

# Pupil premium strategy statement – Whitelands 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	593
Proportion (%) of pupil premium eligible pupils	21.9% (130 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	10/12/24
Date on which it will be reviewed	20/12/25
Statement authorised by	Clair Edwards
Pupil premium lead	Samantha Walkley
Governor / Trustee lead	Darren Townsend

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-24 £ 81,500 2024-25 £120,785
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	2023-24 £ 19,872 2024-25 £ 0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	2023-24 £ 0 2024-25 £ 0
<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>	2023-24 £ 40,427 2024-25 £ 30,196

# Part A: Pupil premium strategy plan

## Statement of intent

Whitelands Academy is committed to closing the gap between the progress of disadvantaged and non-disadvantaged students. We are committed to providing all our disadvantaged students with a world class learning experience whilst raising their aspirations and supporting students to achieve their full potential. We will develop global citizens who are ready to overcome the challenges of tomorrow.

### Key Principles

Our strategy to deliver this vision will always be guided by the following principles to tackle the barriers facing our disadvantaged students. Our approach always prioritises a small group of strategies that are proven to work by respected research.

- Whitelands Academy recognises that it plays a key part in making a difference to our disadvantaged students by providing an environment in which they can grow, thrive and be successful.
- High quality teaching and learning supported by an ambitious academic curriculum and a calm learning environment is the most important lever to improve disadvantaged students' outcomes.
- Knowing our students is essential. Every disadvantaged student is individual and the barriers to them being successful are unique. Tackling progress is not just about supporting academic potential, it is about the wholistic approach considering their well-being too.

There are six key areas that we recognise that support should focus on:

- Wellbeing/Safeguarding
- Reading
- Culture
- Attendance
- Achievement
- Resources

Every Pupil Premium child will benefit from a profile that allows us to monitor the impact of our strategies on each individual so that we can ensure that our students are receiving the support that they need.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Special Educational Needs.</b></p> <p>41.5% of our disadvantaged students also have special educational needs. This is an additional barrier to accessing the curriculum and their learning and progress that they will need support to navigate. We are seeing an increase in need around areas specific to social, emotional and mental health, with increasing presentations of behaviour around anxiety, depression and low self-esteem. This has resulted in emotional based school avoidance (EBSA) in some cases.</p>
2	<p><b>Behaviour and Attitudes.</b></p> <p>Some disadvantaged students need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success. Low self-esteem and motivation are presenting behaviours resulting in lack of engagement in tasks that are more challenging and that are needing skills of resilience.</p>
3	<p><b>Attendance.</b></p> <p>There is a disproportionate number of disadvantaged students who have significantly lower levels of attendance and are more likely to be persistently absent. This reduces their learning time and diminishes progress. Poor school attendance could be due to external factors or an unidentified barrier to learning.</p>
4	<p><b>Literacy.</b></p> <p>Student data shows that 44% of our disadvantaged students are more than 12 months behind age-related expectations in reading. This reduces their accessibility to the curriculum and diminishes progress. This could be because of external factors or due to a cognitive barrier, or both.</p>
5	<p><b>Achievement.</b></p> <p>Our internal data indicates that students who are disadvantaged are on average at least one grade behind their peers. This could be linked to other factors such as a barrier to learning such as a special educational need or missed learning through poor or non-attendance.</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><b>Improved attainment among disadvantaged students at the end of KS4</b> through effective timing of subject specific interventions, with a focus on increasing the number of students achieving a GCSE grade 4 or above in both English and maths</p>	<p>GL National assessment data will indicate increasing attainment and progress for disadvantaged students in line with that of all students nationally. Our KS4 data in 2025 will be the first impact measure of our intended outcome.</p>
<p><b>Improve attainment through high-quality teaching</b> through the effective implementation of 'The Whitelands Way' and curriculum design.</p>	<p>GL National assessment data will indicate increasing attainment and progress for disadvantaged students in line with that of all students nationally.</p> <p>The Whitelands way will be visibly used in all lessons. Staff will be seen to improve their implementation of research-based strategies so that students receive effective modelling and explanations, with scaffolded and purposeful independent learning and regular high-quality feedback.</p> <p>An increased number of staff will sign up to and study the National Professional Qualifications and the impact of these will be visible in their lessons and student's progress.</p> <p>A broad, balanced and knowledge rich curriculum will be taught to the students and this will result in strong memory retention of knowledge and a deep understanding of concepts.</p>
<p><b>Improve reading age, reading comprehension and tier 3 vocabulary</b> through impactful interventions.</p>	<p>All students will reach a minimum of their chronological reading age and a reading comprehension standardised score of 85 or above. We will be seeing increased use of tier 3 vocabulary within the learning environment and through discussion within the classroom setting.</p>
<p><b>Improve attendance</b> by embedding strategies to improve the attendance of disadvantaged students and address individual needs.</p>	<p>Attendance gaps between disadvantaged and non-disadvantaged students is diminishing.</p> <p>Disadvantaged student's attendance is at least in line with the national average.</p> <p>Persistent absenteeism for disadvantaged students continues to decrease.</p>

