

City Academy Whitehawk



2021-24

Pupil Premium Strategy Statement

Year 3 of 3

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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Any changes and updates made to this document at the end of Year 1 of the strategy are evident in **purple**. Updates following the evaluation of Year 2 are made in **orange**. Evaluation of Year 3 is available in Part Biii and any changes to the strategy made in 2023-24 is detailed in **red**.

School overview

Detail	Data
School name	City Academy Whitehawk
Number of pupils in school	360 [387 including Nursery]
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31.12.2021
Date on which it will be reviewed	20.07.2022 20.07.2023 20.07.2024
Statement authorised by	Thomas McMorris
Pupil premium lead	Thomas McMorris
Governor / Trustee lead	Janis Taylor

Funding overview 2023

Detail	Amount
Pupil premium funding allocation this academic year	£ 362,549
Recovery premium funding allocation this academic year	£ 32,190
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	£394,739

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to provide an outstanding education for our children, enabling every child of Whitehawk to be the very best they can be. We strive to develop children's aspirations, their self-esteem and their academic achievement in a safe and stimulating learning environment. It is vital that all learning opportunities are of a consistently high quality and therefore we work tirelessly to ensure that children attend school, ready to learn.

It is important to acknowledge that, in Whitehawk, the grant is used to create equality of opportunity and to negate the complexity of challenge that socioeconomic disadvantage might create. 64% of the City Academy Whitehawk community is eligible for the Pupil Premium Grant and the IDACI indicators of 2023 demonstrate that 83% of our children are in the top 10% most deprived in the country.

If roughly 8 out of every 10 children of our school community lives in state-defined disadvantage, the principle behind our funding allocation is that structures and systems at CAW will enable every child to succeed. It is our intention that every single child in our community can meet their potential – we allocate the pupil premium grant strategically to teaching, targeted teaching and wider structures and systems that create equality of opportunity to our safe, supportive and academically rich learning environment.

Through this strategy document, we outline the actions we will take to mitigate many known effects of socio-economic disadvantage. By using Pupil Premium Funding to form an effective Welfare structure at City Academy Whitehawk, we can ensure that children's primary needs are best met in order that they can access our academic offer, making rapid progress from their starting points, especially in Early Reading. GAG funding is then allocated to ensure that our Quality of Education Team can accelerate pupil progress and secure academic achievement – our ambition here is to teach excellently, securing annually increasing attainment indicators so as to demonstrate that the children of Whitehawk are learning, meeting their potential due to an ambitious and rigorous curriculum that is worthy of emulation.

Challenges

This details the key challenges that might inhibit pupil achievement at City Academy Whitehawk.

Detail of challenge	
01	Children's Early Reading starting points might be low and leadership and teaching of an exceptional standard is required; their attainment might be lower than their peers nationally and they might therefore demonstrate a need for accelerated progress in reading.
02	The role of the subject leader needs to be developed in order that all children make rapid progress from their individual starting points.
03	Not all families might be able to provide opportunities for play or physical exertion and as such some children's physical development and behaviour and attitudes requires explicit development through skilful PE teaching and sporting opportunities.
04	Overall, children attain at a level that is lower than their peers nationally and therefore their achievement needs to be closely monitored in KS2 Reading and Mathematics and interventions skilfully administered.
05	Many children join CAW with developmental delay in language acquisition, understanding and application. Children's vulnerabilities can be enhanced through their inability to communicate.
06	Some SEND learners with complex needs are not yet able to access our curriculum offer according to their year group's national curriculum expectations.
07	Many carers, children, colleagues and external agencies require a lead professional as a point of contact at CAW in order that children's welfare is of the highest possible standard.
08	Some children's SEMH profile inhibits their ability to access the academic curriculum successfully and they are therefore likely to make limited progress.
09	Some carers require support in order to sustain relationships with their children, best meet their needs and parent to the best of their capability.
10	Many children who have lived through or endure trauma require specialist provision in order that they can function successfully at school, at home and in the community.
11	Some children's SEMH profile inhibits their ability to behave appropriately and safely in the school environment.
12	Some children who live with ASC require explicit modelling and enhanced opportunities to communicate and socialise.
13	Some children's SEMH profile inhibits their ability to communicate themselves and this leads to increased anxiety in the KS2/3 transition period.
14	Not all families are able to provide to provide a healthy breakfast for children and as such hunger can impede physical development, motivation, attention and therefore achievement.
15	Not all families prioritise school attendance and therefore children's safety cannot be ensured, development is delayed and academic achievement is impeded.
16	Some children require an extended school day in order to provide access to social interaction, play opportunities and food.
17	Some carers require an earlier school start time or later collection time in order that they can study, look for employment or attend their place of work.
18	Many families cannot afford specialist instructors for children and as such musical potential may go unidentified.

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
All pupils attend school full time	<p>Breakfast club is well attended</p> <p>Statutory School Age attendance figures are good</p> <p>'Excellent Attendance' has a raised profile amongst school children and families</p> <p>Reduced persistent absence indicators</p> <p>Reduced persistent late indicators</p>
Children most in need are supported by a network of skilled professionals	<p>Children feel safe to attend school</p> <p>Selected children have access to a range of skilled professionals for weekly sessions as appropriate (according to demand) and demonstrate progress against established targets, functioning with increased safety and success in and out of school</p>
Children are well supported in achieving appropriate SEMH development	<p>Boxall profile outcomes for individual children demonstrate progress against target areas</p> <p>Pre/post programme assessments demonstrate pupil progress</p> <p>Students' SEMH is well understood and adult training and deployment leads to improved behaviour</p>
Children make rapid progress in Early Reading	<p>The Early Learning Goal in Reading demonstrates improved CAW attainment and closes the gap on national average for 'all' and 'disadvantaged'</p> <p>Year 1 Phonic Screening Check result is higher than in previous years and is in line with national averages for 'all' and 'disadvantaged'</p>
Children make rapid progress in the core curriculum	<p>KS1 attainment indicators demonstrate that 'all' and 'disadvantaged' children achieve in line with national expectations in Reading, Writing and Maths for 'disadvantaged'</p> <p>KS2 attainment indicators demonstrate an uplift on 2018 KS1 indicators in Reading, Writing and Maths and are above national average for 'disadvantaged'</p> <p>KS2 Progress indicators are above national for 'all' and 'disadvantaged' in Reading, Writing and Maths.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint and train an Early Reading leader in order that children make rapid progress from their baseline. They will be afforded 0.1 non-contact time and a TLR2a a TLR2a to develop the practice of teachers and support staff.	Read Write Inc has accelerated Pupil Progress at CAW at a greater rate than any other Early Reading provision. Read Write Inc. Phonics is a teaching programme developed by Ruth Miskin. It includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 4 6 7 8
Allocate 0.6 teacher to enable Quality of Education Leaders to ensure that the role of the subject leader is being developed and that children are making rapid progress from their starting points across the curriculum, including PE.	In order that we serve our community as effectively as possible, we have a revised leadership structure in order that we successfully meet the Ofsted targets left for us in 2018: Develop the role of subject leaders to ensure that: – the curriculum in all subjects is planned to progressively develop the knowledge and skills of pupils – they check and help improve the quality of teaching in their subjects – pupils make rapid progress from their starting points in all areas of the curriculum. Ensure that teaching is as strong as the best in the school by adapting tasks where necessary to meet the needs of pupils, especially the most able	1 2 3 4 5 6 7
Allocate 0.6 teacher to ensure that needs-based teaching is offered to Key Stage 2 aged children with complex learning profiles. And ensure that a member of support staff is allocated	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are	6

to support these children during their time in The Nest.	also more than twice as likely to be eligible for free school meals.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The leadership of SEND, 0.2, will ensure early identification of children requiring academic intervention or alternative provision.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.	5 6
<p>Subscribe to PiXL and allocate resources in line with expert instruction in order that targeted children make accelerated progress in KS2 Reading and Maths.</p> <p>PiXL has three main aims:</p> <ul style="list-style-type: none"> - To improve life chances and outcomes for pupils - To influence leadership at all levels, regionally and nationally, as the best way to improve schools - To equip school leaders to be agents of change and betterment <p>Two CAW Assistant Headteachers will take on the Raising Standards Leader role (Y1,3,5 and Y2,4,6).</p>	<p>Diagnosis, Therapy, Testing and Revisiting (DTTR) is at the centre of what PiXL does. This ensures that we identify the problem, ensure the issues are being addressed and helped, check that the improvement we think has happened, and then we continue to re-visit on a regular basis to make sure we are seeing last change. In terms of supporting pupils, DTTR is at the heart of how we believe we can ensure that pupils who are not on track make progress. This is by forensically identifying the precise aspects of the curriculum which are a barrier, putting in the required therapy to close this gap, testing to ensure that the therapy has had impact and then revisiting to ensure pupils maintain that secure knowledge and application of the skill. Resources and strategies PiXL produce are modelled around DTTR to allow schools to use this key strategy to ensure there is impact.</p> <p>Personalised Learning Checklists enable teachers to diagnose where pupils may have gaps in their knowledge and understanding. Low stake testing or questioning can help diagnose these gaps and forensically track against these areas. Using a simple RAG rating system, teachers can see clearly where gaps are and use this to inform planning. The PLC used as a working document allows teachers to have precise information about the children in front of them (whether in whole class teaching or individual group work) and plan accordingly and pupils' journey towards becoming more secure can be easily tracked.</p> <p>Assessment Package: All PiXL assessments have as their core purpose diagnosis and therefore fit into the model</p>	4 5

