

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	1346
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	19 th November 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	Karen Farmer Headteacher
Pupil premium lead	J Nassau Assistant Head
Governor / Trustee lead	V Tennison Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£629,635
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	£629,635

Part A: Pupil premium strategy plan 2021-2024

Statement of intent

Our goal is for all students, regardless of background or the challenges they face, to make strong progress and achieve high standards across the curriculum. The focus of our Pupil Premium strategy is to ensure that disadvantaged pupils are fully supported to reach their potential, while also providing targeted assistance to vulnerable learners, regardless of their eligibility for Pupil Premium.

We draw on a combination of robust research evidence and our own experience to direct funding towards initiatives that are most likely to drive student success. We do not equate Pupil Premium eligibility with low ability; instead, we focus on helping disadvantaged students to reach the highest possible outcomes. Our Pupil Premium and Recovery Fund spend is divided into four key areas: **Attendance**, **Quality First Teaching**, **Targeted Support**, and **Culture**.

1. Attendance: We are committed to improving attendance. This area is pivotal to improving outcomes for disadvantaged students, as a significant proportion of this group face challenges achieving good attendance. We know when pupils are in our school they succeed. Hence, improving the crucial area is our number one priority.

2. Quality First Teaching: High-quality teaching is at the heart of our approach. Ensuring that all pupils benefit from a well-structured, knowledge-rich curriculum is central to our work. We strive to equip our learners with the necessary skills to access the curriculum, with a strong emphasis on securing fundamental skills, alongside the social and emotional competencies required for effective learning. We aim to ensure that all students, including disadvantaged pupils, make significant progress and that the attainment of non-disadvantaged pupils is sustained and improved in parallel.

3. Targeted Support: Robust, diagnostic assessments will be used to identify specific needs, enabling us to implement timely and effective interventions. Every pupil, regardless of background, will be challenged to reach their potential in every task. Our staff take collective responsibility for the achievement of disadvantaged students and work collaboratively to raise expectations. By addressing individual barriers to learning, we ensure that disadvantaged pupils receive the focused support they need to achieve at the highest level.

4. Culture: In addition to academic support, we are committed to improving the culture within the school, fostering a positive attitude to learning. This is pivotal to improving outcomes for disadvantaged students, as a significant proportion of this group face challenges with attendance and engagement. By making our school somewhere pupils feel safe, valued and cared about, not only will attendance improve, but also a strong learning attitude will be fostered, both crucial factors in academic success. By creating this culture, we aim to ensure that disadvantaged pupils benefit fully from the high-quality teaching and interventions on offer.

Building on the successful strategies implemented in 2023/2024, our leadership and management structure will remain consistent, providing continuity and stability for both staff and students. Together, these actions will support our overarching aim: to ensure that all pupils, especially those from disadvantaged backgrounds, make exceptional progress and achieve the highest possible standards.

Challenges

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

Challenge number	Detail of challenge
1.	Attendance rates for pupils eligible for DA in 2023/24 was 83.2% vs. 89.4% 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 2024/25 DA attendance was 88.7%, non-DA 93.7%. A gap of 5%.
2.	DA pupils, particularly Y7-9 boys, receive more warnings, lesson removes, and fixed term exclusions and this detrimentally affects their academic progress.
3.	Fewer higher attaining DA pupils in Y7, 8 & 9 make good progress than non-DA pupils. If not addressed, this will hinder continued good progress in KS4.
4.	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.
5.	After returning from final lockdown in January 2021, many pupils found it difficult to re-engage with learning. However, we found our DA pupils had often been affected more by lockdowns. Despite interventions from the school and government to cross the digital divide, we found remedial work is still required to ensure disadvantaged pupils can successfully manage their educational journey.
6.	Parental engagement is lower for the DA cohort than for others. E.g., the attendance of parents/carers of DA pupils at Parental Consultation Evenings are typically lower than that of non-disadvantaged pupils. This means that these parents/carers are not fully aware of their child's current academic progress or how best to support them.
7.	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 non-disadvantaged pupils. This means they are often less well-prepared for examinations in Year 11 as they have not developed, and sustained, good study habits.
8.	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.
9.	In 2024 GAPS in attainment between DA and non- DA pupils are still too wide.
10.	KS3 Reading tests data highlights DA pupils, on average, have an average lower reading age than non-DA pupils of 2 years.

