

# 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	1244
Proportion (%) of pupil premium eligible pupils	345
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024- 2024/25
Date this statement was published	October 2024 (Updated January 24)
Date on which it will be reviewed	February 2024
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	£357,756
Recovery premium funding allocation this academic year	£90,528
National Tuition Grant this academic year	£22,613
<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>	£470,897

# 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:

### 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 check for understanding and misconceptions are skilfully addressed through the consistent implementation of quality first teaching (1).
- All staff are equipped with strategies to skilfully engage and manage the behaviour of students within their lessons (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).
- The school led Academic Tuition Programme will be relaunched to provide support to our disadvantaged students in Maths and English. This will be provided within the school day and will enable them to develop required knowledge and skills needed based on an accurate assessment of their gaps in learning. This will develop greater confidence within these subjects leading to an increase in their progress and outcomes over time. Improving these gaps and understanding in knowledge will also impact their progress within other subjects.

### Wider approaches

- Attendance of disadvantaged students improves to at least 90% and persistent absentees' decreases below 30% (4).

- All disadvantaged students are able to access and engage in a wide range of enrichment opportunities, allowing them to develop new skills and 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 recall and remember more across all subjects. This is due to the inconsistent approach to lesson routines, where 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.</p>
2	<p>Low literacy levels have a negative impact upon students and their ability to access the full curriculum. 42% of students within Year 7; 44% of students in Year 8; 56% of students in Year 9; 38% 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 significantly below this of their peers. Last year non- PP students stood at 93.8% in comparison to our PP cohort at 86.2%. This trend has been mirrored into this academic year as our PP attendance currently stands at 87.2%. 37.6% of our disadvantaged students were persistent absentees in 2022-23 which is significantly higher than the national figure of 24.7%. This is continuing to be a challenge and is currently 30.4% in half term 1 of this academic year.</p>
4	<p>EBacc take up for our current Yr11 cohort (33%) is lower than the national target of 75%, with the gap wider for our disadvantaged students at 25%. This is due to their low aspirations and understanding the benefits of the EBacc qualifications when applying for colleges. This has dramatically increased with our current Yr10 disadvantaged cohort (58%) due to the changes to our options process.</p>

5	The percentage of disadvantaged students attending enrichment experiences is lower than our target of 30% to ensure we are in line with our cohort intake. This is mainly due to financial difficulties or family responsibilities at the start and end of the school day.
6	Disadvantaged 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, giving these students sense of belonging.

## 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 recall and remember more, applying their knowledge successfully, which improves their progress in line with their peers.	<p>Progress 8 score for disadvantaged students improves to - 0.50 (national 2023 -0.57) and the gap between their peers decreases.</p> <p>Students' work in books shows clear practice time to apply the knowledge they have learnt from previous learning.</p> <p>Quality assurance shows that disadvantaged students are regularly checked for understanding in their lessons.</p>
All students, especially the disadvantaged, can read fluently, allowing them to access the curriculum, as reading is not a barrier.	<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. Disadvantaged students engage with reading</p>

	<p>interventions and develop a love for reading.</p> <p>Data suggests that disadvantaged students' reading ages are commensurate to their chronological age. Disadvantaged students with a SAS of below 85 improve their decoding, fluency or efficiency dependent on their need.</p> <p>Reciprocal Reading to be introduced to Personal Development time to support disadvantaged students through weekly sessions.</p> <p>Reading recovery strategies will be monitored throughout the term through regular QA including drop ins, student and staff voice and book scrutiny of the Reciprocal Reading intervention sessions. Then at the end of the 12 week programme, students will be retested to check the next steps of support and if they still require it.</p> <p>For Fresh Start, the students are informally assessed every two weeks so they can move through the different stages and speed sounds, modules that students have completed will be tracked.</p>
<p>Attendance to the Academic Tuition Programme improves to allow targeted disadvantaged students to close their gaps in learning, enabling them to make greater progress within English &amp; Maths.</p>	<p>Attendance registers evidence that an increase in 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 shows (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</p>

