

Winifred Holtby Academy - Pupil premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Academy name	Winifred Holtby Academy
Number of pupils in the academy	1342
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/ 2022 to 2023/ 2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mark Brown Headteacher
Pupil premium lead	K Farmer Deputy Head
Governor / Trustee lead	V Tennison Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£618,860
Recovery premium funding allocation this academic year This includes NTP school led recovery	£169,188 Recovery £ 42,525.00 School Led Tuition + £42,525.00 school contribution.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 830,573 + school contribution

Part A: Pupil premium strategy plan 2021-2024

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will also support those learners who we know to be vulnerable, regardless of whether they are disadvantaged or not.

The academy draws on research evidence and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium and Recovery spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Quality first teaching for all pupils is our key driver. Having access to a well sequenced and well-planned knowledge-based curriculum across all subject areas is at the heart of what we do. We work with our learners to develop the skills required to access the curriculum. We want all of our learners to secure a firm grasp of basic skills alongside the social and emotional skills required to be an effective learner. Implicit in the intended outcomes is the intention that non- disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. Curriculum adaptations, school led tutoring and the National Tutoring Programme will all be integral to targeted support for those pupils whose education has been the worst affected, including non- disadvantaged pupils.

Robust diagnostic assessment will be used to identify individual needs and interventions will be implemented swiftly. All of our pupils are challenged in the work they are set and our staff take responsibility for the outcomes of disadvantaged pupils. Our whole network of staff work hard to raise expectations and in turn outcomes for our pupils.

Successful strategies set out in 2022/ 2023 will continue this year and the leadership and management will be similar to last year.

Improving post pandemic attendance and positive attitudes to learning are our biggest areas of focus currently. A significant proportion of the DA cohort do not attend frequently enough or display effective behaviours for learning. If we can get these learners to attend regularly and consistently then their positive outcomes will follow as we know that teaching and learning are effective.

Challenges

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

Challenge number	Detail of challenge
1	DA pupils, particularly Y7-9 and boys, receive more warnings, lesson removes, and Fixed Term Exclusions and this detrimentally affects their academic progress.
2	Fewer Higher Attaining DA pupils in Y7, 8 and 9 make good progress than 'others'. If not addressed, this will hinder continued good progress in KS4.
3	In school evidence suggests that a significant proportion of DA pupils struggle with their construction of writing when required to produce extended written responses, including the use of well-developed vocabulary.
4	Attendance rates for pupils eligible for DA in 2018-19 was 92.9% vs. 95.5% for 'other' non-DA pupils. This reduces their hours in school and impacts negatively on their progress and attainment. At the end of HT 1 2023/24 DA attendance was 85.2%, non-DA 91.3%. GAP 6.1%.
5	Parental engagement is lower for the DA cohort than for others. Eg The attendance of parents / carers of DA pupils at Parental Consultation Evenings is typically lower than that of 'others'. This means that these parents / carers are not fully aware of their child's current academic progress or how best to support them.
6	Engagement with learning outside of the academy, homework completion to a high standard and attendance at additional study sessions is lower for DA pupils than it is for 'others'. This means that they are often less well-prepared for examinations in Year 11 as they have not developed and sustained good study habits.
7	Some DA pupils have low self-esteem and lack aspiration relating to further and higher education and future career opportunities. They are not always encouraged to be aspirational for further post-16 study or training by their parents and carers.
8	Despite a return to pre-pandemic attainment levels the DA cohort have improved progress and attainment outcomes in 2023 but GAPS in attainment between DA and non- DA pupils are still too wide.

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
To accelerate attainment for the DA cohort to reduce the gap between DA and others National	The in school attainment gap between DA and others has reduced and DA pupils are attaining closer to others Nationally
To close the knowledge gaps between DA and non DA (national cohort) with a specific focus on missed learning from March 2020 onwards.	Gaps identified as a results of lost learning from March 2020 onwards have been eliminated.
To close the attendance gap between the DA cohort and non DA (national cohort)	The attendance of disadvantaged students, at least, matches that for other students nationally
To reduce Fixed Term Exclusions for the DA cohort	The gap in Fixed Term Exclusion and their peers has reduced significantly.
To reduce Behaviour points for the DA cohort and increase achievement points.	The DA cohort receive behaviour points and achievement points in-line with their peers.
To ensure DA pupils follow appropriate pathways and achieve well in-line with prior attainment.	Pupils in the DA cohort leave WHA with appropriate qualifications that allows progression to higher level study or training.
To ensure Reading fluency is not a barrier to learning and success.	Reading test data shows that pupils entering the academy below age related expectations in reading have made significant improvements.

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.

