

# City Academy Whitehawk



2024-2027

Pupil Premium Strategy Statement

*Year 2 of 3*

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## Pupil premium strategy statement

This statement details our school's use of pupil **premium** funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

Any changes and updates made to this document at the end of Year 1 of the strategy are evident in **purple**.

### School overview

Detail	Data
School name	City Academy Whitehawk
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	61.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	31.12.2025
Date on which it will be reviewed	<b>20.07.2025</b> 20.07.2026 20.07.2027
Statement authorised by	Thomas McMorrin Russell Wood
Pupil premium Lead	Russell Wood
Governor / Trustee lead	Janis Taylor

### Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£331,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£331,750

# Part A: Pupil premium strategy plan

## Statement of intent

Our mission is to provide an outstanding education for the children of East Brighton, 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, feeling a strong sense of belonging and be ready to learn.

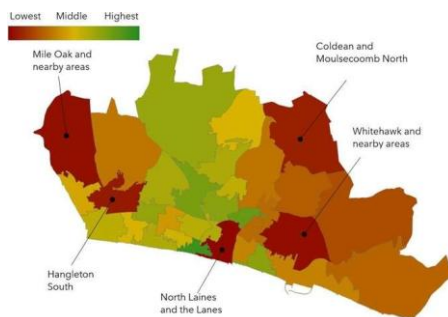
Through analysis of the school's challenges, we established our mission and qualities. It is our ambition that all stakeholders understand and embody these qualities to increase the likelihood of their sustained safety, happiness and success. Spelling out 'career', our qualities demonstrate our high expectations for all.



One of our CAW Qualities that shapes the nature of our work and frames our view of children's success is EXCELLENCE. This strategy is designed, with a weighting towards '[wider strategies](#)', to create access to our curriculum in order that children achieve **personal** excellence – doing the best that they can possibly do. It is an important act in seeking to mitigate disadvantage, therefore, that shared spaces within the school environment showcase everybody's excellence so that children know that we will **all** produce great work.

Following a successful review of our previous three-year pupil premium strategy, we are strengthened in our conviction that this grant is used in its entirety to create equality of opportunity and to negate the complexity of challenge that socioeconomic disadvantage might create. More than 60% of the City Academy Whitehawk community is eligible for the Pupil Premium Grant and the IDACI indicators of 2024 demonstrate that 81% 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. Our GAG funding will continue to enable our Quality of Education Team to 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.

We feel strengthened in our conviction in designing and implementing this Pupil Premium strategy. Over the course of the previous strategy, the school's children have gone from strength to strength, with us meeting the attainment of the top 25% of similar schools in KS2, exceeding national averages for attainment in EYFS and Phonics and the local welfare survey indicating that 96% of children report a sense of belonging. Our Ofsted report from 2024 states: *'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.'*

Our intent is to build upon this success, supporting the children of Whitehawk to thrive.