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 close the attendance gap between the DA cohort and non-DA (national cohort)	<ul style="list-style-type: none"> Attendance statistics (Comparison of disadvantaged and non-disadvantaged pupils' attendance and punctuality)
To accelerate attainment for the DA cohort to reduce the gap between DA and others	<ul style="list-style-type: none"> Percentage passing English and Maths GCSEs Progress 8 score of the school
To engage pupils in their learning and foster a supportive environment of learning for all pupils regardless of background	<ul style="list-style-type: none"> High levels of engagement observed in lessons Disadvantaged pupils' participation levels in extra-curricular academic clubs, such as revision classes & "Future Leaders"
To reduce Fixed Term Suspensions for the DA cohort	<ul style="list-style-type: none"> Behaviour statistics (Comparison of disadvantaged and non-disadvantaged pupils' FTS)
To encourage emotionally healthy, strong, and positive behaviours in our disadvantaged pupils.	<ul style="list-style-type: none"> Behaviour statistics (Comparison of disadvantaged and non-disadvantaged pupils' behaviour points)
To ensure DA pupils follow appropriate pathways and achieve well in-line with prior attainment.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Reading test data to show DA pupils closing the reading age gap.

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.

Attendance

Attendance of our pupils is the most vital ingredient in improving their attainment and personal development. We know that when pupils have good attendance (95%+) at our academy they leave with good outcomes, allowing positive pathways post 16. Whilst QFT (priority 2) is the key ingredient of a successful academy and is rightly where the largest percentage of Pupil Premium spending is allocated, to benefit from this investment pupils need to be in school, hence the need to prioritise attendance as our number one focus.

Budgeted cost: £ 79,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Operation "Safe Harbour". An in-house policy designed to tackle multiple causes of poor attendance (mental health, disengagement, financial etc.). This policy includes year group oversight by an AHT.</p> <p>The overarching vision/message of the policy is to convey to all learners, and their families, that Winifred Holtby Academy is the safest location for them during the school day.</p>	<p>Our own internal data shows that pupils with good attendance achieve attainment in line with, or better than, national averages.</p> <ul style="list-style-type: none"> Attendance-and-Persistent-Absence-ESC-Submission.pdf (d2tic4wvo1iusb.cloudfront.net) Why is school attendance so important and what are the risks of missing a day? – The Education Hub (blog.gov.uk) Improving school attendance by fostering a sense of community belonging - Education Development Trust (edt.org) 	1, 5, 6 & 8
<p>Employ three EWO's (Previously one) as well as an attendance clerk to give greater capacity for home visits, calls to parents, meetings etc.</p>	<ul style="list-style-type: none"> 110308section3en.pdf (ioe.ac.uk) A strategy for improving pupil attendance (fermanaghmagh.com) 	1, 5, 6 & 8
<p>Link provision to re-engage reluctant learners / school refusers and improve wellbeing of targeted pupils</p> <p>Implementing the Thrive Approach to support wellbeing to achieve better outcomes, attendance, and behaviour.</p> <p>Run diverse clubs, during lunch and after school to encourage attendance and a culture of pupils wanting to attend.</p>	<ul style="list-style-type: none"> Parental engagement EEF EEF Parental Engagement Guidance Report. Working together to improve school attendance Social and emotional learning EEF Access to extra-curricular provision and the association with outcomes - Education Policy Institute (epi.org.uk) 	1, 2, 5 & 8

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 rightly sees the largest spend from the Pupil Premium budget

