

Pupil premium strategy statement Whitehill Community Academy 2024-27

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	595
Proportion (%) of pupil premium eligible pupils	29.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	October 2025
Statement authorised by	<i>Mr Chris Kimberley, Principal</i>
Pupil premium lead	<i>Miss Hayley Gec, Associate Assistant Principal</i>
Governor / Trustee lead	<i>Mrs Helen Bell, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306,597
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£306,597

Part A: Pupil premium strategy plan

Statement of intent

<p>What is Pupil Premium funding for?</p> <p>The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Our PP strategies have been targeted at closing the attainment gap which opened as a result of time out of school during the pandemic. We aim to close the gap in attainment between PP and N-PP students during this academic year.</p> <p>What is our Academy approach to the use of the Pupil Premium?</p>
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No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.

The Ofsted report entitled '*The pupil premium: what Ofsted looks at*', states that '*successful schools do not treat pupils eligible for the pupil premium as one homogeneous group*'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,

pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,

regular whole school data entry points that allow progress to be tracked over time,

a 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,

Explicit support for more able disadvantaged pupils, particularly during the start of their educational journey is provided through

- integration and supported involvement in activities with their peers,
- interventions to close the gap in achievement and address barriers to learning and progress,
- access to funding for those suffering hardship to meet costs for access to enrichment opportunities

What is the duration of the strategies outlined in the following policy?

At Whitehill Community Academy, we adopt long term pupil premium strategies to tackle the challenges that are entrenched in school areas of our community and will likely take a generation to overcome. The majority of strategies outlined are multi-year strategies, but efficacy will be reviewed at the end of each academic year to ensure the strategies are refined, adapted or removed to best meet the needs of our cohort.

Challenges

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

Challenge number	Detail of challenge
1	<i>Low levels of literacy</i>

	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>For example, as pupils enter reception the baseline literacy data tells us that only 13% of children are on track. When we consider the PP cohort alone this drops to 10%.</p>																																										
2	<p>Poor language and communication skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>For example, as pupils enter reception the baseline Communication & Language data indicate that only 25% of children are on track. Again, this drops to 6% when considering PP pupils as a discrete cohort.</p>																																										
3	<p>Readiness to learn and experiences of social norms and opportunities</p> <p>Our observations show that children, especially in the wake of Covid disruption, present with greater social and emotional difficulties and need more help to cope and self-regulate in school.</p> <p>Although EEF states that this has little impact on attainment we believe it is important.</p> <p>This is supported by the fact only 22% (25% of the PP cohort) of pupils are working at age related expectation for personal, social and emotional development. This is further compounded by the fact that only 25% of the PP cohort attended our nursery; the majority of those that didn't receiving no pre-school EYFS input from any setting.</p>																																										
4	<p>Closing the performance gap between PP children and the whole cohort</p> <p>We know that, nationally, PP students do know perform as well as their peers.</p> <p>KS2 Reading</p> <table><tr><th>KS2 Reading</th><th>WCA</th><th>National</th></tr><tr><td>2023/24 PP % meeting Reading expected standard</td><td>50%</td><td>Na</td></tr><tr><td>2023/24 Non-PP % meeting Reading expected standard</td><td>82%</td><td>Na</td></tr><tr><td>2022/23 PP % meeting Reading expected standard</td><td>64%</td><td>60%</td></tr><tr><td>2022/23 Non-PP % meeting Reading expected standard</td><td>73%</td><td>78%</td></tr><tr><td>2021/22 PP % meeting Reading expected standard</td><td>68%</td><td>62%</td></tr><tr><td>2021/22 Non-PP % meeting Reading expected standard</td><td>85%</td><td>80%</td></tr></table> <p>KS2 Writing</p> <table><tr><th>KS2 Reading</th><th>WCA</th><th>National</th></tr><tr><td>2023/24 PP % meeting Reading expected standard</td><td>50%</td><td></td></tr><tr><td>2023/24 Non-PP % meeting Reading expected standard</td><td>82%</td><td></td></tr><tr><td>2022/23 PP % meeting Reading expected standard</td><td>64%</td><td>60%</td></tr><tr><td>2022/23 Non-PP % meeting Reading expected standard</td><td>73%</td><td>78%</td></tr><tr><td>2021/22 PP % meeting Reading expected standard</td><td>68%</td><td>62%</td></tr><tr><td>2021/22 Non-PP % meeting Reading expected standard</td><td>85%</td><td>80%</td></tr></table>	KS2 Reading	WCA	National	2023/24 PP % meeting Reading expected standard	50%	Na	2023/24 Non-PP % meeting Reading expected standard	82%	Na	2022/23 PP % meeting Reading expected standard	64%	60%	2022/23 Non-PP % meeting Reading expected standard	73%	78%	2021/22 PP % meeting Reading expected standard	68%	62%	2021/22 Non-PP % meeting Reading expected standard	85%	80%	KS2 Reading	WCA	National	2023/24 PP % meeting Reading expected standard	50%		2023/24 Non-PP % meeting Reading expected standard	82%		2022/23 PP % meeting Reading expected standard	64%	60%	2022/23 Non-PP % meeting Reading expected standard	73%	78%	2021/22 PP % meeting Reading expected standard	68%	62%	2021/22 Non-PP % meeting Reading expected standard	85%	80%
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	KS2 Maths		
	KS2 Maths	WCA	National
	2023/24 PP % meeting Maths expected standard	45%	Na
	2023/24 Non-PP % meeting Maths expected standard	84%	Na
	2022/23 PP % meeting Maths expected standard	69%	59%
	2022/23 Non-PP % meeting Maths expected standard	82%	79%
	2021/22 PP % meeting Maths expected standard	65%	56%
	2021/22 Non-PP % meeting Maths expected standard	80%	78%
5	<i>The attendance gap</i>		
		WCA	Natl*
	2023/24 PP Attendance	8.0%	
	2023/24 Non-PP Attendance	4.5%	
	2022/23 PP Attendance	7.4%	8.4%
	2022/23 Non-PP Attendance	3.7%	4.9%
	2021/22 PP Attendance	7.1%	8.4%
	2021/22 Non-PP Attendance	4.8%	5.5%
	The link between attendance and success at school is widely report		