## Challenges

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

Detail of challenge
<p><b>1: Next-phase readiness</b></p> <p><i>Some children might not be well prepared for the next stage of their education</i></p>
<p>Joining Early Years, children's Early Reading starting points might be low and leadership and teaching of an exceptional standard is required; rapid progress will be required from starting points in reading and in the other core subjects.</p>
<p>Many children join CAW with developmental delay in language acquisition, understanding and application. These children's vulnerabilities might be compounded through their communication profile.</p>
<p>Some children's SEMH profile inhibits their ability to communicate themselves and this might manifest as increased anxiety in the KS2/3 transition period.</p>
<p><b>2: School engagement</b></p> <p><i>Some children and/or their family might not yet be able to engage with the school's offer</i></p>
<p>Not all families prioritise school attendance and therefore children's safety cannot be ensured, development might be delayed and academic achievement might be impeded.</p>
<p>Some children might require an extended school day in order to ensure attendance, provide access to social interaction, play opportunities and food.</p>
<p>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.</p>
<p><b>3: Safety and success at school</b></p> <p><i>Some children's presentation might lead to reduced likelihood of their safety or success at school</i></p>
<p>Some SEND learners with complex needs might not yet be able to access our curriculum offer according to their Individual Support Plans and their year group's national curriculum expectations:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning needs might preclude successfully accessing the learning from the child's year group national curriculum objectives and linked assessments</li> <li>• SEMH profiles might impede children's ability to behave appropriately and safely in the school environment.</li> <li>• Communication and Interaction needs might preclude children's ability to keep themselves and others safe and access the school curriculum.</li> <li>• Children's ASC profiles are likely to require explicit modelling and enhanced opportunities to communicate and socialise.</li> </ul>
<p>Many children who have lived through (or continue to endure) trauma require specialist provision in order that they can function successfully at school, at home and in the community.</p>
<p><b>4: Socio-economic challenges</b></p> <p><i>81% of CAW attendees live in the top 10% most deprived children in the country</i></p>
<p>Not all families are able to provide a healthy breakfast for children and as such hunger might impede physical development, motivation, attention and therefore achievement.</p>
<p>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.</p>
<p>Many families cannot afford specialist instructors for children and as such musical potential may go unidentified.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children make rapid progress in Early Reading	<ul style="list-style-type: none"> <li>• The Early Learning Goal in Word Reading and Comprehension indicates rapid progress since starting school</li> <li>• Year 1 Phonic Screening Check outcomes are in line with national averages for 'all' and 'disadvantaged'</li> <li>• Teacher assessment in Reading at the end of KS1 is commensurate with PSC success at the end of Year 1</li> </ul>
Children make rapid progress in the core curriculum	<ul style="list-style-type: none"> <li>• Statutory assessment outcomes demonstrate that CAW indicators are in the top 25% of similar schools and close the gap on National</li> <li>• Internal assessments, including those linked to interventions, demonstrate progress in knowledge, skills and understanding</li> </ul>
Children demonstrate safe behaviours	<ul style="list-style-type: none"> <li>• Children targeted for SEMH intervention demonstrate progress in specified areas</li> <li>• Children demonstrate progress against ISP and IBP targets</li> <li>• Pre/post programme assessments demonstrate pupil progress</li> <li>• Reduced suspensions on 2023-24</li> </ul>
All pupils attend school full time	<ul style="list-style-type: none"> <li>• Statutory School Age attendance demonstrates growth on 2023-24 and narrows the gap on 'national'</li> <li>• Children can articulate the purpose of school attendance and the roles of school staff involved in promoting this</li> <li>• Breakfast club is well attended</li> <li>• School incentive activities have a raised profile, well understood by children and families</li> <li>• Reduced persistent absence indicators</li> </ul>
Children most in need are supported by a network of skilled professionals	<ul style="list-style-type: none"> <li>• Children feel safe when they attend school</li> <li>• Children report a sense of belonging at school</li> <li>• Children can list their trusted adults and how to report/disclose their worries</li> <li>• 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</li> </ul>

## Activity in this academic year (2024-2025)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above under the headings of:

- Teaching
- Targeted academic support
- Wider Strategies

## Intended activity for the current academic year 2025-2026:

*Updated and additional actions for 2025-2026 shown in purple*

**Total Pupil Premium Grant for 2025/2026: £334,939**

**Total Pupil Premium expenditure for 2025/2026: £341,654**

- **Teaching expenditure: £58,677**
- **Targeted academic support expenditure: £45,133**
- **Wider strategies expenditure: £237,844**