	of DTTR. The tools available with the assessments (Question Level Analysis spreadsheets, partnership data, Implications for Teaching reports) all support schools using the assessments to diagnose where pupils' knowledge is not secure but also to benchmark performance with schools across the partnership. The Implications for Teaching report further support the identification of areas for improvement and key resources to support addressing these.	
Adopt Read Write Inc. curriculum and pedagogy with fidelity, including Fast Track Tutoring for 'lowest 20%' and those needing 'keep up' support. Aforementioned Early Reading Lead to be supported by Headteacher and Assistant Headteacher in monitoring and evaluation.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 4 6 7 8
Allocate 0.4 teacher time and 1.0 FTE higher level teaching assistant time to deliver Speech and Language Intervention to individuals, pairs or small groups. SENDCo to evaluate effectiveness and work with expert teachers to identify those most in need by analysing performance indicators.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) This is delivered at CAW by two staff to individual children, pairs or small groups – the effectiveness is evidenced by the EEF below: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF https://speechandlanguage.info/ Speechlink tools are used to support our effective provision.	1 4 6 7
Allocate 0.4 accredited teacher time to staff professional development [2022-23] leading to accreditation and the effective delivery of Reading Recovery	Reading Recovery is a literacy programme designed for the lowest achieving children aged around six that enables them to reach age-expected levels within 20 weeks. It involves a short series of daily one-to-one lessons for 30 minutes with a specially trained teacher. Reading Recovery is different for every child, starting from what the child knows and what he/she needs to learn next. The	1 4 5 6

Intervention to individuals around the age of 6.	<p>focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to use letter and word detail fluently without losing focus on meaning and comprehension.</p> <p><u>Research shows that Reading Recovery achieves good results that are swift and long lasting.</u></p>	
School-led Tutoring	<p>Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Tutoring can be an effective tool for helping pupils recover lost education; in our school we plan to use adults that children know to help support with learning. We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p> <p>Clear, positive and encouraging communication between staff and pupils is important. An evaluation which found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint CAW school staff to promote children's welfare, support family engagement, lead professional networks, act as Safeguarding lead, ensure safe behaviour, identify and facilitate early intervention. Staff Roles to include:</p> <ul style="list-style-type: none"> Welfare Manager Attendance Officer [0.5 FTE] Learning Mentor Nurture Teachers Four Inclusion Mentors <p>AO hours to be reallocated to increase capacity for targeted casework.</p>	<p>We will continue with our system due to its effectiveness; when Ofsted last visited in 2018 they noted:</p> <ul style="list-style-type: none"> Safeguarding is effective. Leaders take the welfare of all their pupils very seriously. They provide high-quality care for pupils and helpful advice and support for families. Relentless work with families is leading to positive improvements in attendance. Persistent absence is declining but is still above national levels. Leaders responsible for safeguarding know the community they serve extremely well. This gives them a full and accurate understanding of the risks pupils face on a day-to-day basis. <p>We know it to be the case (see EEF quote below) that having a dedicated, trained specialist for specific roles enables us to build a range of trust-rich relationships built on good communication with our community. This supports families to trust us in sending their children to school.</p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>15</p>
<p>Continue the school's effective work with families to ensure good attendance, monitoring our effectiveness half termly.</p>	<p>EEF - 'increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.' Having a dedicated person for attendance ensures that good communication and relationships are developed quickly, relationships that are established early support families to liaise with school and support their children in attending.</p>	<p>7</p> <p>15</p>
<p>Allocate staff, space, resources and food in order that Breakfast Club runs for free, five days a week 08:00 – 08:30.</p>	<p>We offer breakfast for free to children due to the challenges children are known to face (on the right). It is our intention that by offering breakfast club, families are more inclined to bring their children to school. On average, 70 children attend our breakfast club daily. The EEF recently reported: "Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment</p>	<p>3</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p>

	was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance."	
Where a pupil's primary need is not academic, they will be assessed ahead of their start to KS1 and those whose SEMH profile demonstrates significant levels of need will receive Nurture provision from qualified staff for 5 mornings a week. Evaluate pupil development termly.	<p>Children who attend Nurture have a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013) and their academic attainment improved, even over the course of just one year (Sloan et al 2016, Reynolds et al 2009);</p> <p>https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>When Ofsted evaluated our Nurture provision in its early stages in 2018, they noted: Some pupils attend a new nurture group where early signs show that positive relationships are starting to be developed</p>	7 8
<p>Where a pupil's SEMH or Communication and Language profile indicates a need, enriching interventions will be provided by qualified staff in the form of:</p> <ul style="list-style-type: none"> - Forest School - Social Skills Groups LKS2 - Social Skills Groups UKS2 - Sensory Circuits <p>Evaluate pupil development termly.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): click here for the EEF evidence base</p>	6 8 10 11 12
Provide external intervention for Year 6 children most in need of SEMH support and enhanced transition in their preparation for joining secondary school with a view to boosting self esteem and confidence through performance. Evaluate	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): click here for the EEF evidence base</p>	13

pupil development at the end of ten sessions.		
<p>Establish a network of trusted, skilled specialist professionals to work at CAW weekly in order to support children's needs. To include:</p> <ul style="list-style-type: none"> • Family Support Worker • Primary Mental Health Worker • Play Therapist • Counsellor 	<p>We will continue with our system due to its effectiveness; when Ofsted last visited in 2018 they noted:</p> <ul style="list-style-type: none"> • The welfare manager brings a real strength to the school's work to keep pupils safe and is trusted by the whole community. Work with other agencies is extremely strong. • School leaders work well with other professionals in the local hub to keep pupils safe and ensure that families receive the support they need. Record-keeping of this work and of concerns about pupils' welfare is of the highest quality. 	<p>7 10 11</p>
<p>Match fund charity contribution to extend the school day in the form of Whitehawk After School Provision, providing office space and premises, offering paid spaces for children in particular, demonstrable need.</p>	<p>We know our commitment to afterschool provision is welcome by children and their families, therefore we plan to continue with this commitment to extending children's school day to address the challenges listed to the right. Our positive views of the high effectiveness of the WASP project have been ratified by Ofsted in the linked report: https://files.ofsted.gov.uk/v1/file/2733119</p> <p>The Guardian has published an article on the effectiveness of afterschool provision as has the Nuffield Foundation.</p>	<p>16 17</p>
<p>Identify children with exceptional potential in music and fund weekly peripatetic instrument lessons. CAW Specialist Music Teacher [0.6 FTE] to monitor effectiveness and identify future students.</p>	<p>Click here for the gov.uk 'report on the call for evidence' for music tuition. We know it to be the case that:</p> <p>'In terms of the value of music education, young people, parents and teachers alike cited a wide range of benefits, including improvements to pupils' wellbeing and confidence and the positive impact it has on wider studies, including improving literacy, language and communication skills'</p> <p>And:</p> <p>'music offered pupils a chance to excel where perhaps they may not in other subjects.'</p>	<p>18</p>

Part Bi: Review of outcomes in the previous academic year 2021-22

Intended outcome	Success criteria
All pupils attend school full time	Breakfast club is well attended Statutory School Age attendance Figures are good 'Excellent Attendance' has a raised profile amongst school children and families Reduced persistent absence indicators Reduced persistent late indicators

Interim Evaluation 2021-22

Our effective and exhaustive action is worthy of emulation yet we have attendance indicators lower than the national expectation and therefore we will continue to refine our actions in 2022-23. Leaders and staff remain resolute in their determination to improve attendance. They have taken every possible step to support and challenge parents to ensure that pupils attend regularly. The importance of attendance is widely understood and leaders celebrate individual and collective successes publicly. Individual children whose attitude to school may lead to sustained absence demonstrate improved attendance due to the relentless work of our Attendance Officer.

IDSR Excerpt:

Absence

Absence for 2021/22

- Overall absence (7.7%) was in the **highest** 20% of all schools in 2021/22. *There is nothing to highlight for overall absence compared to schools with a similar level of deprivation in 2021/22.*
- Persistent absence (24.3%) was in the **highest** 20% of all schools in 2021/22. *There is nothing to highlight for persistent absence compared to schools with a similar level of deprivation in 2021/22.*

Example contribution to newsletter



Intended outcome	Success criteria
Children most in need are supported by a network of skilled professionals	<p>Children feel safe to attend school</p> <p>Selected children have access to a range of skilled professionals for weekly sessions as appropriate (according to demand) and demonstrate progress against established targets, functioning with increased safety and success in and out of school</p>

Interim Evaluation 2021-22

Children feel safe and are kept safe by staff at the school; in last year's Local Authority-wide Safe and Well at school survey 94% of children reported a sense of belonging and 97% of children feel safe at school. The set of outcomes below (derived through a city-wide, online assessment sat by all children from Y4-6) demonstrate that children are well supported here at school, particularly compared to children elsewhere in the city and in years gone by at CAW.