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.

Challenge	Intended outcome	Success criteria																		
1, 2, 3 & 4	To develop the next generation of teachers and leaders and improve the quality of T&L so students experience a greater frequency of outstanding teaching over time in all subject areas. This will ensure all students (including disadvantaged students) can meet or exceed their end of KS2 targets as they receive quality first teaching every day.	<ul style="list-style-type: none">At least 95% of staff to be consistently strong teachers.All ECT to remain at WCA for AY2024/25 (unless there are external factors)95+ % positive staff voice about CPD.																		
1 & 2	Improved oral language skills and vocabulary among disadvantaged pupils.	No PP – Non-PP gaps in the following measures																		
1 & 2	Improved reading attainment among disadvantaged pupils.	<table><tr><th>KS2 % Achieving</th><th>Target</th></tr><tr><td>RWM Expected +</td><td>65%</td></tr><tr><td>RWM Higher Standard +</td><td>9%</td></tr><tr><td>Reading Expected +</td><td>83%</td></tr><tr><td>Reading Higher Standard +</td><td>28%</td></tr><tr><td>Writing Expected +</td><td>79%</td></tr><tr><td>Writing Greater Depth +</td><td>13%</td></tr><tr><td>Maths Expected +</td><td>73%</td></tr><tr><td>Maths Higher Standard +</td><td>24%</td></tr></table>	KS2 % Achieving	Target	RWM Expected +	65%	RWM Higher Standard +	9%	Reading Expected +	83%	Reading Higher Standard +	28%	Writing Expected +	79%	Writing Greater Depth +	13%	Maths Expected +	73%	Maths Higher Standard +	24%
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4	Improved combined attainment for disadvantaged pupils at the end of KS2.	<table><tr><th>MTC - Mean score</th><th>Target</th></tr><tr><td>Mean</td><td>21.4</td></tr></table>	MTC - Mean score	Target	Mean	21.4														
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3 & 5	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations indicates that PP students are positive about their education.• attendance rates of PP students (match the targets below)• attendance of PP students at enrichment activities (match the targets below)• attendance of PP students and enjoyment of well-being clubs during school closure (match the targets below)												
5	To close the attendance gap between PP and cohort across the school.	<ul style="list-style-type: none">• No in-school gap between PP and N-PP attendance.• Attendance is 96%.												