Teaching		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopt the Read Write Inc. Curriculum and associated pedagogy. To ensure the continued success of this, appoint and train an Early Reading leader in order that children make rapid progress from their baseline. They will be afforded 0.3 leadership time and a TLR2a to develop the practice of teachers and support staff.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Ofsted in 2024 reported: <i>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.</i></p> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Early Reading is a key Quality of Education SIP priority</li> <li>• Enhanced RWI support brokered by Aurora</li> <li>• Early Reading Leader continues to find new and creative ways to promote Early Reading, including family engagement opportunities</li> </ul>	<p>1 3</p>
<p>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.</p>	<p>In order that we serve our community as effectively as possible, we have a revised leadership structure in order that we successfully meet the needs of Whitehawk's children.</p> <p>In May 2024, Ofsted reported: <i>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.</i></p> <p><b>Updated and additional actions for 2025-2026:</b></p>	<p>1 3</p>

	<ul style="list-style-type: none"> <li>• This teacher is to commence an NPQ Senior Leadership Qualification in Autumn 2025</li> </ul>	
<p>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 to support these children during their time in The Nest.</p>	<p>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.</p> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Currently Cognition &amp; Learning maths group 9-10am – consideration of extension to 11am to include writing/fine motor skills/SALT support (review to take place by SLT Autumn 2)</li> <li>• Following long term staff absence, consideration to be given to how SEMH needs can best be supported in The Nest during the afternoon (review to take place by SLT Autumn 2)</li> </ul>	<p>3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The leadership of SEND, will ensure early identification of children requiring academic intervention or alternative provision.</p>	<p>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.</p> <p>Ofsted in 2024 reported: <i>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.</i></p> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Early Reading is a key Quality of Education SIP priority</li> <li>• Ongoing reviews of SEND register and ISP targets each term</li> <li>• Termly Provision Map CPD</li> <li>• Year 1 Shared Area provision running to support 5 pupils with complex Communication &amp; Interaction/Cognition &amp; Learning needs – pupils working on individual targets and adapted learning tasks, staff meetings/reflection spaces with BHISS SALT Team to implement appropriate strategies and resources, assessment using the engagement model. All 5 pupils are PP/disadvantaged.</li> <li>• Y2 The Aviary provision running to support 4 pupils with complex Cognition &amp; Learning/Communication &amp; Interaction/SEMH SEND needs – targets set using Boxall, SALT and Next Steps Framework (assessment framework for children not yet meeting AREs), pupils working on individual targets in each area of SEND and adapted learning tasks, weekly meeting with Inclusion Mentors/SENDCo to monitor progress and</li> </ul>	<p>1 3</p>

	<p>support implementation process, weekly SLT observation/input. All 4 pupils are PP/disadvantaged</p> <ul style="list-style-type: none"> <li>• Y2 Shared Area provision running to support 3 pupils with Cognition &amp; Learning/Communication &amp; Interaction/SEMH SEND needs targets set using Boxall, SALT and Next Steps Framework (assessment framework for children not yet meeting AREs), pupils working on individual targets in each area of SEND and adapted learning tasks, weekly meeting with Inclusion Mentors/SENDCo to monitor progress and support implementation process, weekly SLT observation/input. All 3 pupils are PP/disadvantaged</li> <li>• ELSA training to enhance internal available specialist provision for academic year 26-27</li> </ul>	
<p>Administer Read Write Inc. Fast Track Tutoring for 'lowest 20%' and those needing 'keep up' support. Aforementioned Early Reading Lead to be supported by Deputy Headteacher and Assistant Headteachers in monitoring and evaluation.</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 3</p>

	<p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Early Reading is a key Quality of Education SIP priority</li> <li>• Fast Track Tutoring time ringfenced and protected</li> <li>• Deputy Headteacher/Reading Leader meeting weekly with Early Reading Leader to ensure oversight and provide support</li> </ul>	
<p>Allocate 0.4 teacher time and 0.5 FTE teaching assistant time to deliver Speech and Language Intervention to individuals, pairs or small groups.</p> <p>SENDCo to evaluate effectiveness and work with expert teachers to identify those most in need by analysing performance indicators.</p>	<p>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:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This is delivered at CAW by two staff to individual children, pairs or small groups – the effectiveness is evidenced by the EEF below:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://speechandlanguage.info/">https://speechandlanguage.info/</a> Speechlink tools are used to support our effective provision.</p> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Previous S&amp;L Teacher is now in the Welfare Manager role – consideration of impact and redeployment of role</li> <li>• 0.5 FTE S&amp;L Teaching Assistant remains in place</li> <li>• Close work with BHISS SALT Team – termly action planning meeting, support with resources and assessment</li> </ul>	<p>1 3</p>
<p>Allocate 0.4 accredited teacher time to the effective delivery of Reading Recovery Intervention to individuals around the age of 6.</p>	<p>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.</p> <p>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</p>	<p>3</p>