Key Stage 2: City Academy Whitehawk Summary Report

City Academy Whitehawk

Key trend indicators	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2018	2021
Been bullied this term	64%	36%	26%	25%	41%	46%	38%	20%	16%	11%	28%	10%
Enjoy learning at school	82%	91%	93%	89%	88%	86%	82%	94%	94%	90%	94%	93%
Feel safe at school					88%	93%	79%	96%	96%	94%	86%	97%
My school is good at dealing with bullying	72%	74%	88%	85%	79%	88%	80%	90%	96%	93%	92%	95%
Feel like I belong in this school									96%	88%	82%	94%

Brighton & Hove

Key trend indicators	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2018	2021
Been bullied this term	27%	22%	23%	24%	21%	19%	19%	15%	17%	17%	17%	15%
Enjoy learning at school	88%	89%	91%	89%	91%	91%	92%	91%	92%	90%	88%	86%
Feel safe at school					92%	94%	94%	94%	92%	90%	89%	92%
My school is good at dealing with bullying	84%	86%	86%	84%	86%	87%	87%	88%	87%	86%	83%	86%
Feel like I belong in this school									90%	87%	86%	89%

Safeguarding, and all associated practices, are robust and led to a standard that is worthy of emulation by our Welfare Manager. Leaders are aware of local and national safeguarding concerns and are up to date about the risks pupils may face. Leaders ensure that pupils develop an age appropriate understanding of potential risks through the design of our CAW-specific 'Keeping Myself Safe' curriculum. Pupils are well informed about online safety and leaders ensure that curriculum time is allocated for this to be well taught by all teachers.

We continue our effective work to support children by working with a wide range of professionals to support all children to thrive. Our Primary Mental Health Worker, two Counsellors, family support worker and in-house team of learning mentors work very effectively, as reflected in our SEF. To broaden our impact, we have recruited an additional learning mentor, taking our total to four and relabelled the role 'Inclusion Mentor'.

Intended outcome	Success criteria
Children are well supported in achieving appropriate SEMH development	Boxall profile outcomes for individual children demonstrate progress against target areas

Interim Evaluation 2021-22

Mental health and wellbeing support that prepares students for classroom learning

[Thomas McMorris](#) and [Sally Singh](#), 11 May 2022 - [Pupil wellbeing and behaviour](#)



Thomas McMorris, headteacher, and Sally Singh, welfare manager of City Academy Whitehawk in East Brighton, share how they have developed a whole school approach to mental health and wellbeing.

Pupils' wider development is a significant strength of the school. Parents recognise that this is the case, as do pupils. Following a visit from the DfE, the school was asked to publish a blog on its highly effective work to prepare children for academic success by identifying and meeting their SEMH needs. Our commitment to meeting each pupil's 'primary need' is excellent and as such Nurture, Speech and Language, Social Skills and Learning Mentor Allocation have effective impact on the SEMH outcomes of individuals and groups of children. This leads to equality of opportunity and as such pupils thrive together, celebrating difference. Reflecting on this success, our school improvement priority is to expand upon existing actions so as to have wider impact.

Pupils enjoy a wide range of extra-curricular activities, including sport, music, drama, and modern foreign languages which help them cultivate new interests and develop their talents. To promote inclusion and drive engagement, the school allocates significant funding to ensure that clubs are free to all children. Pupils' participation rates in these clubs are high. Leaders worked quickly and successfully to return the range of activities available to the same levels as before the pandemic.

Boxall profiles, academic success and behaviour records demonstrate individual pupils' SEMH progress through Nurture provision in 2021-22.

Intended outcome	Success criteria
Children make rapid progress in Early Reading	<p>The Early Learning Goal in Reading demonstrates improved CAW attainment and closes the gap on national average for 'all' and 'disadvantaged'</p> <p>Year 1 Phonic Screening Check result is higher than in previous years and is in line with national averages for 'all' and 'disadvantaged'</p>

Interim Evaluation 2021-22

Leaders have prioritised reading across the school and therefore pupils love to read. From the early years, teachers and leaders share their enthusiasm for reading. Leaders have planned their reading curriculum very carefully to make sure children become highly confident and fluent readers. Children in Reception are well supported to quickly develop a secure phonics understanding. Teachers and teaching assistants have high levels of expertise because of the training leaders provide. Staff ensure that older pupils also achieve highly and become fluent readers who understand what they have read through daily, rigorous teaching based on well-selected novels. The school's library is used superbly and all children have access to a wide range of engaging and appropriately challenging texts. Staff are devoted to ensuring that children read regularly at home as well as at school and this is widely celebrated. Our reading attainment indicators in 2022 in Reception, Phonics Screening Check and KS2 were the school's best ever results but we are determined to exceed National averages and will therefore consider this a school improvement focus.

Reception 2021-22							
Context							
EY	NOR	M	F	PP	NPP	SEND	EHCP
	50	23 (46%)	27 (54%)	32 (64%)	18 (36%)	9 (18%)	2 (4%)

Reception RWI 2021-22												
	Phonics	SSA	SSB	SSC	SSD	SSD	SSD	SSD	SSD	SSD	SSD	SSD
Baseline	6%	94%										
Aut 2	6%	14%	22%	33%	10%	6%	10%					
Spring 2	2%		14%		51%	16%	16%					
Sum 2	2%			6%	12%	24%	12%	18%	14%	12%		

Reception Literacy 2021/22							
	ALL	M	F	PP	NPP	SEND	EHCP
Baseline	0%	0%	0%	0%	0%	0%	0%
Autumn 2	10%	5%	15%	0%	23%	0%	0%
Summer 2	82%	74%	89%	76%	93%	56%	50%

Reception Communication and Language 2021/22							
	ALL	M	F	PP	NPP	SEND	EHCP
Baseline	0%	0%	0%	0%	0%	0%	0%
Autumn 2	12%	5%	19%	0%	27%	0%	0%
Summer 2	78%	67%	87%	70%	92%	33%	0%

Year 1 RWI 2021-22												
	Phonics	SSA	SSB	SSC	SSD	SSD	SSD	SSD	SSD	SSD	SSD	SSD
July 21	2%	6%	8%	0	19%	0	8%	29%	23%	6%		
Baseline	6%	6%		16%		6%	18%	22%	6%	18%		
Aut 2					8%	12%	8%	12%	2%	37%	22%	
Spring 2								4%	8%	35%	33%	21%
Sum 2								4%	4%	10%	41%	20%

Year 2 RWI 2021-22												
	Phonics	SSA	SSB	SSC	SSD	SSD	SSD	SSD	SSD	SSD	SSD	SSD
July 21	2%				2%	2%	4%	21%	13%	27%	7%	21%
Baseline	4%			2%			2%	9%	5%	38%	11%	22%
Aut 2					2%			4%		22%	22%	29%
Spring 2						2%				18%	13%	58%
Sum 2						2%				13%	3%	70%

Statutory Assessment: Year 2 Phonics Screening Check 'Wa' December 2021							
ALL	M	F	PP	NPP	SEND	EHCP	
84%	82%	88%	84%	88%	50%	66%	

Statutory Assessment: Year 1 Phonics Screening Check 'Wa' June 2022							
ALL	M	F	PP	NPP	SEND	EHCP	
84%	82%	85%	83%	87%	50%	0%	

The ELG for literacy demonstrates rapid pupil progress and marks a very successful year for Early Reading at City Academy Whitehawk.

This was mirrored by the success of our implementation of the RWI model, demonstrable through attainment figures to the left. This success led to pupil achievement in the Phonic Screening Test, with 84% of CAW children [and 83% of PP pupils] passing.

To accelerate the progress of children moving from Y1 to Y2 and increase their success moving in to Y3 2023, we will reaccredit our speech and language teacher as a Reading Recovery teacher and deliver intervention in line with expected practice for Y2 children assessed as less likely to make rapid progress in reading with a phonics-based approach to teaching.

Intended outcome	Success criteria
Children make rapid progress in the core curriculum	<p>KS1 attainment indicators demonstrate that 'all' and 'disadvantaged' children achieve in line with national expectations in Reading, Writing and Maths for 'disadvantaged'</p> <p>KS2 attainment indicators demonstrate an uplift on 2018 KS1 indicators in Reading, Writing and Maths and are above national average for 'disadvantaged'</p> <p>KS2 Progress indicators are above national for 'all' and 'disadvantaged' in Reading, Writing and Maths.</p>

Interim Evaluation 2021-22

Year 2 2021-22							
Context							
	NOR	M	F	PP	NPP	SEND	EHCP
Y2	60	23 (38%)	37 (62%)	35 (58%)	25 (42%)	17 (28%)	3 (5%)
Year 2 Reading EXS+ 2021/22							
	ALL	M	F	PP	NPP	SEND	EHCP
Baseline 20	45%	39%	48%	35%	56%	21%	33%
Baseline 21	42%	41%	42%	32%	54%	29%	33%
KS1 Judgement	65%	65%	65%	66%	64%	41%	33%
Year 2 Writing EXS+ 2021/22							
	ALL	M	F	PP	NPP	SEND	EHCP
Baseline 20	39%	33%	42%	26%	56%	29%	33%
Baseline 21	65%	59%	70%	61%	71%	43%	33%
KS1 Judgement	63%	61%	65%	63%	64%	41%	33%
Year 2 Maths EXS+ 2021/22							
	ALL	M	F	PP	NPP	SEND	EHCP
Baseline 20	34%	26%	39%	32%	35%	21%	33%
Baseline 21	64%	68%	61%	58%	71%	43%	33%
KS1 Judgement	67%	74%	62%	69%	64%	47%	33%
Year 2 RWM EXS+ 2021/22							
	ALL	M	F	PP	NPP	SEND	EHCP
July 21	57%	52%	62%	57%	60%	36%	33%
Aug 21	45%	41%	48%	39%	54%	29%	33%
KS1 Judgement	62%	61%	62%	63%	60%	41%	33%
Year 2 GDS 2021-22							
	Reading GDS		Writing GDS		Maths GDS		
	ALL	PP	ALL	PP	ALL	PP	
July 2021	11%	6%	23%	19%	23%	19%	
Baseline 21	20%	13%	18%	13%	18%	16%	
Aug 21	24%	16%	18%	13%	18%	16%	
KS1 Judgement	7%	3%	7%	6%	7%	9%	
Year 6 2021-22							
Context							
	NOR	M	F	PP	NPP	SEND	EHCP
Y6	56	23 (41%)	33 (59%)	42 (75%)	14 (25%)	15 (25%)	2 (4%)
Year 6 Reading EXS+ 2021-22							
	ALL	M	F	PP	NPP	SEND	EHCP
KS1	58%	52%	63%	57%	62%	15%	0%
Baseline Star	48%	57%	42%	46%	53%	0%	0%
Baseline SATs	46%	48%	45%	44%	53%	0%	0%
KS2 SATs	70%	65%	73%	69%	71%	20%	50%
Year 6 Writing EXS+ 2021-22							
	ALL	M	F	PP	NPP	SEND	EHCP
KS1	55%	43%	63%	52%	62%	8%	0%
Baseline 21	57%	52%	67%	56%	60%	7%	0%
KS2 TA	75%	65%	82%	74%	79%	20%	0%
Year 6 Maths EXS+ 2021-22							
	ALL	M	F	PP	NPP	SEND	EHCP
KS1	65%	48%	78%	62%	77%	23%	0%
Baseline Star	59%	52%	64%	54%	73%	0%	0%
Baseline SATs	20%	13%	24%	22%	13%	0%	0%
KS2 SATs	50%	52%	49%	50%	50%	13%	0%
Year 6 RWM EXS+ 2021-22							
	ALL	M	F	PP	NPP	SEND	EHCP
KS1	45%	39%	50%	43%	54%	8%	0%
KS2	46%	48%	46%	48%	43%	7%	0%
Year 6 GDS 2021-22							
	Reading GDS		Writing GDS		Maths GDS		
	ALL	PP	ALL	PP	ALL	PP	
KS1	7%	7%	5%	7%	11%	14%	
KS2	7%	7%	10%	0%	0%	7%	