Quality First Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £ 375,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Hodder screening tests for use across Key Stage 3 to further identify learning gaps.	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to support targeted interventions. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3,8,
Engage with Vantage teaching school Hub literacy project to access 'reading across the curriculum' training	Improving reading and knowledge of tier 2 and 3 vocabulary will improve attainment. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	3,8
Regular coaching and feedback to maximise Quality First Teaching for identified staff from lead teachers. Peer coaching session once per half term in addition.	Quality First Teaching will have the biggest impact on our disadvantaged cohort in terms of raising attainment. We are using the Trust model to evaluate the quality and improve where identified EEF-Effective-PD-Mechanisms-Poster.pdf WALKTHRU EEF-Effective-Professional-Development-Guidance-Report	8
Targeted support from lead teachers and mentors for ECT (early career teacher)		
Walkthrus CPD model purchased for whole academy use led by Assistant Head Teacher to achieve consistency in Quality First Teaching (year 2)		
Enhanced Leadership & Management time for curriculum leaders to secure high quality Teaching and Learning across subject areas. (1 hour additional per week for all TLR post holders)	Why doubling PPA could help tackle the attainment gap #TheJournal (edunity.co) We have prioritised giving our teaching staff sufficient time to plan to	2,6,7,8

Increased PPA (planning preparation and assessment time) for ECT for CPD and coaching activities (2 hours as per Early Career Framework recommendation)	meet the needs of learners and conduct meaningful assessment of progress. Other PPA increases are to support the monitoring and evaluation of the quality of provision to identify where improvements can be made.	
Increased PPA for non TLR holders to secure quality planning for improved progress. (at least 2%)		
<p>Increase in teaching staff to offset the following</p> <ul style="list-style-type: none"> • increase in PPA for all, • Leadership and management capacity of the Teaching and Learning team • Timetable reduction for lead teachers • Expansion of the leadership team (curriculum and reading vocab foci) • Quality intervention provision 	Much of the DA spending is on additional staffing within the academy. To lead improvements, monitor and evaluate the quality of teaching takes time. We have invested in additional staffing to allow this to happen.	
SEN expert deployment across the curriculum to support Quality First Teaching and conduct screening	A large proportion of our SEN cohort are also DA. Adaptations to teaching on an individual basis is key to supporting these learners and ensuring good progress is made.	1,3,7,8

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £ 247,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use assessment information to highlight students who are not making progress and target for intense intervention across the EBACC suite of subjects 2023/24;-9450 funded hours (school led tuition)	Small group tuition EEF report	2,6,8
Extension to the school day – lesson 7 planned sessions across the academy (school led tuition + recovery)	Extending school time EEF	2,8
Fresh start phonics intervention 1 x permanent reading intervention staff member to target pupils identified from analysis who are insecure with their phonics and not fluent with reading.	Phonics EEF	5,8
Reading and comprehension interventions 16 hours per week involving 80 pupils	Reading comprehension strategies EEF	5,8
Progress directors based in each year to coordinate interventions and improve parental engagement	Parental engagement EEF EEF Parental Engagement Guidance Report.	1,2,4,5,6
Speech and language interventions 50 pupils across the year 6 week blocks	Oral language interventions EEF	3,8
Additional support from Educational psychologist 28 days (recovery)	Social and emotional learning EEF	1,7

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £345,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for attendance of DA cohort via additional attendance mentor.	<p>This is currently our biggest barrier to achievement. And whilst other strategies will continue this year as part of the 3 year plan improving attendance will be a significant target area. Improved attendance will lead to improved behaviour and better outcomes for our DA learners.</p> <p>Parental engagement EEF EEF Parental Engagement Guidance Report. Working together to improve school attendance Social and emotional learning EEF</p>	1,4,5
Link provision to re-engage reluctant learners / school refusers and improve wellbeing of targeted pupils		
Access to technology, educational resources and uniform	<p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	2,5,6,7,8
Careers and wider participation officer for bespoke guidance	<p>Aspiration interventions EEF :- unclear impact evidence but in school evidence post pandemic tells us that the post/ interventions support our students with career choices and plans.</p>	7
Connect Intervention programme	<p>Behaviour interventions EEF Social and emotional learning EEF</p>	1,4,5,6
Reflection provision to provide pupils to re-engage with learning and break the sanction cycle.		
Life skills HUB 3 days per week for Mental health and wellbeing support (Recovery)	<p>Mentoring EEF Behaviour interventions EEF Physical activity EEF Small group tuition EEF Social and emotional learning EEF</p>	1,3,4,7
Various alternative providers engaged with us on part-time basis blending onsite and offsite learning – with mentoring and support integrated throughout (Recovery)		
Tigers Trust Partnership established 2 days per week (Recovery)		
Implementing the Thrive Approach to support wellbeing to achieve better outcomes, attendance and behaviour.		

Total budgeted cost: £ 967,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Quality first teaching

Impact

Attainment and progress for the 2023 DA cohort improved. FFT aspire data shows that contextually DA pupils at WHA make better progress than the non DA cohort. The majority of DA pupil groups made positive progress with girls and higher attainers lagging behind all other groups. 22 of the DA cohort had alternative provision in place that provided a curriculum better suited to the child. 14 were still attending our setting. 6 had been referred to AP. The outcomes gained are valuable to the child, allow progress into further education but are not counted in the performance tables. The curriculum for every pupils is carefully considered to match their needs and is highly ambitious for all. Our aim is to achieve the best possible outcomes for all learners and ensure access to appropriate progression routes.