Budgeted cost: £ 350,000

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 Reading comprehension strategies EEF	3,4,5,9 & 10
Purchase Good2Learn reading and numeracy platform for targeted support for our least able student's in KS3.	Improving reading, knowledge of tier 2 and 3 vocabulary & basic numeracy to improve attainment. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	3,4,5,9 & 10
Targeted support from lead teachers and mentors for ECT (early career teacher)	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-Professional-Development-Guidance-Report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3,4,5,9 & 10
Targeted CPD for all teaching staff, identified by faculty lead &/or line manager. Whole academy policy led by Assistant Head Teacher to achieve consistency in Quality First Teaching		
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)	We have prioritised giving our teaching staff sufficient time to plan to 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. Why doubling PPA could help tackle the attainment gap #TheJournal (edunity.co)	3,4,5,9 & 10
Increased PPA (planning preparation and assessment time) for ECT for CPD and coaching activities (2 hours as per Early Career Framework recommendation)	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.	3,4,5,9 & 10

<p>Increased PPA for non TLR holders to secure quality planning for improved progress. (at least 2%)</p>		
<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 & AHT • Expansion of the leadership team (curriculum and reading vocab foci) • Quality intervention provision 		
<p>SEN expert deployment across the curriculum to support Quality First Teaching and conduct screening.</p>	<p>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. It also allows pupils to be taught in smaller groups enabling academic progress.</p> <p>Small group tuition EEF Teaching Assistant Interventions EEF</p>	<p>3,4,5,9 & 10</p>

Targeted 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: £50,000

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	Targeted support for Y11 pupils in 2023/24 saw an increase in their final examinations Small group tuition EEF report	3,4,8 & 9
Extension to the school day – lesson 7 planned sessions across the academy	Pupils who took of advantage of lessons beyond the school day historically achieve better outcomes than those who don't Extending school time EEF	3,4,8 & 9
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.	Internal data shows that pupils who have received phonics intervention have seen their reading ability increase significantly Phonics EEF	3,4,5,9 & 10
Reading and comprehension interventions (Including speech & language)	Internal data shows that pupils who have received reading intervention see a significant increase in their reading age Reading comprehension strategies EEF Oral language interventions EEF	3,4,5,9 & 10
Progress directors based in each year to coordinate interventions and improve parental engagement	Experience has shown us that when parents/carers engage with the academy their children make more progress across all measures. Parental engagement EEF EEF Parental Engagement Guidance Report.	3,4,8 & 9

Culture (for example, behaviour & wellbeing)

Wider strategies relate to the most significant non-academic barriers to success in school, including behaviour, and social & 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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT with responsibility for culture and climate. Aim to increase parental & pupil engagement.	Experience shows that when parents, pupils & other outside agencies work in unison then pupil progress is significantly improved. Already this role has seen positive impacts with a reduction of nearly 18% in the gap between DA pupils & non-DA pupils with regards to FTS. EEF Parental Engagement Guidance Report. Working together to improve school attendance Parental engagement EEF	2,5 & 6
Link provision to re-engage reluctant learners / school refusers and improve wellbeing of targeted pupils	The Link has been a vital aspect of the academy for several years, acting as a bridge for students who SEMH make attending school a challenge. Over the years it has enabled many students to firstly attend school and then leave with positive outcomes. Social and emotional learning EEF	1,5,6 & 8
Access to technology, educational resources and uniform	Many of our DA learners struggle to afford uniform, by offering it FOC to those in most need it removes a barrier to school attendance School uniform EEF (educationendowmentfoundation.org.uk)	6 & 8
Careers and wider participation officer for bespoke guidance	In school evidence post pandemic tells us that the post/ interventions support our students with career choices and plans. Aspiration interventions EEF	7 & 8
Reflection provision to provide pupils an opportunity to re-engage with learning and break the sanction cycle.	Over the past two years the provision has offered students a safe space to reflect & discuss their behaviours, reducing the need for suspension in many instances. Behaviour interventions EEF Social and emotional learning EEF	2, 5 & 8

Tommy Coyle boxing intervention	<p>Over the years we have used various providers to help improve pupil engagement and develop their resilience. Having extensive experience, we now use a smaller select number of providers whom we know can make a difference.</p> <p>Mentoring EEF Behaviour interventions EEF Physical activity EEF Small group tuition EEF Social and emotional learning EEF</p>	1,2, 5 & 8
Various alternative providers engaged with us on part-time basis blending onsite and offsite learning – with mentoring and support integrated throughout		
Tigers Trust Partnership established 2 days per week		
Implementing the Thrive Approach to support wellbeing to achieve better outcomes, attendance and behaviour.		
Provide free Revision Guides to all DA pupils in KS4 & offer Revision classes (with additional resources) for DA parents.	<p>Many of our DA learners struggle to afford revision materials, by offering it FOC to all DA pupils, it removes one area of disadvantage.</p> <p>EEF quest blog: Building study habits and revision routines EEF</p>	7