Disadvantaged Pupils	2018	2019	2022	LA	National
Number of pupils	32	39	40	769	
% Expected standard in Reading	62.5	48.7	67.5	65	62
% Expected standard in Writing	75.0	76.9	75.0	55	55
% Expected standard in Maths	68.8	66.7	52.5	55	56
% Expected standard in GPS	40.6	41.0	60.0	59	59
% Expected standard in RWM	56.3	46.2	50.0	41	43
Reading Progress	2.5	-0.8	-1.8	-0.6	-0.8
Writing Progress	3.4	3.4	1.7	-0.9	-0.7
Maths Progress	2.0	0.5	-2.7	-1.6	-1.1

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (54 pupils)	In line with national (56 pupils)	In line with national (60 pupils)	In line with national (51 pupils)
Writing	2022	Sig above national (55 pupils)	In line with national (56 pupils)	In line with national (60 pupils)	N/A
Mathematics	2022	Sig below national (54 pupils)	Sig below national (56 pupils)	In line with national (60 pupils)	N/A

Part Bii: Review of outcomes in the previous academic year 2022-23

Intended outcome	Success criteria
All pupils attend school full time	Breakfast club is well attended Statutory School Age attendance figures are good 'Excellent Attendance' has a raised profile amongst school children and families Reduced persistent absence indicators Reduced persistent late indicators
Interim Evaluation 2022-23	
<p>The school remains ambitious for all pupils and aspires for the highest levels of attendance. The school is a warm, vibrant and welcoming space in which all pupils feel welcome and report a sense of belonging [94% SAWASS 2021]; it is a school that children want to come to. We work hard to share the school with families through our engagement events so that this positive attitude is widely felt and 94% of families reported to AAT that they would recommend the school.</p> <p>Leaders have rigorous systems in place to make sure pupils attend regularly but overall absence and persistent absence remain below national average. We allocate significant time and resource to this improvement priority to ensure that we continue to do everything possible to promote good attendance. Thorough record keeping demonstrates our proactive, pragmatic efforts to ensure that every family at risk of not meeting attendance targets have mutually respectful relationships with the school, rich with empathy, support and challenge. We will continue our sustainable, systematic and effective work with families to drive positive attitudes towards school and attendance.</p> <p>Our work has been subject to rigorous external evaluation this year through trust Quality Assurance mechanisms and <i>East Sussex Safeguarding Review</i> in Spring 2023:</p> <p><i>'School leaders identified at the start of the review that attendance is an area for development. There are though high expectations and a culture of challenge e.g. if parents call in to say their child is ill then the first question is: are they too ill to attend? The expectations around attendance are clearly set out for parents within the school's website. First day of absence will trigger an email/text home, and there is a defined list of vulnerable pupils, for whom further actions can be taken if necessary, including home visits. For ongoing absence there is a stratified response, tracked and monitored by the Attendance Officer, which may ultimately include the use of Fixed Penalty Notices. To support school attendance Pupil Premium funds contribute towards the provision of a breakfast club which is open and free to all children. Weekly assemblies include a focus on attendance and celebrate pupils who have achieved 100% in the previous week. Part time timetables are used, where appropriate, to support fuller attendance, rather than to manage behaviour. Where these are used, they follow BHCC guidelines and evidence was seen of the BHCC documents, which includes a parental agreement and risk assessment. Impact The school has robust processes in place for the recording and monitoring of attendance. When attendance is identified as</i></p>	

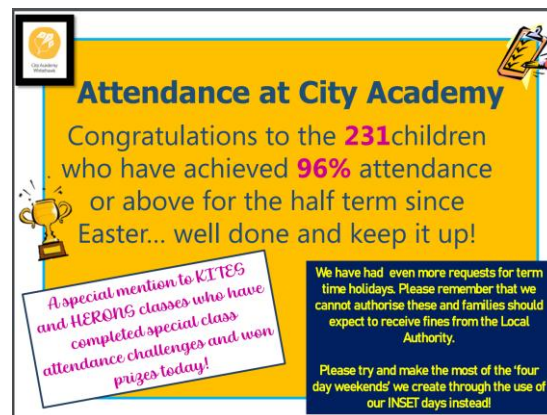
dropping the school has processes in place to meet with parents and to implement plans, or if it continues, to escalate to other services. Attendance is overseen by the DSL, ensuring that this area of practice is factored into safeguarding processes.'

IDSR Excerpt:

Absence

	Overall Absence		Persistent Absence	
	2021/22	2022/23	2021/22	2022/23
Rate of absence	7.6%	7.8%	24.9%	26.9%
Comparison to all schools	Highest 20%	Highest 20%	Highest 20%	Highest 20%
Comparison to schools with a similar level of deprivation	–	–	–	–

Example contribution to newsletter



We are on track to meet 60% of the success criteria under this objective in the three year strategy. We will continue to review and refine practices to drive pupil attendance and compare ourselves not only to schools 'nationally' but also schools of a similar context.

Intended outcome	Success criteria
Children most in need are supported by a network of skilled professionals	<p>Children feel safe to attend school</p> <p>Selected children have access to a range of skilled professionals for weekly sessions as appropriate (according to demand) and demonstrate progress against established targets, functioning with increased safety and success in and out of school</p>
Interim Evaluation 2022-23	
<p>As noted in our externally administered Safeguarding review in March 2023, <i>'Leaders work collaboratively to create an authentic whole school approach to safeguarding. The DSL/DDSLs have sufficient time and resource and are effectively deployed to fulfil their roles and contribute to safeguarding. Systems are in place to ensure governors and trustees have relevant opportunities and information to scrutinise safeguarding practice in the school.'</i> We continue our effective work to support children by working with a wide range of professionals to support all children to thrive. Our Primary Mental Health Worker, two Counsellors, family support worker and in-house team of learning mentors work very effectively, as reflected in our SEF.</p> <p>Our internal network of skilled professionals also continue to work to good effect to support children in attending school; feeling safe and enabling others to feel safe. In assembly, children demonstrate the ability to explain staff members' roles and their purpose – this enables children to feel safe and for staff to feel valued. Children can name their trusted adults and recall (for example) that 'Mrs. Storey keeps us safe by making sure we're at school'.</p> <p>We are on track to successfully meet each of our success criteria in this three year strategy: <i>'The sample of pupil voice gathered during the review demonstrates children's positive attitudes about school, their confidence that school is a safe place and adults in the school are there to help them, and their understanding of risks they may face and different ways to respond to keep themselves safe.'</i> [SLES Review March 2023]</p>	