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: £438,996.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality opportunities for CPD and QA of all staff. To include:</p> <ul style="list-style-type: none"> • Quality time, and money, set aside for CPD for all staff. The focus of CPD throughout the year will be: <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Positive Behaviour Support ○ Resilience ○ Response to data collection • Curriculum CPD time built into the timetable. The focus for this CPD is: <ul style="list-style-type: none"> ○ Subject pedagogy ○ Subject knowledge ○ Marking and moderation ○ Response to QA • Rigorous but supportive QA • processes which are not graded. • Bespoke CPD for identified groups e.g. MLs, SLT, ECT, TF, SLs, LSA, SENCo from January 2025 New Academy Staff 	<p>We extend the sentiments below to all academy staff:</p> <p><i>“Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school.”</i></p> <p>As Rauch and Coe explain, it is, <i>“arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. What’s more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development. Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.”</i></p> <p>EEF Effective Professional Development Guidance Report</p>	1 to 4
<p>Equip staff with the skills they need to identify and support students at risk of falling behind their peers through:</p> <ul style="list-style-type: none"> • Development of data entry processes • Paired Data Entry to ensure practical changes in classrooms to address emerging needs throughout the year. • Development of Curriculum review processes • Development of the RAP process 	<p><i>“Feedback should be a ‘recipe for future action’. It is crucial that pupils are given the time and opportunity to use the feedback given to move learning forward.”</i></p> <p><i>“Using feedback to inform future teaching and learning may not only be confined to a teacher’s current class. Indeed, all teachers interviewed in the review of practice explained that they use the feedback they provide to inform how they teach the topic next year. By identifying the feedback they regularly need to give, this informs them of the learning gaps and misconceptions that often arise.”</i></p>	1 to 4

	EEF Teacher Feedback to Improve Pupil Learning – Guidance Report	
<p>Ensure pupils understand and display the social norms during oral communication through:</p> <ul style="list-style-type: none"> • Colourful semantics • The use of ‘Welcome’ and follow up interventions. • SALT support • Effective teaching of phonics 	<p><i>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.”</i></p> <p>EEF Teaching and Learning Toolkit – Oral Language interventions</p>	3
<p>Ensure all pupils are provided with frequent opportunities to develop their lexicon and reading ability through:</p> <ul style="list-style-type: none"> • All staff trained on how to deliver high-quality literacy support so that everybody is a literacy role model. This includes training selected staff in: <ul style="list-style-type: none"> ○ Phonics ○ Reading ○ Spelling ○ Writing • Staff model the highest standards of written and spoken English. 	<p><i>“Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.”</i></p> <p>EEF Teaching and Learning Toolkit – Reading Comprehension Strategies</p>	1 to 4
<p>To increase engagement with reading and improve reading ages by:</p> <ul style="list-style-type: none"> • Library to be open break times and lunch times • Selected staff to conduct small group (a maximum of 1:5) reading intervention. • A holistic overview of reading development through a multitude of curriculum areas rather than solely in English. • Whole school focus on readers that are currently in the bottom 20% of the cohort. • Recommended reads 	<p><i>“Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.”</i></p> <p>EEF Teaching and Learning Toolkit – Reading Comprehension Strategies</p>	1 to 4

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

Budgeted cost: £ 42,765.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support students that are weak readers by:</p> <ul style="list-style-type: none"> • Colourful semantics • The use of 'Welcome' and follow up interventions. • Daily reading • One-to-one reading sessions • Fresh start phonics • Read, Write, Ink. 	<p><i>"Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver."</i></p> <p>EEF Teaching and Learning Toolkit - Teaching Assistant Interventions</p>	<p>1 to 4</p>
<p>Ensuring disadvantaged students do not fall behind their peers through:</p> <ul style="list-style-type: none"> • Student tracking and monitoring of progress through RAP meetings. • Additional after school / lunchtime 'Achieve' sessions to target under achievement. • Catch-up numeracy sessions. 	<p><i>"Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum."</i></p> <p>EEF Teaching and Learning Toolkit – Small Group Interventions</p>	<p>1 to 4</p>
<p>To improve the engagement with education for students who have attendance or behaviour as a barrier through:</p> <ul style="list-style-type: none"> • Bespoke mentoring by pastoral staff and the attendance team for PA students. • Alternative provision is offered to reengage students with education where appropriate e.g., WAPA or the use of your internal alternative provisions: nurture and oasis. 	<p><i>"The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e., every extra day missed was associated with a lower attainment outcome."</i></p> <p>DfE - The link between absence and attainment at KS2 and KS4 March 2016</p>	<p>1 to 5</p>