Analysis of internal monitoring records for 2022 - 23 indicate that teaching is effective. This was verified in the 2023 Ofsted inspection where the Academy was judged to be Good in all areas. *"Leaders make sure that the quality of education that pupils receive is of a consistently high standard. Teaching is matched to the needs of the pupils and taught by staff with strong subject knowledge. Leaders have designed a curriculum that gives pupils access to a wide range of knowledge and skills."*

Our approach to assessment is clear and consistent across the Academy and teachers use this to identify gaps and inform future planning. Internal monitoring has identified assessment as a strength across the academy and where this needs further development robust plans are in place.

Targeted Academic Support

Impact

Internal monitoring data shows that learners engaged in reading interventions are making positive gains in phonics knowledge, reading comprehension and reading fluency. Ofsted recognised the fact that reading has been prioritised at WHA and the following featured in the report. *"Leaders have prioritised reading across the school. They support pupils who find reading difficult. They use a variety of assessment tools to identify specific barriers, such as phonic knowledge, comprehension or fluency. There has been careful consideration of how to develop pupils' vocabulary and their love of reading. Strategies such as whole class reading and work on subject-specific vocabulary are enabling pupils to read with greater purpose."*

14719 hours of school led tuition was conducted to 687 students. 407 of this cohort were DA equating to 59% of the delivery. The vast majority of the school led tuition happened in the school day for the DA cohorts. A robust programme of in school intervention and small group work was in place during the school day but this intensive in school support cannot replace independent work completed out of school hours. The focus of small group tuition remains on addressing specific weaknesses identified by our class teachers, and our dedicated tutors work tirelessly with students until their knowledge base is secure.

Additionally, 362 students benefited from 5,975 hours of supplementary after-school lessons (L7). Within this group, 141 were pupils eligible for pupil premium (38.9%), accounting for 1,698 hours (28.4%) of the total time.

The progress 8 score for the PP cohort who participated in the after school and small group sessions showed a 41% improvement when compared to the pupils who did not participate in additional tuition. Engaging learners outside of the classroom and main school hours remains an improvement area for us as the impact is clear.

In the past school year, 55 students received phonics intervention, with 12 out of 21 (54%) of them being pupils eligible for pupil premium support. Notably, all students made progress (100%) in their modules, demonstrating the effectiveness of this program.

During the last school year, 138 students participated in our Reading Army program, with 70% of them being pupil premium students. On average, each participant witnessed an increase of over 5 months in their reading age, even when considering the months gained in age during that time. This program has consistently yielded positive results, showcasing its effectiveness in enhancing students' reading skills.

To ensure students continue to read and maintain their improvements, a reading club was established during a lunch period at the end of the summer term.

Wider Strategies

Impact

Attendance for the DA cohort remains a key area for improvement. From Half Term 1 to Half Term 6 we made a 4.28% improvement against the national data for the DA cohort but the overall rate for attendance for this cohort remains too low. We have worked with the DfE to secure best practice and have reviewed all strategies alongside a DfE adviser. We continue to target individuals and groups of pupils with a whole academy approach and will continue with the level of resource currently in place.

Lesson remove data shows the DA cohort significantly reduced the number of lesson removes they received consecutively from half term 3 to half term 6 during 2022/23. Overall, they demonstrated a 27% reduction from half term 1 to half term 6. We continue to signpost support for all pupils struggling to meet academy expectations. 79% of pupils who attend full time placements with alternative providers are in receipt of the pupil premium. The vast majority of these pupils continue to make progress towards appropriate post 16 pathways. 2 Year 10 pupils attempted to reintegrate back to WHA during the summer term but have since returned to their AP setting.

The number of DA pupils receiving one or more FTS during 2022-23 was above the number for non-DA. However, the number of pupils in receipt of a fixed term suspension when looking at the overall number of pupils reduced by 26% between HT1 and HT6 demonstrating the impact of intensive interventions throughout the year.

The Link continues to provide a multi-faceted approach to supporting a wide range of pupils and their families. Over 200 pupils have accessed support via The LINK with over 60% of these pupils being in receipt of the pupil premium. The range of support includes the Mental Health support Team, Thrive based mentoring, Think for the future programme, MIND (one to one and small group work) Life Skills Hub and support from the Tiger's trust. We also run a range of off site provision including Hairdressing and Boxing.

Externally provided programmes

Programme	Provider
Speech and Language interventions	Hull CC
YIPIYAP tutoring	YIPIYAP
Connect	LJ Dicksbury- Educational psychologist
Various well being and motivational	Tigers Trust
Wellbeing, mental health and support	Life Skills Hub , MIND
Ed Psyc	Applied Psychologies
Re-engage and intervene	Fast Forward Vocational Training
Sports leader interventions	Elm tree academy
Hair and Beauty Course level 1	Aspire Academy
Think for the Future Interventions	TFTF

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details