £149,165.70

Activity	Challenge number(s) addressed
<p>All teachers will implement curriculum content skilfully. This will be achieved through high quality whole school and subject specific CPD.</p> <p>Develop staff understanding of levels of student engagement and strategies to ensure students are working hard in lessons, through regular whole school CPD sessions. Opportunities to seek out and model best practice with all staff.</p> <p>Core routines on behaviour for learning will be revisited, reviewed and shared with all staff within whole school CPD sessions. This will allow for more consistency between teachers when managing the behaviour of disadvantaged students, who need clear and consistent routines to achieve well.</p> <p>Deliver and review CPD to all staff; building confidence in the "Teaching of Reading" with a focus on:</p> <p>i) the pedagogy of reading</p>	1

<p>ii) the skilful delivery of a reading curriculum iii) phonics and identification of students who need further support.</p> <p>Lead Practitioners to run a comprehensive CPD programme to upskill ECTs and ITTs with the delivery of quality first teaching. Key areas for improvement to be identified through quality assurance and regular coaching opportunities used to model good practice.</p>	
<p>Incorporate a review and evaluation of our assessment policy across all year groups, to establish how rigorous, effective and meaningful these are to both students and teachers.</p> <p>An assessment cycle is designed and reviewed over time, to ensure data can accurately describe where students are in their learning and is a useful tool to inform future planning.</p>	1
<p>Quality assurance activities to include opportunities to evaluate how gaps in student knowledge are being addressed through the design and implementation of curriculum plans.</p> <p>Curriculum leaders continue to make changes to their schemes of learning and curriculum plans, in response to gaps in student knowledge.</p>	1
<p>Further training on work scrutiny, student voice and the triangulation of data with middle leaders. This will allow subjects to quickly identify students who are not making the expected progress and implement meaningful interventions/ strategies prioritising disadvantaged students.</p>	1
<p>Review the current EBacc uptake and identify the barriers to low engagement from disadvantaged students.</p> <p>A strategic plan is designed and implemented to ensure a significant increase in disadvantaged students following and being successful on the EBacc suite of qualifications.</p>	1 & 4

Evidence that supports this approach

[Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.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.

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

Budgeted cost: £ 94,856.95

Activity	Challenge number(s) addressed
<p>Academic School Led Tutoring</p> <p>To support students to make expected progress KS4 students are to be offered sessions in all EBacc subjects (& KS3 English & Maths).</p> <p>Directors of learning are to identify specific students to invite to sessions, based on teacher assessments.</p> <p>Students attending sessions identify their specific needs/gaps with tutors. A personalised programme is designed by tutors to address these needs/gaps.</p> <p>Parents/carers of students who do not attend to be contacted by tutors to support engagement/increased attendance.</p>	4

<p>Progress/achievements to be shared with parents and celebrated at key points throughout the programme.</p> <p>Reading lead to provide guidance to tutors to improve provision to be delivered to students. CPD to enable tutors to focus on reading strategies (reciprocal reading) to improve student vocabulary through the experience of a variety of texts/contexts.</p>	
<p>Literacy and Reading strategy</p> <p>Screening pupils' reading ability using the NGRT and implementing further diagnostic testing. Tier four intervention works with students scaled score below 85 and these follow the Ruth Miskin Fresh Start phonics programme.</p> <p>A targeted group of "poor word reader" students will be following the Lexia programme. Another targeted cohort across Years 7 to 10 are completing the Reading Friends programme. A high proportion of these targeted students across both interventions are pupil premium.</p> <p>Further training to be completed with staff on paired reading to work with tier 2 intervention students.</p> <p>Implementing systems for monitoring and tracking reading abilities, which are regularly reviewed to ensure students are completing the correct intervention and progress is achieved.</p> <p>Implementing catch-up and support plans for pupils at the early stages of reading.</p>	2
<p>Curriculum Resources</p> <p>Allow subject departments to purchase resources for disadvantaged students to support them to access the curriculum. These resources include textbooks, revision booklets and equipment which enables them to work effectively within and outside of the classroom.</p>	1 & 5
<p>High achieving PP students and PP students are clearly identified and prioritised by teachers through class data analysis interventions, following whole school assessment entry.</p> <p>HAPPs and PP students to be prioritised and a regular focus in all department and whole school QA.</p>	1

Evidence that supports this approach

[Making a Difference with Effective Tutoring | EEF \(educationendowmentfoundation.org.uk\)](#)

Post-pandemic, there are a number of disadvantaged students in need of additional support with their learning. Tuition is one of the best-evidenced interventions we have to support disadvantaged students' attainment when implemented effectively. Our approach to school-led tutoring considers this EEF research, to ensure it is implemented effectively over a period of time with subject specialists working with small targeted cohorts.