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

Budgeted cost: £6,219.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance for Disadvantaged by:</p> <ul style="list-style-type: none"> • CPD for staff for improved student level challenge of absence through Attendance Support Plans (ASP) • Termly QA of ASPs by Lead Attendance Officer (LAO) • Daily SLT and LAO QA of sessions absence information to ensure that attendance re- mains a priority, in particular for PP/EAL students. • Home visits (LAO) to bring students in where possible / challenge absence 	<p><i>"The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e., every extra day missed was associated with a lower attainment outcome."</i></p> <p>DfE - The link between absence and attainment at KS2 and KS4 March 2016</p>	5
<p>Improve engagement in education for students whose behaviour can be a barrier by:</p> <ul style="list-style-type: none"> • Monitoring of students' times in focus to allow for early intervention where appropriate to reduce the risk of repeated behaviours and sanctions. • Weekly pastoral meetings between pastoral staff, safeguarding, attendance and SLT s • Examples of interventions considered are: <ul style="list-style-type: none"> ○ Internal wellbeing ○ Noah's Ark referral ○ CAMHS referral ○ Invictus ○ EP instruction ○ SEND Cluster support 	<p>"The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes."</p> <p>EEF Teaching and Learning Toolkit – Behaviour interventions</p> <p><i>"Supportive relationships are a key motivation for teachers joining the profession, and happily, both teacher and pupil surveys show that teachers usually have positive relationships with students. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour. In settings where multiple adults frequently work with individual pupils, effective communication between those key adults is important"</i></p> <p>EEF Improving Behaviour in Schools Guidance Report</p>	3 & 5
<p>Bespoke support for students identified as SEMH through:</p>	<p><i>"The average impact of successful Social and emotional learning (SEL) interventions</i></p>	3 & 5

<ul style="list-style-type: none"> • Review of the SEND provision through specific meetings with during PCE events • Small group/1:1 intervention with the LSAs / pastoral staff. so students feel well supported and can thrive socially and academically. • The use of your internal alternative provisions: nurture and oasis • Developing links with external providers to allow the internal wellbeing and pastoral teams to offer more early interventions. <ul style="list-style-type: none"> ○ Open Minds ○ Noah's Ark ○ Invictus ○ Humankind 	<p><i>is an additional four months' progress over the course of a year. [...] Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school."</i></p> <p>EEF Teaching and Learning Toolkit – Social and Emotional Learning</p> <p><i>"A UK study published by the Department for Education (DfE) found that pupil wellbeing predicted their later academic progression and engagement in school. For example, pupils with better emotional wellbeing at age seven had a value-added key stage 2 score 2.46 points higher (equivalent to more than one term's progress) than pupils with poorer emotional wellbeing."</i></p> <p>PHE - The link between pupil health and wellbeing and attainment Nov 2014</p>	
<p>Broaden the experiences of students through extra- curricular programs and trips by:</p> <ul style="list-style-type: none"> • Relaunch of the 'Involve' extracurricular program. • Trips are mapped across all subjects to ensure all students have yearly opportunities for trips. • Holiday clubs. • If funding for trips is problematic for a PP family this is further subsidised or the cost is covered. • PP students are not disadvantaged from accessing experiences which open up the social hinterland as they are further subsidised or paid for. 	<p><i>"Young people from higher social groups are 5% more likely to remember cultural trips organised by their parents</i></p> <p><i>35% of young people from lower social groups (C2DEs) remember their first memorable cultural trip as organised by their school compared to 27% of young people from higher social groups"</i></p> <p>A New Direction - Building Cultural Capital in Disadvantaged Pupils. 2019</p>	<p>1 to 5</p>

Total budgeted cost: £487,980

Part B: Review of the previous academic year

**Note this review is performed against the previous action plan. Although this was still part way through the cycle (2023-26) we have taken the decision to rewrite it has the previous plan required significant improvements.*