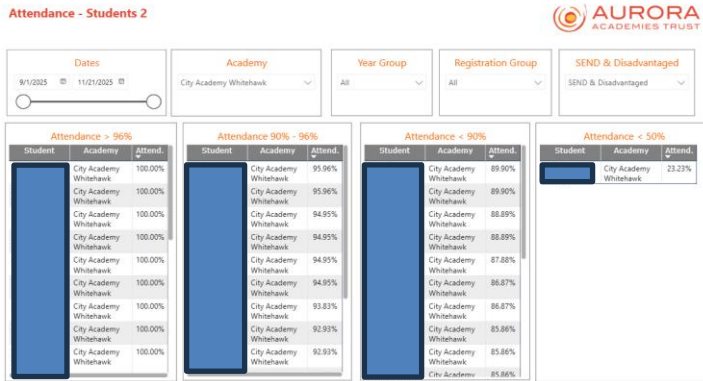
	<p>knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to use letter and word detail fluently without losing focus on meaning and comprehension.</p> <p><u>Research shows that Reading Recovery achieves good results that are swift and long lasting.</u></p> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"><li>• Previous S&amp;L Teacher is now in the Welfare Manager role – consideration of impact and redeployment of role</li></ul>	
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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"> <li>Welfare Manager</li> <li>Attendance Officer [0.5 FTE]</li> <li>Four Inclusion Mentors</li> </ul>	<p>We will continue with our system due to its effectiveness; when Ofsted visited in 2018 they noted:</p> <ul style="list-style-type: none"> <li>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-today basis.</li> </ul> <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>When Ofsted visited in 2024, they reported: <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><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>Assistant Headteacher for Behaviour and Personal Development appointment</li> <li>Behaviour CPD: Assistant Headteacher for Behaviour and Personal Development, BHISS Senior SEMH Specialist and Kit Messenger consultant</li> </ul>	<p>2 3</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>Our Ofsted report in 2024 states: <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</i></p>	<p>2</p>

*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.*

**Updated and additional actions for 2025-2026:**

- Use of PowerBI data analysis tool for forensic targeting of key groups. Three key drivers for City Academy Whitehawk are Pupil Premium, SEND and Year Six



- Half termly SEND parent carer coffee mornings  
Joint family meetings with Attendance Officer and SENDCo to target low attendance for identified SEND and SEND/PP children

Allocate staff, space, resources and food in order that Breakfast Club runs for free, five days a week 08:00 – 08:30.

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 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."

**Updated and additional actions for 2025-2026:**

- Exploration of DfE funding initiative to see if this would be more cost effective than current subsidy from Greggs

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Where a pupil's primary need is not yet

Children who attend Nurture have a significant chance of improving their learning skills (Gerrard, 2005), including