Intended outcome	Success criteria
Children are well supported in achieving appropriate SEMH development	Boxall profile outcomes for individual children demonstrate progress against target areas
Interim Evaluation 2022-23	
<p>School leaders go beyond the expected to prepare pupils for life beyond City Academy Whitehawk with a healthy SEMH profile. The school team's work on developing pupils' character is exemplary. Every member of the Whitehawk community knows and understands the CAW Qualities and these are modelled to an extensive degree. To reinforce the teaching of the Qualities and to raise student aspiration, each week a Significant Figure is studied and their exemplary acts are linked to a Quality. This is understood and enjoyed by every child in the school and they strive to earn their CAW Quality Certificates in our joyful Monday morning assemblies. Looking at significant figures this way is designed to broaden vistas and develop empathy, thus enhancing the SEMH profile of all children.</p> <p>Our efforts were acknowledged by families in our 2022-23 Parent Survey. In response to 'is there anything the school does particularly well?' our parent survey text responses demonstrated that:</p> <ul style="list-style-type: none"> ➤ <i>'there's an obvious care and compassion for all children from the top down'</i> ➤ <i>'the teachers are kind and caring and go above and beyond the usual just teaching'</i> ➤ <i>'[they] embrace the demographic and community that they are serving.'</i> ➤ <i>'I love how both my children have found themselves at this school.'</i> ➤ <i>'[child] has been supported through a very tough year.'</i> ➤ <i>"the school has been absolutely amazing with my child and supporting her in whatever means necessary [...] she knows that her best is her best.'</i> ➤ <i>'they helped my child [...] she [is now] able to focus a lot easier with her school work'</i> <p>And the quantitative responses demonstrated that:</p> <ul style="list-style-type: none"> ➤ 90% of families agree/strongly agree that 'my child has lots of access to after school clubs and activities' ➤ 86% of families agree/strongly agree that 'the school supports my child's wider personal development' <p>We continue to prioritise opportunities to socialise and play and these have a broad and positive impact on children's opportunities. Pupils' development extends beyond the academic curriculum. The PSHE programme teaches pupils about important life skills, such as staying healthy and safe in an age-appropriate way and framed by experiences specific to our context. Pupils read a diverse range of books by authors from a variety of backgrounds in our well stocked library.</p> <p>Our enrichment opportunities are many and varied and enjoyed by all children. We continue to expertly plan school visits and experiences linked to key themes across the academic year; these are meticulously mapped and have significant positive impact on children. For example, every year group gets to visit their local library five times a year and get the bus in to the city to visit the Jubilee library once a year. This helps pupils to build on their understanding of their community, their locality and further promotes a love for reading. This year we devised and held our first Careers Event for Year 6 children, planned in collaboration with our Local Academy Board.</p> <p>The range of clubs on offer are free for all families as part of our Disadvantage Strategy. The offer is wide and varied including a range of sports, Italian, sketching, chess and book clubs to name but a few. This</p>	

too helps our work to broaden vistas and provide children with the chance to develop new talents and interests. Our family survey indicated that 90% of families agree/strongly agree that '*my child has lots of access to after school clubs and activities.*' We further promote the arts by providing peripatetic instrument teaching to children who demonstrate passion and proficiency in music who might not ordinarily have the opportunity for private tuition.

Our range of effective SEMH intervention is designed to enable all children to thrive within and beyond CAW. It is our ambition that in 2023-24 we will widen our impact by scaling up interventions such as forest school so that they become provision, enjoyed by the school community at large to complement our academic offer and drive SEMH progress.

Boxall profiles, academic success and behaviour records demonstrate individual pupils' SEMH progress through Nurture provision and other intervention. We are, therefore, on track to meet this objective in our three year strategy.

Intended outcome	Success criteria
Children make rapid progress in Early Reading	<p>The Early Learning Goal in Reading demonstrates improved CAW attainment and closes the gap on national average for 'all' and 'disadvantaged'</p> <p>Year 1 Phonic Screening Check result is higher than in previous years and is in line with national averages for 'all' and 'disadvantaged'</p>
Interim Evaluation 2022-23	
<p>School leaders continue to provide an aspirational Early Reading provision. They make sure that high-quality training is a priority for all staff. As a consequence, teachers are confident in teaching all subjects, including ECTs. Expectations of all pupils are consistently high and realised in lessons, this is especially true of Reading, which is prioritised across the whole school. In response to 'is there anything the school does particularly well?' our 2022-23 parent survey text responses included:</p> <ul style="list-style-type: none"> ➤ <i>'we love hearing about all the different things she does at school and the support she has from different staff to learn and explore and she loves mixing with other children and especially doing her phonics!'</i> ➤ <i>'understands my daughter's capabilities and helps her exceed them... reading every day is really good too!'</i> ➤ <i>'the reading raffle is very exciting and encourages my child to read'</i> <p>Our phonics programme, RWI, is expertly delivered by skilled staff. Children begin to link sounds and letters as soon as they enter the Reception Year, a proportion of whom made a strong start in our Nursery. In KS1, pupils build on this strong start so that they practise, extend, and embed their reading knowledge.</p> <p>In the Spring Term an HMI, Frances Nation, was brokered by Aurora Academies Trust to evaluate our Quality of Education provision. Many of our actions dedicated to ensuring children make rapid progress in Early Reading were commented upon in our note of visit:</p> <ul style="list-style-type: none"> ➤ <i>Leaders are determined that all pupils will learn to read and have put robust systems in place to ensure that this happens. The headteacher's mantra 'Safeguarding first, reading second' is well understood by all.</i> ➤ <i>Leaders have introduced the reading raffle to motivate pupils to read extensively and independently. This has been shared with parents so they too encourage and support reading at home. This includes parents of children in early years where they are encouraged to read selections of 'Stories to Explore' with their children.</i> ➤ <i>Staff receive regular training and coaching on how to implement the programme effectively. There are appropriate books that pupils use to practice the sounds they are learning in class. Phonics is taught daily from Reception and in the Nursery. The phonics leader meets weekly with all staff who teach phonics and monitors the teaching of phonics daily to ensure that staff are delivering the programme correctly and consistently, offering coaching when necessary. There are between 11 and 19 RWI phonic groups taking place daily. The early reading leader monitors these groups carefully, and pupils move fluidly between groups as appropriate.</i> <p>Our EYFS indicators, again, demonstrate rapid pupil progress and mark a very successful year for Early Reading at City Academy Whitehawk, with 71% of children meeting the ELG for Literacy. Of our 2022-23 Year 1 pupils, 86% met the phonics expected standard meaning that for the second year in a row, CAW has exceeded the national average for passing the Phonics Screening Check. There were 9 pupil(s) that were screened for phonics in year 2 in 2023; 8 of those met the expected standard. Pupils who need extra help with their reading are swiftly identified and expertly supported in EYFS and KS1 but CAW has higher</p>	

aspirations for what might be achieved in KS2 and therefore Reading remains a School Improvement Focus in 2023-24.

Intended outcome	Success criteria
Children make rapid progress in the core curriculum	<p>KS1 attainment indicators demonstrate that 'all' and 'disadvantaged' children achieve in line with national expectations in Reading, Writing and Maths for 'disadvantaged'</p> <p>KS2 attainment indicators demonstrate an uplift on 2018 KS1 indicators in Reading, Writing and Maths and are above national average for 'disadvantaged'</p> <p>KS2 Progress indicators are above national for 'all' and 'disadvantaged' in Reading, Writing and Maths.</p>
Interim Evaluation 2022-23	
<p>Our core curriculum is robust and well delivered. Rigorous timetabling ensures that leaders are confident of how much learning time is allocated to Reading, Writing and Maths. Scrutiny of pupil outcomes and evaluation of the effectiveness of our pedagogy enables us to ensure that children are receiving the best possible teaching, irrespective of 'disadvantage' status.</p> <p>Staff promote the love of reading every day. Our Reading Raffle supports us in ensuring that the subject is 'the first among equals' (Doug Lemov, Reading Reconsidered). This will continue next year with an emphasis on engaging PP children who may not be regularly earning tickets. The joined up nature of our reading leadership team means that all areas of reading for pleasure are being monitored and actioned. This contributes to a secure succession plan so that children's sustained achievement is secured.</p> <p>Pupils who need extra help with their reading are swiftly identified and expertly supported in EYFS and KS1 but CAW has higher aspirations for what might be achieved in KS2 and therefore Reading remains a School Improvement Focus. Intervention outcomes demonstrate good to exceptional pupil progress and refinements are reflected in our school improvement plan for 2023-24.</p> <p>Leaders have selected and adopted appropriate and effectively designed curriculum materials in Mathematics, using White Rose planning and teaching this effectively using the CAW pedagogy guide. The positive impact of this is evident in the strong start that children make to life as a CAW mathematician in Early Years where attainment outcomes demonstrate excellent progress and attainment exceeds national averages. This success is built upon in Key Stage 1 where Teacher Assessment information demonstrates that CAW children perform inline with their peers nationally. Outcomes at the end of Key Stage 2 remain a priority for 2023-24 as our 2022-23 attainment and progress indicators demonstrate a need for rapid improvement. Our Frances Nation HMI Education Provision Review [28th Feb] states:</p> <p><i>The headteacher has observed all teachers teaching mathematics to ensure that there is a consistent approach being used in the teaching of mathematics and that teachers place importance on modelling and scaffolding and deliver this skilfully.</i></p> <ul style="list-style-type: none"> ➤ <i>Work in pupils' mathematics books shows that pupils are provided with appropriate challenge. However teachers are not always picking up misconceptions, such as incorrect number formation or on occasion using confusing language when talking about equations or calculations.</i> ➤ <i>Teachers are delivering booster sessions for all Year 6 pupils after school once a week. This has just started and will run each week up until the SATs in May. Leaders are also considering how fluency</i> 	