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review																								
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	<p>By the end of reception 75% of students had achieved a good level of development in Communication and Language compared to 64% of PP students.</p> <p><i>We have made significant changes the provision in Early Years. This includes investment in the spaces, resources, training and interventions. Through these changes we are targeting no gap between PP and non-PP students in all measures.</i></p>																								
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard. Currently 53% of PP children on track for this.</p> <p>That PP children in Year 1 (and 2) perform above National average in the Phonics Screening Check</p>	<table><tr><th colspan="3">Attainment in Reading</th></tr><tr><th>KS2 Reading</th><th>WCA</th><th>National</th></tr><tr><td>2023/24 PP % meeting Reading expected standard</td><td>50%</td><td>TBC</td></tr><tr><td>2023/24 Non-PP % meeting Reading expected standard</td><td>82%</td><td>TBC</td></tr><tr><td>2022/23 PP % meeting Reading expected standard</td><td>64%</td><td>60%</td></tr><tr><td>2022/23 Non-PP % meeting Reading expected standard</td><td>73%</td><td>78%</td></tr><tr><td>2021/22 PP % meeting Reading expected standard</td><td>68%</td><td>62%</td></tr><tr><td>2021/22 Non-PP % meeting Reading expected standard</td><td>85%</td><td>80%</td></tr></table>	Attainment in Reading			KS2 Reading	WCA	National	2023/24 PP % meeting Reading expected standard	50%	TBC	2023/24 Non-PP % meeting Reading expected standard	82%	TBC	2022/23 PP % meeting Reading expected standard	64%	60%	2022/23 Non-PP % meeting Reading expected standard	73%	78%	2021/22 PP % meeting Reading expected standard	68%	62%	2021/22 Non-PP % meeting Reading expected standard	85%	80%
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To see the gap narrowing in Reading year on year and to be superior to the National performance gap.

Pupil Premium children's progress in Reading is greater or equal to their peers.

Children will have their curriculum widened with access to a range of quality texts which increase their cultural capital. Engagement in Reading for Pleasure is increased and evidenced through internal deep dives.

Year	In school gap	Gap to national PP	Gap to national non-PP
2023/24	-32%	Na	Na
2022/23	-9%	+4%	-14%
2021/22	-17%	+6%	-12%

We have introduced a plethora of initiatives to ensure attainment improve.

Phonics Results

End of Year 1 Phonics	WCA	National
2023/24 PP % meeting Phonics expected standard	68%	TBC
2023/24 Non-PP % meeting Phonics expected standard	77%	TBC
2022/23 PP % meeting Phonics expected standard	70%	67%
2022/23 Non-PP % meeting Phonics expected standard	81%	83%
2021/22 PP % meeting Phonics expected standard	70%	62%
2021/22 Non-PP % meeting Phonics expected standard	92%	80%

Year	In school gap	Gap to national PP	Gap to national non-PP
2023/24	-9%	Na	Na
2022/23	-11%	+3%	-13%
2021/22	-22%	+8%	-10%

End of Year 2 (only those that didn't meet ES in Year 1)	WCA	National
2023/24 PP % meeting Phonics expected standard	43%	Na

		2023/24 Non-PP % meeting Phonics expected standard	33%	Na
		2022/23 PP % meeting Phonics expected standard	33%	26%
		2022/23 Non-PP % meeting Phonics expected standard	40%	23%
		2021/22 PP % meeting Phonics expected standard	40%	30%
		2021/22 Non-PP % meeting Phonics expected standard	100%	34%
		Year	In school gap	Gap to national PP
		2023/24	+10%	Na
		2022/23	-8%	+13%
		2021/22	-60%	+10%
Improved combined attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard. To see the gap narrowing in writing attainment year on year and to be superior to the National performance gap.	<i>Note: extremely small numbers in the WCA cohort.</i>		
		Progress data TBC when performance tables are published it can be found here: https://www.compare-school-performance.service.gov.uk/school/136547/whitehill-community-academy		
		KS2 – Reading – See Above		
		KS2 Writing		
			WCA	National
		2023/24 PP % meeting Writing expected standard	55%	Na
		2023/24 Non-PP % meeting Writing expected standard	80%	Na
		2022/23 PP % meeting Writing expected standard	69%	58%
		2022/23 Non-PP % meeting Writing expected standard	82%	77%
		2021/22 PP % meeting Writing expected standard	68%	55%