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<p>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 4 mornings a week. Evaluate pupil development termly.</p>	<p>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><a href="https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools">https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></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> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Review and revision of Inclusive Intervention Space for children with complex SEND needs targeting academic gaps and supporting SEMH needs using nurture based principles</li> <li>• The Aviary/Y2 Shared Area - 5 x mornings per week</li> <li>• Application made to Local Authority for £30,000 IIS grant</li> </ul>	
<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"> <li>- Forest School</li> <li>- Social Skills Groups LKS2</li> <li>- Social Skills Groups UKS2</li> <li>- Sensory Circuits</li> </ul> <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 <a href="#">here</a> for the EEF evidence base.</p> <p>When Ofsted visited in 2024, they reported: <i>Children get off to an exceptional start in the Nursery and Reception. The school's carefully sequenced and rigorous curriculum is highly effective. Staff prepare children for the next stages of education, instilling the necessary language and communication skills through enriching activities and opportunities. Children build meaningful relationships with each other and the well-trained staff who skilfully facilitate highly purposeful learning.</i></p> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Social Emotional Skills Groups LKS2 and UKS2</li> <li>• Life Skills Group KS2</li> <li>• Autism Identity Groups KS2</li> <li>• Autism Ambassadors Group UKS2</li> </ul>	<p>1 3</p>
<p>Provide intervention for Year 6 children most in need of SEMH support and enhanced transition in their preparation for joining</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 <a href="#">here</a> for the EEF evidence base</p>	<p>1</p>

<p>secondary school with a view to boosting self esteem and confidence through performance. Evaluate pupil development at the end of ten sessions.</p>	<p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Social Emotional Skills Groups</li> <li>• Mentors</li> <li>• This will be further developed following Autumn 2 review</li> </ul>	
<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"> <li>• Family Support Worker</li> <li>• Primary Mental Health Worker</li> <li>• Play Therapist</li> <li>• Counsellor</li> </ul>	<p>In 2018, Ofsted noted:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>• 'Autism in Schools' project – extensive work with wider BHISS professionals</li> <li>• BHISS SALT</li> <li>• BHISS SEMH</li> <li>• BHISS Autism &amp; Language Team</li> <li>• BHISS Educational Psychology Team</li> </ul>	3
<p>Devise and implement our own After School Club provision following the departure of previous provider</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: <a href="https://files.ofsted.gov.uk/v1/file/2733119">https://files.ofsted.gov.uk/v1/file/2733119</a></p> <p>The <a href="#">Guardian has published an article</a> on the effectiveness of afterschool provision as has the <a href="#">Nuffield Foundation</a>.</p> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"> <li>• Marketing opportunities, including work with PLMR Marketing Agency, to promote attendance of After School Club to boost numbers</li> </ul>	2 4
<p>Identify children with exceptional potential in music and fund weekly peripatetic instrument lessons. CAW Specialist Music Teachers [15 hours Sussex Music School] to identify future students.</p>	<p>Click <a href="#">here</a> 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>	4

	<p>'music offered pupils a chance to excel where perhaps they may not in other subjects.'</p> <p><b>Updated and additional actions for 2025-2026:</b></p> <ul style="list-style-type: none"><li>• CPD to support Sussex Music School teacher</li></ul>	
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## 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*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Miskin
Times Tables Rock Stars	Maths Circle Ltd.
Purple Mash	2Simple
Reading Recovery	UCL