	<p>needs when students commence the programme.</p> <p>Assessment data shows an improvement in understanding of students following the completion of the course of intervention.</p>
<p>Attendance of disadvantaged students improves to above 90% and persistent absentees decreases below 30%.</p>	<p><b>Disadvantaged students</b> National = 85.23% (FFT) WMS 2022-23 = 83.91% WMS 2023-24 target= &gt; 90%</p> <p><b>Disadvantaged Persistent absence</b> Rates are lower than the national average: 24.7% WMS 2022-23 = 27.8% WMS 2023-24 target= below 25%</p>
<p>The uptake of disadvantaged students completing the Ebacc suite of qualifications is ambitious and in line with their peers</p>	<p>Student voice suggests that disadvantaged students and parents' understand the benefits and value of studying the EBacc suite of qualifications</p>
<p>Attendance to extra-curricular and enrichment opportunities, is 30% or higher for our disadvantaged cohort of students.</p>	<p>Internal trackers evidence that participation rates amongst disadvantaged students is in line or above 30% across a number of activities and enrichments events within school.</p> <p>A clear system is in place to ensure disadvantaged students are prioritised and given the appropriate support to access these opportunities.</p> <p>Disadvantaged students have a positive view on the opportunities available to them and how these have helped them to develop a number of life skills.</p>
<p>All disadvantaged 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 disadvantaged students within year 7 suggests they feel confident and safe learners.</p> <p>Attendance data shows that year 7 disadvantaged students are not persistent absentees and attend school.</p> <p>Quality assurance shows that disadvantaged students receive recognition for their hard work in lessons,</p>

	<p>through positive praise and communication home.</p> <p>Analysis of positive communication home for disadvantaged students on Classcharts. Analysis of positive points awarded on Classcharts.</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: £135,150**

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 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>Schedule of CPD, training and coaching agreed and communicated to continue to develop teacher and leaders' knowledge and skill of effectively curriculum delivery. A schedule of quality assurance activities, feedback and tracking agreed, communicated and actioned linked to the 'Golden Thread 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 launch and revisit the 'WMA 4 Phases of Learning' so students understand 'what' they are and 'how' this classroom routine will help them as learners.</p> <p>Lead Practitioners to run a comprehensive CPD programme to upskill ECT's, ITT's with the delivery of quality first teaching. Key areas of improvement to be identified through quality assurance and regular coaching opportunities are used to model good practice.</p>	<p>1</p>

Lead Practitioners and Subject Middle leaders to upskill all teaching staff with strategies to manage behaviour within the classroom. This will be modelled allowing teachers to observe good practice and be given time to implement and review their own teaching, to ensure a positive learning environments across school.	1
Subjects 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
Further CPD training on effective quality assurance to ensure all Middle Leaders are able to triangulate the evidence and action next steps to improve the consistent implementation of quality first teaching for disadvantaged students.	1
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.	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 prioritises, 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](http://educationendowmentfoundation.org.uk))

Metacognition and Self-regulated Learning | EEF  
([educationendowmentfoundation.org.uk](http://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: £ 121,986**

<b>Activity</b>	<b>Challenge number(s) addressed</b>
<p><b>Academic School Led Tutoring</b></p> <p>To support students to make expected progress, students are to be offered additional tutoring sessions in English &amp; Maths.</p> <p>Assistant Head of Inclusion/SENCO are to work with English &amp; Maths DoL to identify specific students (based on teacher assessments) to support.</p> <p>Tutors are to review student assessments and plan a series of teaching and learning activities designed to 'plug gaps' identified. Planning to be completed collaboratively between leaders (identified above) and tutors and fully QA'd before delivery.</p> <p>To help demonstrate impact, planning must include a survey to determine student confidence at the start of the programme and the end. It must also include a baseline assessment to determine student understanding at the start of the programme and the end.</p> <p>Students who attend sessions are to identify with tutors subject specific needs / gaps and a curriculum programme to be determined 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>	1

<p>Progress/achievements to be shared with parents and celebrated at key points throughout the programme.</p>	
<p><b>Literacy and Reading strategy</b></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 Reciprocal Reading programme. Another targeted cohort across Years 7 to 10 are completing the same programme, however this is more students driven due to their higher scaled scores. A high proportion of these targeted students across both interventions are pupil premium.</p> <p>Further training to be completed with staff on Ruth Miskin’s Fresh Start phonic programme to work with tier 4 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>	<p>1 &amp; 2</p>
<p><b>Curriculum Resources</b></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>	<p>1 &amp; 5</p>
<p><b>Subject Specific Interventions</b></p> <p>Disadvantaged students who have missed gaps in their learning are prioritised to attend regular weekly ‘Achieve’ sessions within the subject areas of most need. Subject teachers and leaders track the</p>	<p>1</p>

impact of this intervention through formative assessment in lessons and following whole school summative assessment data entry.	
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**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. 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: £212,774**

<b>Activity</b>	<b>Challenge number(s) addressed</b>
<p><b>Attendance</b> 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.</p>	3