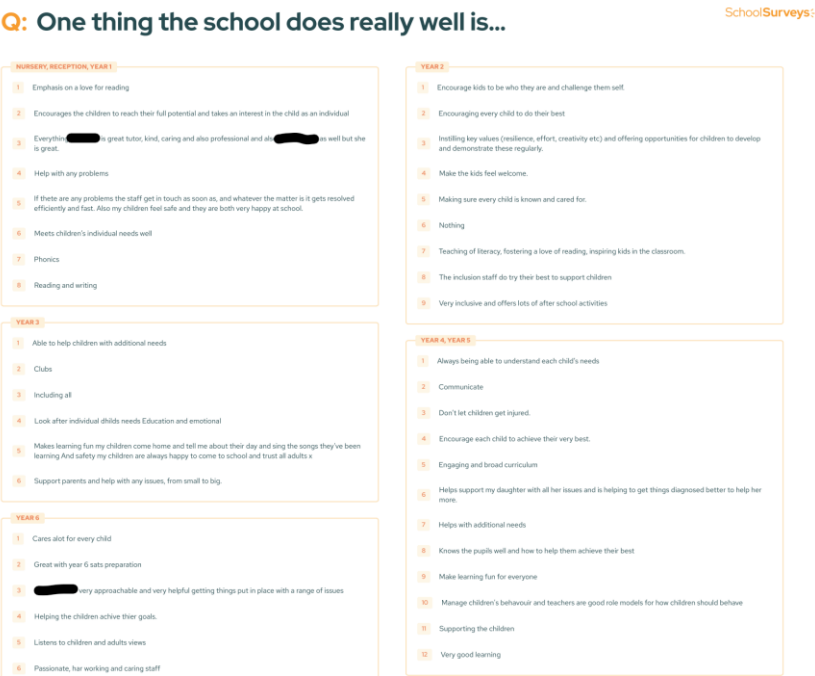
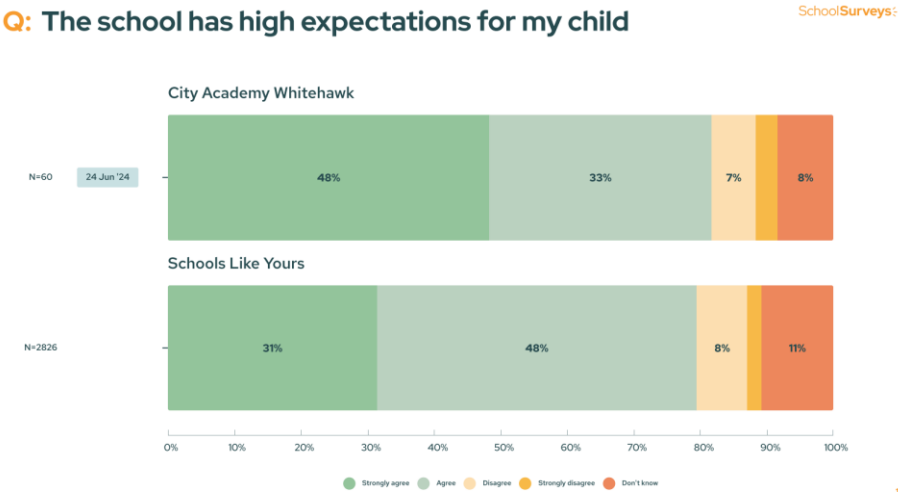
can be improved in lower years and are in the process of giving this dedicated time on the school's timetable.

- *Recommended actions: Ensure that the improvements underway in the teaching of mathematics are precisely identified, securely implemented, and rigorously monitored.*

Our attainment indicators across the core subjects in our Key Reporting Year Groups demonstrate our sustained school improvement. We have closed the gap on (or exceeded) attainment indicators at EYFS, PSC and KS1. Our attainment and progress for Reading and Writing at KS2 speaks to the high quality of our provision but our downturn in maths attainment at KS2 means that our school improvement plan speaks to a need for rapid progress in this core subject. We are optimistic that our 2023-24 outcomes will satisfy the success criteria against this objective.

Part Biii: Review of outcomes in the previous academic year 2023-24

At the close of this three-year strategy, we're proud to have achieved a great deal of success against the objectives detailed in this strategy and in our School Improvement Plans. One family responded to our recent survey stating: *'How amazingly well they have all done these past few years! I feel comforted knowing my child/ren are receiving excellent education and their journey through City Academy Whitehawk is one I would not change and know they are happy and content.'* Further to this, upon seeking the views of our stakeholders, we have learned:



Reading the appreciation for our commitment and aspirations for our families' children galvanises us for approaching 2024-25 and beyond. The upcoming pages will provide well rounded evaluations against each of the objectives we set at the start of this three year strategy. It is encouraging to note that in this family feedback above, success against each of our objectives is alluded to by the school community. We were delighted that Ofsted noted: *Leaders at all levels share a drive and passion for the school's mission. The school's*

unrelenting pursuit of the best educational offer for pupils is balanced with a focus on staff welfare and well-being. The school staff are well cared for, and there is a close sense of community and purpose among staff, trustees, and governors. The school works exceptionally well with other stakeholders, including parents, to continue to improve the quality of education provided. The great work that we have embarked upon in mitigating disadvantage in the Whitehawk community has earned us the privilege on promoting inclusive practice at educational conferences in Brighton and Hove, Essex and Buckinghamshire.

Intended outcome	Success criteria
All pupils attend school full time	Breakfast club is well attended Statutory School Age attendance figures are good 'Excellent Attendance' has a raised profile amongst school children and families Reduced persistent absence indicators Reduced persistent late indicators

Evaluation 2023-24

Our initial goal with our attendance work is that this is a school to which children would feel proud to come. With this in mind, we were thrilled when Ofsted reported: *'The school has unapologetically high expectations for behaviour. Pupils exceed these aspirations and demonstrate appreciation and respect for staff. Staff have stringent but warm expectations. This is reflected in how closely all staff members know each pupil. They have positive attitudes to learning rooted in understanding how much the school cares for them. The school has a robust and meticulous approach to challenging attendance issues. This approach is having a tangible improvement with all pupils, and especially those who are disadvantaged.'*

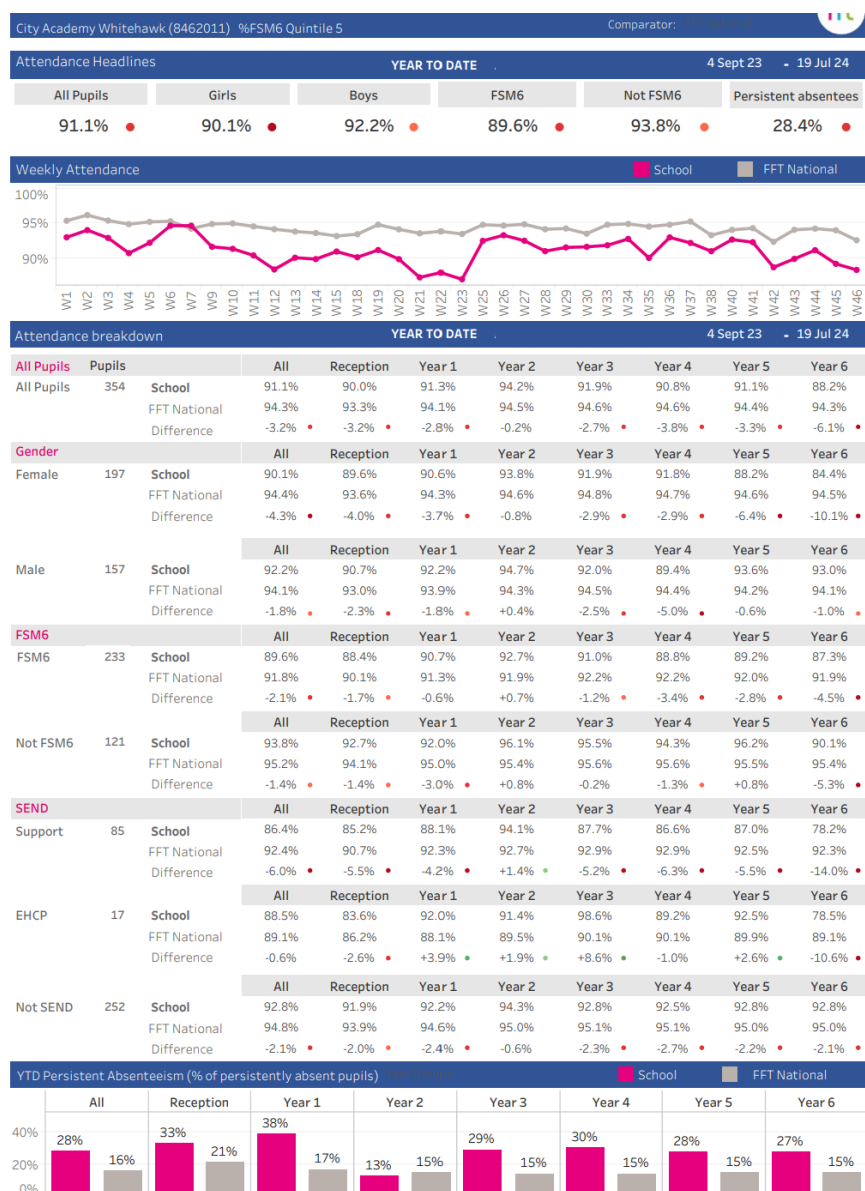
Following a rigorous evaluation of our action to promote attendance, we were thrilled to earn a judgement of **outstanding** for behaviour and attitudes when Ofsted visited in May 2024. All children at school, from Reception to Year 6, are familiar with our attendance officer and she speaks with them weekly to promote good attendance and incentivise coming to school. Our Ofsted report states: *'Pupils told inspectors about the school's expectations and explained, 'they make us feel like we are welcome,' and 'they check attendance every day, and there has to be a reason'.*

Indicator	2022	2023	2024	LA	National
% Authorised absence	5.7	5.2	4.5	4.6	4.2
% Unauthorised absence	2.0	2.7	3.4	1.2	1.6
% Overall absence	7.6	7.8	7.9	5.7	5.9
% Persistent absence (10% threshold)	24.9	27.9	24.5	15.0	16.2

Whilst we are pleased with the decline in authorised absence, now below local figures, we are disappointed that attendance overall finished the year at 91.1%. This figure belies our ambition but is the product of tenacious attendance management work from our Attendance Officer, Senior Leaders and Admin Team. Case studies demonstrate their highly effective work to promote attendance in targeted cases and our 'promote attendance' culture is bought in to by the majority of families and children.