## Part Bi: Review of outcomes in the previous academic year 2024-25

Intended outcome	Success criteria
Children make rapid progress in Early Reading	<ul style="list-style-type: none"> <li>The Early Learning Goal in Word Reading and Comprehension indicates rapid progress since starting school</li> <li>Year 1 Phonic Screening Check outcomes are in line with national averages for 'all' and 'disadvantaged'</li> <li>Teacher assessment in Reading at the end of KS1 is commensurate with PSC success at the end of Year 1</li> </ul>
<b>Interim evaluation of 2024-2025 academic year</b>	
<p><i>The Early Learning Goal in Word Reading and Comprehension indicates rapid progress since starting school</i></p> <ul style="list-style-type: none"> <li>Reception Early Learning Goal for Word Reading for 'all':               <ul style="list-style-type: none"> <li>2024-2025: <b>77.2%</b></li> <li>2023-2024: 80.4%</li> <li>Early Learning Goal for Word Reading for 'disadvantaged' 2024-2025: <b>75%</b></li> </ul> </li> <li>Reception Early Learning Goal for Comprehension for 'all':               <ul style="list-style-type: none"> <li>2024-2025: <b>91.2%</b></li> <li>2023-2024: 82.4%</li> <li>Early Learning Goal for Comprehension for 'disadvantaged' 2024-2025: <b>96.9%</b></li> </ul> </li> <li>Reception Good Level of Development for 'all':               <ul style="list-style-type: none"> <li>2024-2025: <b>67.9%</b></li> <li>2024-2025 National average: 68.6%</li> <li>Reception Good Level of Development for 'disadvantaged': <b>62.5%</b></li> </ul> </li> </ul> <p>Reception data as a whole is strong, particularly given the Speech and Language Baseline assessment undertaken at the start of the year which showed 19 of 57 children (33%) were identified as needing Speech and Language support. This strength is a testament to fantastic provision of the Early Years team and Dora Rackham's leadership.</p> <p>Disadvantaged children are closing the gap with their peers, and in the case of the Early Learning Goal for Comprehension have exceeded them.</p> <p><i>Year 1 Phonic Screening Check outcomes are in line with national averages for 'all' and 'disadvantaged'</i></p> <ul style="list-style-type: none"> <li>Year One Phonics Screening Check 2024-2025 for 'all':               <ul style="list-style-type: none"> <li>National Average: 81%</li> <li>CAW: <b>76%</b></li> </ul> </li> <li>Year One Phonics Screening Check 2024-2025 for 'disadvantaged':</li> </ul>	

- National Average: 67%
- CAW: **71%**

Following three years of City Academy Whitehawk comfortably exceeding the national average for phonics, we were extremely disappointed to fall below the national average in 2024-2025. As such, Early Reading is a key School Improvement Priority. Disadvantaged children at CAW did, however, exceed the national average for disadvantaged children.

*Teacher assessment in Reading at the end of KS1 is commensurate with PSC success at the end of Year 1*

2023-2024 Phonics Screening Check: **87%** pass rate

Year 2 Reading	2023		2024		2025	
	School	National	School	National	School	National
City Academy Whitehawk	77%	67%	71%	72%	72%	n/a

2024-2025 was in line with the most recent national average data, which is encouraging to see. However, last continued a trend of Year Two children scoring lower in their comprehension outcomes (72%) than they did in the Phonics Screening Check the previous year (87%). This has been seen at several schools across Aurora and changes to assessment practice will address this.

Children make rapid progress in the core curriculum

- Statutory assessment outcomes demonstrate that CAW indicators are in the top 25% of similar schools and close the gap on National
- Internal assessments, including those linked to interventions, demonstrate progress in knowledge, skills and understanding

### Interim evaluation of 2024-2025 academic year

*Statutory assessment outcomes demonstrate that CAW indicators are in the top 25% of similar schools and close the gap on National*

Y6 Reading	2023		2024		2025 Reading					
	School	National	School	National	School All	School Disadvant age	National All	National Disadvant age	50th Centile	25th Centile
City Academy Whitehawk	64%	73%	65%	74%	70%	63%	75%	63%	65%	73%

Y6 Writing	2023		2024		2025 Writing					
	School	National	School	National	School All	School Disadvant age	National All	National Disadvant age	50th Centile	25th Centile
City Academy Whitehawk	71%	71%	69%	72%	72%	69%	72%	59%	63%	70%

Y6 Maths	2023		2024		2025 Maths					
	School	National	School	National	School All	School Disadvant age	National All	National Disadvant age	50th Centile	25th Centile
City Academy Whitehawk	48%	73%	69%	73%	65%	59%	74%	61%	63%	73%

Y6 GPS	2023		2024		2025 GPS				
	School	National	School	National	School All	School Disadvant age	National All	National Disadvant age	
City Academy Whitehawk	55%	72%	67%	72%	76%	69%	73%	60%	