<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.</p> <p>Holding a meeting away from school in the local community to break barriers with some of our hard to reach or disengaged parents.</p> <p>School phone to have Whatsapp to ensure communication will be swift and accessible to parents.</p> <p>Selected target cohorts monitored by key staff with regular daily 'check ins'.</p> <p>Half termly boxing sessions delivered to reward students who achieve 100% attendance in a half term and no negative behaviour points.</p>	
<p><b>Sense of belonging (Yr7 Effective Transition)</b></p> <p>A weeklong summer school programme was delivered in the summer holidays to give students a taste of life at Whitcliffe Mount School. Over 50% of disadvantaged students attended giving them a chance to form relationships with peers in year 7 and their form tutors, before the new academic year.</p> <p>A year 7 'Disadvantaged Student Engagement Leader' has appointed from the Huddersfield Town Football Foundation. This leader will work with targeted groups of Yr7 disadvantaged students one day a week to build their confidence and reliance. These needs have been identified follow observations at summer school and during student voice at the start of the year.</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.</p>	6
<p><b>Enrichment</b></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 student leaders.</p>	5

**Evidence that supports this approach**

[The EEF guide to supporting school planning - A tiered approach to 2021.pdf](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 \(publicfirst.co.uk\)](#)

*DFE- Mental Health affecting attendance.*

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

**Total budgeted cost: £469,911.00**

## 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 2022/23 academic year using the key stage 4 performance data and our own internal assessments.

For 2023, the P8 for our disadvantaged was -0.80 in comparison to our non-disadvantaged students which was -0.36. These results compared to national figures (-0.57) 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 34.82 in comparison to our non-disadvantaged of 46.33. Within 2023 our disadvantaged cohort did also not achieve as well as other disadvantaged students across the country, as this national figure increased to 34.09.

EBacc entry for disadvantaged students within our current year 10 cohort has seen a considerable increase due to the aspirational work we have done with these students. 54% of disadvantaged students within this year group are now studying the full suite of EBacc subjects.

Attendance for disadvantaged students is still a concern and is leading to large gaps in skills and knowledge. Absence amongst disadvantaged students was 83.91% which is lower than their peers at 92.23% in 2022/23. 36.5% of our persistent absentee students were disadvantaged in 2022-23 which is significantly 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.

Last academic year, our school led tutoring programme worked with 160 disadvantaged (and non-disadvantaged) students across all year groups within EBacc subjects. From this 1440 hours of afterschool tuition were made available 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. Unfortunately, during the course of the year it became apparent that the majority of students targeted (those in Y11 identified as likely to obtain below expected) did not consistently want to take advantage of the support available afterschool. As an alternative, the remaining funding available was used to provide catch up sessions during school holidays; for Y11 catch up sessions in Easter and May half term were made available and for the new Y7 cohort a range of Ebacc subject teaching and learning experiences were delivered during a week of Summer School. Remaining

funding was used to supplement the established, and well attended, afterschool Achieve (catch up) sessions for English & Maths for both Y10 & 11.

Despite student voice showing that those students who attended the majority of school led tutoring sessions valued the experience, building both their confidence and improve their understanding in the subjects studied, final outcomes obtained by students could not accurately be attributed to the work completed during tutoring sessions.

As a result, the aim for the school led tutoring programme this year is to revamp when the sessions are available and that sessions that are made available are pre-planned to meet the needs of a specific cohort of learners to make greater progress in English and Maths only.

The launch of our reading and literacy pilot strategy has made some positive impact with our targeted cohorts across the Key Stage 3 groups. In Year 7, 77% made progress and graduated the phonics programme; however only 50% following the Lexia scheme and 33% following the Reading Friends programme made positive progress. This has led to changing the provision provided to Reciprocal Reading. Research and experience in our Trust schools show greater improvement, especially for the disadvantaged students. In Year 9 we had a smaller targeted group of students. In this group only 66% made progress using Lexia and 18% made progress using the Reading Friends programme. This supported our decision to move all students to Reciprocal Reading

Following this review, our evidence suggests that not all our strategies had as much impact as were expected last year which is evident in disadvantaged student outcomes and attendance. We do however understand that this is three-year plan, so have reviewed and adapted our approaches to ensure more of an impact, whilst referring to evidence based research.

## 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.*

<b>Programme</b>	<b>Provider</b>
Boxing Club	Private boxing coach
Commissioned Nursing Service	Locala
Life Coaching	Private life coach