<b>Improve behaviour and attitudes</b>	<p>The behaviour and attitude to learning of disadvantaged students is in line with other students or shows an improving trend across year groups.</p> <p>The proportion of disadvantaged students who are suspended is below National Average and reducing year on year.</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: £ 5,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To implement 'The Whitelands Way' to ensure high quality, effective and adaptive teaching across the curriculum, supported by on-going CPD and coaching feedback.	<p>EEF research demonstrates modelling the thinking process is highly effective in supporting student progress.</p> <p>EEF demonstrates that providing high quality feedback can raise progress by 6 months.</p> <p>Research demonstrates that high quality teaching is the most effective impact on raising the progress of all students.</p>	1,2,5
Cover for staff attending NPQ training sessions.	Retains staff and improves their quality of teaching and learning. Nationally approved CPD.	1,2,5

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

Budgeted cost: £ 20,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted students will be supported through our Key stage 2 teacher and teaching assistants who will work alongside teachers to support those who are not secondary ready.	<p>A 2015 review of studies into the effectiveness of nurture groups by Hanna Bennett found an increase in the social emotional and behavioural outcomes of the majority of children. Of these children, 87% were able to return to mainstream classes within one year.</p> <p><a href="https://www.nurtureuk.org/research-evidence/international-journal-nurtureeducation/volume-1-2015/resultssystematic-review">https://www.nurtureuk.org/research-evidence/international-journal-nurtureeducation/volume-1-2015/resultssystematic-review</a></p>	1,2,3,4,5
To assist families with uniform, equipment, and educational experiences.	<p>Whilst identified as low impact by the EEF, our research shows that 36% of parents worry about the cost impact of uniform, trips and other educational expenses. We want to reduce the impact of this whilst not reducing our uniform expectations.</p> <p>Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement.</p>	3,5
Read Write Ink training and purchase of diagnostic assessment software.	<p>Read, Write, Ink is a DfE validated synthetic phonics programme to raise reading age.</p> <p>The EEF research shows that the teaching of phonics has a positive impact of 5+ months.</p>	4,5
National Tutoring Programme – Small group tutoring	According to the EEF small group tuition can raise progress by 4 months.	2,5
Teaching assistant deployment.	EEF research indicates that Teaching Assistants can provide a large positive impact on learner outcomes when deployed effectively.	1,5

Recruitment of staff	Research shows that the largest impact that can be made on PP student's progress is high quality teaching.	2,5
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	According to a study from the DfE on breakfast clubs in 2017, they have been reported to improve concentration in lessons and behaviour.	2,3,5
Social and emotional interventions.	According to the EEF social and emotional interventions can raise progress by 4 months.	2,3,5

**Total budgeted cost: £ 30,196**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have reviewed our strategy plan and made changes to how we intend to utilise the funding this academic year.

Over the last academic year, progress has been seen in the curriculum design development and the quality of teaching and learning in the classrooms. Staff have received regular feedback to improve their practice against research-based strategies and to implement 'The Whitelands Way'. There has been a significant impact in the quality of teaching in the classrooms. The curriculum design has demonstrated a significant impact in the ability for student's to be able to retain and retrieve the knowledge that has been taught.

There are still disadvantaged students identified, through NGRT data, as being under chronological reading age in all year groups and so we have invested in Read, Write, Ink interventions which have already started to make an impact.

Small group sessions with a key stage 2 teacher has allowed integration of students who were not Key stage 3 ready, back into mainstream lessons and so the strategy will remain and be used with our new year 7 cohort.

We are still in our infancy as a newly opened secondary school and do not yet have Key Stage 4 published National assessment data. Following our latest GL Subject progress assessments in Key stage 4, our disadvantaged students are approximately 1 grade behind students who are not disadvantaged in English and 1.5 grades behind students who are not disadvantaged in Maths. We have approximately 50% of disadvantaged students in Key stage 4, studying for the EBACC qualification. A number of additional interventions will be added to the strategy this year to accelerate closing the attainment gap, inclusive of the National Tutoring Programme.

Attendance has improved for disadvantaged students, however, there is still a 2:1 ratio of disadvantaged:Non-disadvantaged students who are persistently absent. 28% of days lost to learning through suspensions are from students who are pupil premium eligible. Our strategy will be enhanced this academic year with the inclusion of social and emotional interventions, such as ELSA, a provision for students with EBSA and Talkabout for Teenagers.



## 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
Lexia	Lexia