Total budgeted cost: £ 629,635

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

Whilst attainment and progress for the 2024 DA cohort was disappointing, the figures did show a reduction in the gap between DA & Non-DA pupils in both Attainment 8 and Basics by a fifth. The most significant finding from our 2024 results was the importance of good attendance. When our DA pupils had attendance above 90%, they achieved marginally better than the national average for DA pupils. 12 of the DA cohort had alternative provision in place that provided a curriculum better suited to the child. 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 pupil 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. Overall, only one of our 22/23 DA students is classed as NEET eighteen months after leaving our roll, whilst 94.1% of the entire 2023/24 cohort are continuing with educational based training/employment. Of the 9 pupils who are classified as NEET, 67% were DA, although one of these is unable to work due to pregnancy.

Analysis of internal monitoring records for 2023-24 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, 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.”*

12,376 hours of school led tuition was conducted to 718 students. 337 of this cohort were DA equating to 47% of the delivery. In comparison the percentage of DA pupils in year 11 was 40% - evidencing that more DA pupils received additional support than non-DA pupils. Most of the school led tuition happened during the school day for the DA cohort. 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 small group tuition focussed on addressing specific weaknesses identified by class teachers, and our dedicated tutors work tirelessly with students until their knowledge base was secure. In addition to teacher led small group intervention the school also provided online tuition in Math, English & Science for 92 pupils, 68% of whom were DA. The progress 8 score for the PP cohort who participated in the online tuition and small group sessions showed a 34% 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, 24 students received phonics intervention, with 17 out of 21 (71%) of them being pupils eligible for pupil premium support. Notably, all students made progress (100%) in their modules, demonstrating the effectiveness of this programme.

During the last school year, 62 students participated in our Reading Army programme, with 78% of them being pupil premium students. On average, each participant witnessed an increase of over 4 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. Additionally, last year we ran numeracy interventions sessions for 116 pupils, 76% of whom were DA. 82% of the DA pupils showed an improvement of at least 15% in test scores over the course of the 12-week program.

Wider Strategies

Impact

Attendance for the DA cohort remains a key area for improvement. From Half Term 1 to Half Term 6 we made an improvement against the national data for the DA cohort but the overall rate for attendance for this cohort remains too low. The work started in 2023 to create a whole academy approach was borne out during the academic year, with Operation Safe Harbour impacting positively on attendance in 2024-25 (both in terms of DA attendance and the gap with non-DA pupils – with the Gap reducing from over 6% to 5%)

Lesson remove data shows the DA cohort significantly reduced the number of removes they received 2023/24 compared to 2022/23 (21%). Whilst DA pupils continue to account for a greater percentage of removes than their non-DA peers, the overall reduction in removes is a positive impact of the change in culture the school is attempting to create following the change of leadership in January 2024. Whilst the overall number of suspensions for the academic year was slightly higher than 2022/23, there was a significant reduction over the course of the year. Additionally, out of the total number of suspensions DA pupils accounted for 67% down from 80% in 2023/24.

We also continue to support pupils struggling to meet academy expectations. 79% of pupils who attend full time placements with alternative providers are in receipt of the pupil premium. Most of these pupils continue to make progress towards appropriate post 16 pathways. Two Year 10 pupils did attempt to reintegrate back to WHA during the summer term but have since returned to their AP setting.

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 58% of these pupils being in receipt of the pupil premium. The range of support includes the Mental Health support Team, Thrive based mentoring, MIND (one to one and small group work) Life Skills Hub and support from the Tiger's trust. We also run a range of offsite provision including a Motor Vehicle Course and Boxing.

Externally provided programmes

Programme	Provider
Speech and Language interventions	Hull CC
YIPIYAP tutoring	YIPIYAP
Various wellbeing 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