<p>Pupil Premium children’s progress in Writing and Maths is greater or equal to their peers.</p> <p>Children’s writing reflects the experiences they have accessed.</p> <p>This will be evidenced in internal and end of key stage data.</p>	<table><tr><td>2021/22 Non-PP % meeting Writing expected standard</td><td>76%</td><td>75%</td></tr></table>			2021/22 Non-PP % meeting Writing expected standard	76%	75%																	
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	KS2 Maths																						
<table><tr><th>KS2 Maths</th><th>WCA</th><th>National</th></tr><tr><td>2023/24 PP % meeting Maths expected standard</td><td>45%</td><td>Na</td></tr><tr><td>2023/24 Non-PP % meeting Maths expected standard</td><td>84%</td><td>Na</td></tr><tr><td>2022/23 PP % meeting Maths expected standard</td><td>69%</td><td>59%</td></tr><tr><td>2022/23 Non-PP % meeting Maths expected standard</td><td>82%</td><td>79%</td></tr><tr><td>2021/22 PP % meeting Maths expected standard</td><td>65%</td><td>56%</td></tr><tr><td>2021/22 Non-PP % meeting Maths expected standard</td><td>80%</td><td>78%</td></tr></table>			KS2 Maths	WCA	National	2023/24 PP % meeting Maths expected standard	45%	Na	2023/24 Non-PP % meeting Maths expected standard	84%	Na	2022/23 PP % meeting Maths expected standard	69%	59%	2022/23 Non-PP % meeting Maths expected standard	82%	79%	2021/22 PP % meeting Maths expected standard	65%	56%	2021/22 Non-PP % meeting Maths expected standard	80%	78%
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To achieve and sustain	Sustained high levels of wellbeing by	Quality assurance demonstrated that over the course of the year standards were improving dramatically compared to those found the previous year. <i>Improvements in the quality of</i>																					

improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	2024/25 demonstrate d by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils• attendance and enjoyment of well-being clubs during school closure	<p><i>pupil experience and quality assurance processes have been captured in this new plan and will run 2024-27.</i></p> <p>Parent view was collected each term. For the following questions that results are given below for the Autumn, Spring and Summer terms respectively:</p> <p><i>My child is happy at Whitehill</i></p> <p>94%, 95%, 93% of parents responded positively.</p> <p><i>My child feels safe at Whitehill</i></p> <p>95%, 94%, 95% of parents responded positively.</p> <p><i>We have planned additional parental engagement activities starting from September 2024.</i></p> <p>20 clubs were offered over the course of the year with the following attendance rates:</p> <ul style="list-style-type: none">○ All students: 69%○ PP student 53% <p><i>A new approach to how the academy delivers clubs has been mapped the academy improvement plan / directed time calendars.</i></p>																							
To close the attendance gap between PP and cohort across the school.	That the attendance gap between PP and cohort is better than the national attendance gap.	Attendance Figures <table><tr><th></th><th>WCA</th><th>National</th></tr><tr><td>2023/24 PP Attendance</td><td>8.0%</td><td>TBC</td></tr><tr><td>2023/24 Non-PP Attendance</td><td>4.5%</td><td>TBC</td></tr><tr><td>2022/23 PP Attendance</td><td>7.4%</td><td>8.4%</td></tr><tr><td>2022/23 Non-PP Attendance</td><td>3.7%</td><td>4.9%</td></tr><tr><td>2021/22 PP Attendance</td><td>7.1%</td><td>8.4%</td></tr><tr><td>2021/22 Non-PP Attendance</td><td>4.8%</td><td>5.5%</td></tr></table> <p><i>* National data relates to state-funded primary schools (FSM Ever 6 and non-FSM Ever 6)</i></p>				WCA	National	2023/24 PP Attendance	8.0%	TBC	2023/24 Non-PP Attendance	4.5%	TBC	2022/23 PP Attendance	7.4%	8.4%	2022/23 Non-PP Attendance	3.7%	4.9%	2021/22 PP Attendance	7.1%	8.4%	2021/22 Non-PP Attendance	4.8%	5.5%
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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2023/24 demonstrated by: the overall attendance % for all pupils to be at or above 97% and for PP to close the gap to 1.5%	Summary <table><tr><th>Year</th><th>In school gap</th><th>Gap to national PP</th><th>Gap to national non-PP</th></tr><tr><td>2023/24</td><td>-3.5%</td><td>Na</td><td>Na</td></tr></table>			Year	In school gap	Gap to national PP	Gap to national non-PP	2023/24	-3.5%	Na	Na													
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		2022/23	-3.7%	+1%	-2.5%
		2021/22	-2.3%	+1.3%	-1.6%
		<i>New systems and processes have been introduced to improve both attendance and the safeguarding elements of the academy that sit within attendance. Previously, attendance was not always coded in correct way.</i>			

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
Read Write Inc Phonics	RWI
LINGO Language intervention	LINGO
White Rose Maths Tutoring	WRM