Whilst we are pleased to achieve our lowest Persistent Absence figure in three years, it is of note that it remains significantly above our ambition and local/national indicators. Our work to drive down persistent absence was effective in some cases but the caseload in 2023/24 was complex with many children with multiple demographic indicators populating our PA caseload. We experienced a spike in persistent absence linked to Emotional Based School Avoidance for a cohort of upper KS2 girls who were both disadvantaged and SEND – living with complex SEMH and C&I needs - resulting in attendance figures for SEND in Year 6 of 78.2%. We engaged with families and external agencies to try and reasonably adapt the school's offer to enable the girls to come to school. Our determination was to support children and

their families in readiness for life beyond CAW; our SENDCo proactively engaged in a collaborative working party to devise an EBSA toolkit for local schools.



The school's free Breakfast Club offer continues to be incredibly well attended, with an average of 72 children (19% of the children on roll) attending each day. The offer provides children with a healthy breakfast in a warm environment as well as valuable social and playtimes together. All children attending the Breakfast Club are automatically on time for class and are able to engage in the 'soft start' activities from 8:30am.

Our annual safeguarding review, undertaken by the East Sussex SLES team, culminated in a report that noted: *The school has robust processes in place for the recording and monitoring of attendance. When attendance is identified as dropping the school has processes in place to meet with parents and to implement plans, or if it continues, to escalate to other services. Attendance is overseen by the DSL, ensuring that this area of practice is factored into safeguarding processes.*

We will continue to strive for the very best possible attendance for our children and therefore have selected this as a School Improvement Objective for 2024-25.

Intended outcome	Success criteria
Children most in need are supported by a network of skilled professionals	<p>Children feel safe to attend school</p> <p>Selected children have access to a range of skilled professionals for weekly sessions as appropriate (according to demand) and demonstrate progress against established targets, functioning with increased safety and success in and out of school</p>
Evaluation 2023-24	
<p>Throughout the course of this three-year strategy we have continued to refine and adapt to ensure that the make up and skill set of our pastoral team and their offer for the school community is fit for purpose and sustainable. Appointing, training and retaining our Welfare Manager, Attendance Officer and our four Inclusion Mentors gives us the capacity to address emergent issues and the capacity to have a core offer rich with intervention and provision. From protective behaviours for individuals to 'Keeping Myself Safe' for all, our skilled professionals work hard to ensure that all children feel safe at school.</p> <p>Our Autumn 2023 Safe and Well at School Survey (SAWASS), answered by all Key Stage 2 children in the school, showed overwhelmingly positive results. Highlights include that: 94% children reported feeling safe at school, 96% of children reported feeling that they belong at school, 95% of children reported feeling proud of their school, and 98% of children feel that the school deals with bullying well. Children at City Academy Whitehawk are actively encouraged to verbalise and be articulate in dialogue around their safety and wellbeing, becoming involved stakeholders. Our family survey in July 2024 showed that 90% of families who completed the survey feel their child is happy at school, and 87% of families would recommend the school to other families. These are positive results that we are always looking to build upon through communication and engagement with families. Access to a range of professionals that embrace children's needs and celebrate their successes is a crucial factor in embedding this culture of belonging. We have been delighted to run conferences in Brighton and Hove, Essex and Buckinghamshire to present on this success for other schools to learn from.</p> <p>We have retained the skilled work of our network of external colleagues, meaning that counsellors, play therapists and family support workers all attend the school weekly to have impact with our children.</p> <p>We are proud to have achieved success against our selected criteria. In May 2024, Ofsted noted: <i>Pupils behave with respect and kindness. The school has exceptionally high expectations for conduct. Pupils share these expectations of themselves. This is evident in their impeccable classroom behaviour and joyful atmosphere among pupils of all ages at breaktimes.</i></p> <p><i>Pupils feel safe because of the school's robust work. The 'Keeping Myself Safe' units are part of the school's routine personal development curriculum and help pupils feel secure in their community. Pupils are quick to identify their trusted adults and understand how to get help and be heard. As a result, the focus on mental and physical health is evident in pupils' language, attitudes and actions across the school. Ofsted, May 2024.</i></p> <p>Our annual safeguarding review, undertaken by the East Sussex SLES team, culminated in a report that noted: <i>Safeguarding records provide a summary of concerns, details of how concerns have been followed up, and as a result, records support staff to ensure children receive the right help at the right time to address safeguarding issues, prevent risks escalating and to promote children's welfare.</i> In addition to this, it was</p>	

reported that: *Staff requiring training for specific roles, such as DSLs and those involved in first aid and the administration of medicines have completed relevant training and can evidence this through valid certificates. The induction process and checklist include the safeguarding elements outlined within KCSiE and safeguarding features within weekly staff briefings, INSET and CPD. Staff spoken with during the review demonstrated knowledge and understanding of safeguarding, the local context and in school processes.*

Intended outcome	Success criteria
Children are well supported in achieving appropriate SEMH development	<p>Boxall profile outcomes for individual children demonstrate progress against target areas</p> <p>Pre/post programme assessments demonstrate pupil progress</p> <p>Students' SEMH is well understood and adult training and deployment leads to improved behaviour</p>
Evaluation 2023-24	
<p>Our suite of pastoral interventions continue to grow with The Aviary, The Nest, The Meadow and The Inclusion Suite hosting a range of opportunities for children to engage in planned or emergent SEMH intervention. With Nurture, Forest School, Protective Behaviours and Social Skills and Communication interventions having positive impact leading to sustained classroom engagement we are pleased with the deployment of our Inclusion Mentors.</p> <p>There are a small number of highly complex cases where comorbidity impacts children's presentation and their ability to sustain engagement with the school's offer. <i>The school has unapologetically high expectations for behaviour. Pupils exceed these aspirations and demonstrate appreciation and respect for staff. Staff have stringent but warm expectations. This is reflected in how closely all staff members know each pupil. Pupils feel safe, and playtimes are joyous. They have positive attitudes to learning rooted in understanding how much the school cares for them. The school has a robust and meticulous approach to challenging attendance issues. This approach is having a tangible improvement with all pupils, and especially those who are disadvantaged.</i></p> <p>Ongoing refinements to the Behaviour Policy and systems resulted in a reduction in the number of Behaviour Alerts issued. The Summer term saw an average of 6.3 Behaviour Alert 1s and 19.4 Behaviour Alert 2s issued per day: these were the lowest figures of the three terms. The behaviour for learning evident in all classrooms remains a source of pride for the school, and it is important to recognize that 11 children (2.9% of the children attending the school) received 44.9% of all Behaviour Alert 1s and 36.1% of all Behaviour Alert 2s in Summer 2. Bespoke approaches and interventions are in place for these children. For the remaining 97.1% of the school, behaviour is at manageable levels and they are able to engage in learning with great success.</p> <p>Our Ofsted report noted: <i>'The school's personal development provision is exemplary. The school has precisely tailored the personal development offer to reflect the school's context. The school sees its offer as a way of raising pupils' aspirations and helping them to understand the world beyond the local area. This is evident in the school's values, which provide pathways for future success. The careers fairs, inspirational role models and various extra-curricular trips support deliberately chosen learning opportunities. As a result, pupils develop a deep sense of equality and maturity and see themselves as 'agents of change' in their community.'</i></p>	

All pupils, including those with special educational needs and/or disabilities (SEND), feel valued and cared for. The school treats all of its pupils as unique. Pupils feel a sense of care and value consistently from all staff. The majority of the school's pupils are disadvantaged in some way. The school ensures this is a motivation, not an excuse. Pupils thrive in a culture of high expectations, strive to rise to them and generally learn well.

Weekly 'Significant Figures' are carefully selected and linked with the week's focus CAW Quality (Collaboration, Aspiration, Resilience, Effort, Excellence, Respect). Each class explores the impact of the Significant Figure in a ring-fenced class assembly. Demographic breakdowns of age, ethnicity, gender, nationality and sexuality allow us to be confident that we have a good representation of different groups, and to target areas to promote.

We have attained a Silver accreditation in our delivery of the ['Our City, Our World'](#) provision. This focuses on four key areas that have been tailored to what we believe our community needs:

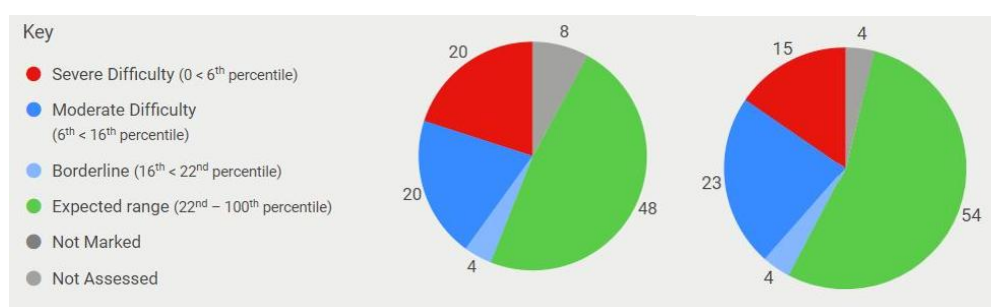
- Raise awareness of environmental issues
- 'Green' the curriculum (within the Aurora curriculum)
- Implement school-wide sustainable operations and systems
- Create opportunities for children to connect with nature

In 2024 we trialled our first year of Forest School becoming provision as well as intervention. Our 'non swimming' year groups, Y1, Y4 and Y5, enjoyed a term of Forest School one afternoon a week for a whole half term. The Early Years team have converted the Paddock to that they have 'Forest School Fridays' where all children get to experience well planned activities. We will seek to build upon this success in 2024.