Y6 RWM	2023		2024		2025 RWM					
	School	National	School	National	School All	School Disadvant age	National All	National Disadvant age	50th Centile	25th Centile
City Academy Whitehawk	41%	59%	58%	61%	57%	53%	62%	47%	51%	58%

Disadvantaged Pupils	2023	2024	2025	LA	National
Number of pupils	38	33	32	805	
% Expected standard in Reading	57.9	54.5	62.5	59	63
% Expected standard in Writing	68.4	66.7	68.8	53	59
% Expected standard in Maths	44.7	60.6	59.4	51	61
% Expected standard in GPS	44.7	57.6	68.8	54	60
% Expected standard in RWM	36.8	51.5	53.1	39	47

2024-2025 Year Six data had many strengths, and City Academy Whitehawk were a fraction of a percentage away from being in the top 25% of similar schools. Disadvantaged data was broadly in line with or comfortably exceeded national averages.

*Internal assessments, including those linked to interventions, demonstrate progress in knowledge, skills and understanding*

Year 2 RWM	2023		2024		2025	
	School	National	School	National	School	National
City Academy Whitehawk	63%	56%	50%	59%	60%	n/a

Year 2 Reading	2023		2024		2025	
	School	National	School	National	School	National
City Academy Whitehawk	77%	67%	71%	72%	72%	n/a

Year 2 Writing	2023		2024		2025	
	School	National	School	National	School	National
City Academy Whitehawk	75%	69%	63%	63%	69%	n/a

Year 2 Maths	2023		2024		2025	
	School	National	School	National	School	National
City Academy Whitehawk	71%	76%	63%	72%	67%	n/a

As well as strong Year Six data, Year Two data was either equal to or in line with the previous national average, with the exception of maths (which is a key driver on the School Improvement Plan).

## Year 4 Multiplication Tables Check

	2024				2025			
	Mean Average Score		% of pupils who scored 25		Mean Average Score		% of pupils who scored 25	
	All Pupils	National	All Pupils	National	All Pupils	National	All Pupils	National
CAW	15	20.6	23%	34%	21	21	67%	38%

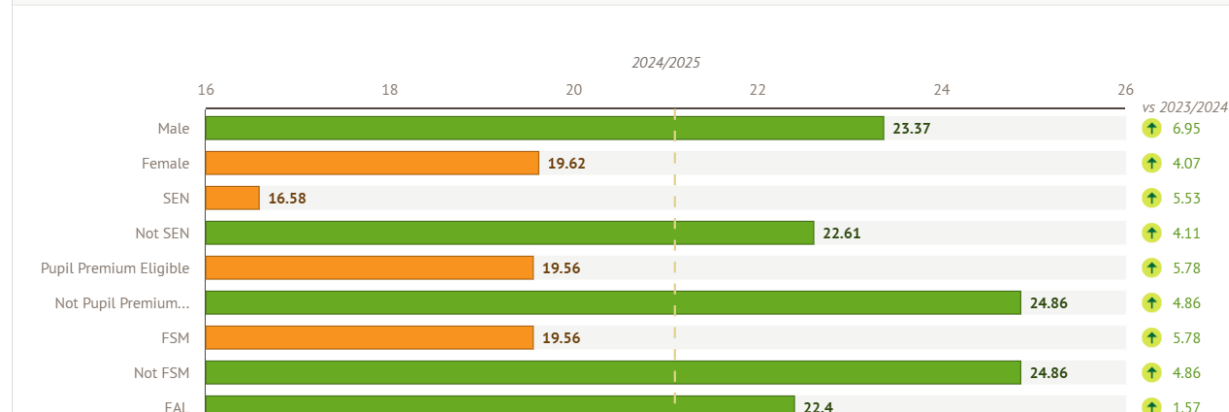
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### Key Stage 2: Mean Average Score (out of 25)

#### By Demographic

☰ Comparison 🕒 Year on Year

Benchmark:  City Academy Whitehawk (21.10)



We are incredibly proud of the Year Four Multiplication Tables Check outcomes, almost doubling the national average and nearly trebling the 2023-2024 results. Disadvantaged children scored lower than non-disadvantaged children, and this is an area to focus on this year.