[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.

[Supporting Struggling and Non-Proficient Middle School Readers with the Lexia® PowerUp Literacy® Program | Lexia Learning](#)

Evidence suggests that the Lexia programme is on average three times more effective than other school reading interventions implemented with Key stage 3 students.

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

Budgeted cost: £146,716.35

Activity	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving school Attendance advice. Staff will receive the appropriate training and time to develop and implement new procedures. Use of Inspire Hub to enable persistently absent students to return back into school with a supported/phased approach	3

<p>Increased home visits by the Attendance Lead to improve home-school relationships and support parents in getting students into school.</p> <p>Increased reward and recognition for students who are making improvements in attendance.</p>	
<p>A Humanities field trip organised to raise the profile of History, Geography and Religious Studies for all of Year 7 students. This experience will be used to help build cultural capital for all students and raise the profile of EBacc subjects.</p>	6
<p>Internal Wellbeing support to improve DS attendance and DS PA attendance, including 1-1 sessions, group sessions.</p> <p>Use of funded external support such as life coach & counsellor to support students who have SEMH issues which are creating a barrier to attending school.</p> <p>Support of the Inspire Hub for wellbeing interventions for students on a transitional approach back into school following a period of persistent absence.</p>	3

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/publications/2021/04/the-eeef-guide-to-supporting-school-planning-a-tiered-approach-to-2021.pdf)

[Working together to improve school attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/working-together-to-improve-school-attendance.pdf)

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.

Total budgeted cost: £390,739.00

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 2021/22 academic year using the Key Stage 4 performance data and our own internal assessments.

For 2022, the P8 for our disadvantaged was -0.71 in comparison to our non-disadvantaged students which was -0.35. These results compared to national figures (-0.55) suggest our students are not making the expected progress in comparison to other schools.

The Attainment 8 scores of our disadvantaged students also show a similar trend. Our disadvantaged students A8 was 36.28 in comparison to our non-disadvantaged of 47.81. Within 2022 our disadvantaged cohort also did not achieve as well as other disadvantaged students across the country, as this national figure increased to 39.89.

EBacc entry for disadvantaged students within our Year 10 cohort is 26% which is in line with their peers, however this has significantly decreased within the 2023 cohort. As a result we are reviewing our options system to increase numbers for the current Year 9 cohort.

Evidence from quality assurance activities still suggests that in some subjects our students, including the disadvantaged are not being challenged to work hard in lessons and this has an impact on their learning and progress made.

Attendance for disadvantaged students is still a concern and is leading to large gaps in skills and knowledge. Absence amongst disadvantaged students was 86.3% which is lower than their peers at 93.6% in 2021/22. 35% of our persistent absentee students were disadvantaged in 2021-22 which is significantly higher than the national figure of 24.7%. Although a number of interventions and strategies were put in place this has not made the required impact.

Last academic year, our school led tutoring programme worked with 133 disadvantaged students across all year groups within EBacc subjects. From this 1517 hours of tuition were provided to help 'close the gap'. Tutors from a range of roles within school were paid to lead personalised learning sessions to help engage students and facilitate improved progress. Quality assurance showed that students valued the experience building their confidence in these subjects. A cohort of students made progress, but it was difficult to measure if this was a direct impact from the skills and knowledge learnt within their tutor sessions. A baseline assessment will now be completed this year to enable us to measure this impact.

The launch of our reading and literacy pilot strategy has made clear impact with our targeted Year 7 cohort. 77% of disadvantaged students within this cohort improved their reading ages following the “Reading Friend’s” programme. We have also implemented the Lexia programme with another Year 7 cohort which was trialled in the final term. This is showing some success with students, including a large proportion of disadvantaged students and will continue through this academic year, to allow time to measure the impact.

Following this review, our evidence suggests that not all our strategies had a positive impact or achieved the outcomes we have previously set. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. We are however continuing with some of the strategies we implemented last year to allow time to see the impact. Our reading and literacy plan is one example of this, following success with our disadvantaged students through our Year 7 pilot scheme.

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
Boxing Club	Private boxing coach
Commissioned Nursing Service	Locala
Life Coaching	Private life coach