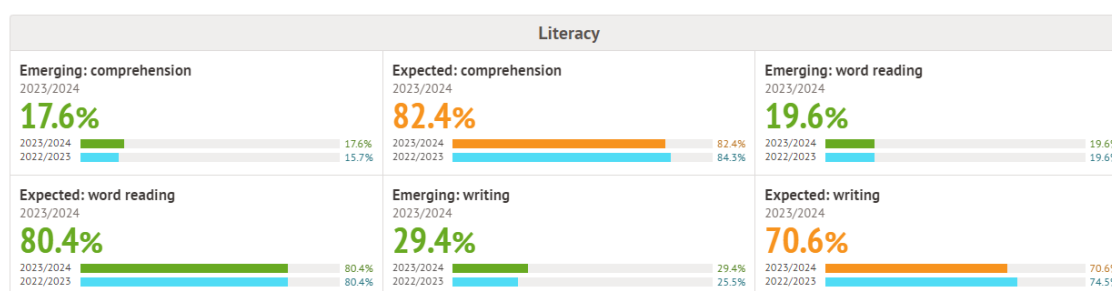
Intended outcome	Success criteria
Children make rapid progress in Early Reading	<p>The Early Learning Goal in Reading demonstrates improved CAW attainment and closes the gap on national average for 'all' and 'disadvantaged'</p> <p>Year 1 Phonic Screening Check result is higher than in previous years and is in line with national averages for 'all' and 'disadvantaged'</p>

Evaluation 2023-24

Our forensic 'language link' baseline demonstrated a 'higher than typical' baseline in the academic year 23-24, with around 24% of Reception (shown as separate classes below) demonstrating 'severe difficulty' or being developmentally unable to access the assessment.



With around 51% of Reception baselining 'at the expected range' for language development, we are thrilled with our GLD outcome for the year – 65%. Our ambition was to demonstrate progress for all children and the achievement of positive ELG indicators and, as demonstrated below, our 'EXP' indicator across literacy was excellent evidence of this.



We set out to ensure that all children thrived in our Early Reading system. Children continue to make an especially strong start to school as readers. In May 2024, Ofsted noted: 'The reading curriculum is both systematic and inspirational. The school uses a rigorously planned approach to reading that starts from pupils' first days in school. Staff teach the planned content with consistency and fidelity. As a result, pupils develop into accurate and fluent readers. Pupils are enthusiastic readers. They are proud of the new library, and exciting, positive events like the weekly 'Reading Raffle' support their love of reading. Consequently, all pupils are avid readers at school and home.'

For the third year in a row, our Phonics Screening Check outcomes exceed the national and local averages not only for 'all' children but for 'disadvantaged' children too. Only one school in Brighton and Hove exceeded our children's performance in the '37-40' mark bracket.

Phonics					
Year 1	2022	2023	2024	LA	National
Number of pupils	51	50	47	2,355	
% Working at (Wa)	84.3	86.0	87.2	80	80
By end of Year 2	2022	2023	2024	LA	National
Number of pupils	60	51	49	2,462	
% Working at (Wa)	91.7	98.0	98.0	88	no data

Our fidelity to the Read Write Inc. model ensures that all children in all year groups continue to make great progress in reading.

City Academy Whitehawk - Reception/Foundation															
Term Set	Total number of children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp	At/+ expected
Baseline															
Autumn half term	52	69%	25%	4%										2%	31%
End of Autumn term	51	29%	4%	43%	22%									2%	67%
Spring half term	50	12%	18%	4%	44%	10%	8%	2%						2%	66%
End of Spring term	50	10%	4%	12%	6%	42%	18%	4%	2%					2%	68%
Summer half term	50	10%		8%	8%	4%	52%	14%	2%					2%	70%
End of Summer term	50	6%	6%	2%	2%	2%	44%	26%	10%					2%	82%

City Academy Whitehawk - Year 1															
Term Set	Total number of children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp	At/+ expected
Baseline	51	8%	2%	2%	4%	8%	22%	25%	12%	18%					76%
Autumn half term	51	6%	4%	2%		2%	20%	23%	25%	4%	18%				67%
End of Autumn term	51	4%	2%		4%		4%		37%	16%	27%	4%		2%	86%
Spring half term	48	2%	2%	2%	4%	2%	2%		2%	35%	33%	12%		2%	83%
End of Spring term	46	2%	2%		4%		2%	2%		4%	48%	13%	17%	4%	83%
Summer half term	47	2%	2%		2%		2%	4%			45%	17%	17%	9%	87%
End of Summer term	47	2%	2%		2%			6%			21%	32%	11%	23%	66%

City Academy Whitehawk - Year 2															
Term Set	Total number of children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp	At/+ expected
Baseline	50									4%	26%	40%	18%	12%	70%
Autumn half term	48										23%	27%	19%	31%	77%
End of Autumn term	49										22%	6%	18%	53%	71%
Spring half term	49										14%	10%	14%	61%	76%
End of Spring term	48										8%	10%	17%	65%	65%
Summer half term	50										8%	6%	16%	70%	70%
End of Summer term	50										8%	6%	10%	76%	76%

We are confident in our judgement that we have met the objective we set for ourselves three years ago but we appreciate that there is always room for growth and that reading remains a community-wide priority.

Intended outcome	Success criteria
Children make rapid progress in the core curriculum	<p>KS1 attainment indicators demonstrate that 'all' and 'disadvantaged' children achieve in line with national expectations in Reading, Writing and Maths for 'disadvantaged'</p> <p>KS2 attainment indicators demonstrate an uplift on 2018 KS1 indicators in Reading, Writing and Maths and are above national average for 'disadvantaged'</p> <p>KS2 Progress indicators are above national for 'all' and 'disadvantaged' in Reading, Writing and Maths.</p>

Evaluation 2023-24

We set out to ensure that all children made rapid progress in the core curriculum. To do so, our Quality of Education team has worked tirelessly over the past three to ensure that 'universal provision' is as good as it possibly can be. This provision, rich with reasonable adjustments, is leading an unprecedented number of children to academic success. The make up of this team has changed significantly over the course of the three year strategy and we are thrilled with the impact of our new full-time Assistant Headteacher for Inclusion [SENDCo]. In May 2024, Ofsted reported: *'The support for pupils with SEND is of the highest standard. Staff's adaptations and understanding of pupils' needs are thorough and responsive. Pupils across the school develop their knowledge in different subjects and make meaningful links between topics. Staff usually check pupils' understanding carefully, and effective adaptations are made to close gaps in knowledge. Pupils typically demonstrate their understanding in books and discussions about their learning. The school has worked to address low 2023 key stage 2 mathematics results. Staff have benefited from high-quality training which is impacting positively on current pupils' achievement.'*

Key Stage 2					
The are no progress measures for 2024 because baseline key stage 1 data was not collected due to historic Covid-19 disruption.					
All Pupils	2022	2023	2024	LA	National
Number of pupils	56	59	48	2,509	
% Expected standard in Reading	69.6	62.7	64.6	79	74
% Expected standard in Writing	75.0	69.5	68.8	71	72
% Expected standard in Maths	50.0	47.5	68.8	72	73
% Expected standard in GPS	58.9	54.2	66.7	72	72
% Expected standard in RWM	46.4	40.7	58.3	60	61
% Greater depth within Reading	7.1	16.9	16.7	35	29
% Greater depth within Writing	0.0	8.5	6.3	7	13
% Greater depth within Maths	1.8	6.8	16.7	22	24
% Greater depth within GPS	10.7	20.3	22.9	31	32
% Greater depth within RWM	0.0	3.4	4.2	5	8
Reading Progress	-1.5	-1.1	No data	No data	No data
Writing Progress	1.8	1.1	No data	No data	No data
Maths Progress	-3.0	-4.3	No data	No data	No data
Disadvantaged Pupils	2022	2023	2024	LA	National
Number of pupils	42	39	32	689	
% Expected standard in Reading	69.0	56.4	53.1	65	63
% Expected standard in Writing	73.8	66.7	65.6	53	59
% Expected standard in Maths	50.0	43.6	59.4	54	59
% Expected standard in GPS	59.5	43.6	56.3	55	59
% Expected standard in RWM	47.6	35.9	50.0	39	46
Reading Progress	-1.6	-2.6	No data	No data	No data
Writing Progress	1.7	0.6	No data	No data	No data
Maths Progress	-2.7	-4.1	No data	No data	No data

Our 2024 outcomes demonstrate a 17% increase in EXS for 'all', resulting in the school's best ever result. The RWM indicator for disadvantage children is not only the school's best ever outcome but is 11% above local authority disadvantage average and 4% above national averages for disadvantage.

Our Aurora Academies Trust goal is to perform inline with the 25th percentile of similar schools as a realistic and ambitious target. We are pleased to report that with the suite of outcomes above, we have met this goal.

Key Stage Two - Similar School Comparison				
	2024 School Outcome	2023 50th Centile Similar Schools	2023 25th Centile Similar Schools	2024 50th Centile All Schools
Y6 RWM Combined				
City Academy Whitehawk	58%	48%	58%	61%

We are conscious that this great achievement was with attendance for the cohort of 88.2% and therefore our ambitions remain higher than this as we want all children on roll to benefit from our education offer. We, therefore, will shape our school improvement plan with an aspiration that the greatest possible number of children attend and succeed.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Mathematics Mastery (no longer, from September 2021)	Arc
PiXL	PiXL
Reading Recovery	UCL