Children demonstrate safe behaviours

- Children targeted for SEMH intervention demonstrate progress in specified areas
- Children demonstrate progress against ISP and IBP targets
- Pre/post programme assessments demonstrate pupil progress
- Reduced suspensions on 2023-24

### Interim evaluation of 2024-2025 academic year

Children targeted for SEMH intervention demonstrate progress in specified areas

Nurture Group 2024-2025 Boxall Scores (SEMH assessment)

Pupil Premium	Name	Year	Developmental*			Diagnostic**		
			Entrance score	Jan	Exit Score	Entrance score	Jan	Exit score
Y	[Redacted]	1	45	121	106	113	23	101
Y		1	56	68	99	126	75	62
Y		1	64	98	86	122	87	75
N		2	83	89		88	58	
Y		1	39	104	73	113	27	93
Y		1	39	56	74	116	60	92

Highlighted numbers indicate score progression

\*The higher the developmental score, the closer the child is to the expected level.

\*\*The lower the diagnostic score, the closer the child is to the expected level.

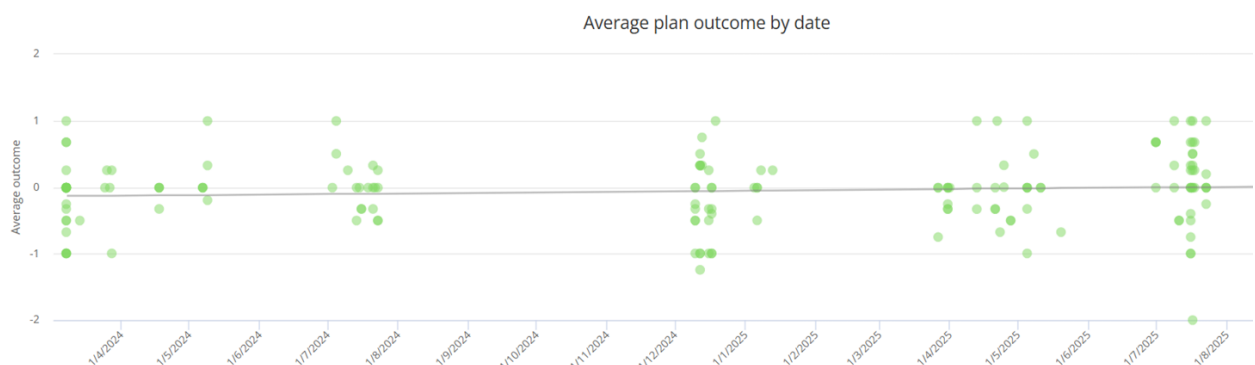
No apparent difficulties	Low levels of difficulties	High levels of difficulties
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SEMH interventions were for carefully identified children with a significant need. The interventions have, broadly, shown progress. However, many of the children still require SEMH support and bespoke interventions have been designed for this academic year.

Children demonstrate progress against ISP and IBP targets

Pre/post programme assessments demonstrate pupil progress

SEND and PP ISP Target Outcomes 24-25 (0-2 = expected or exceeding, -1/-2 = below expected/not met)



The Provision Map software allows forensic analysis of progress against specific targets, as shown in the graph above.  
 Individual Behaviour Plans are more qualitative, but all children on an IBP have shown progress towards their goals.

All pupils attend school full time	<ul style="list-style-type: none"> <li>Statutory School Age attendance demonstrates growth on 2023-24 and narrows the gap on 'national'</li> <li>Children can articulate the purpose of school attendance and the roles of school staff involved in promoting this</li> <li>Breakfast club is well attended</li> <li>School incentive activities have a raised profile, well understood by children and families</li> <li>Reduced persistent absence indicators</li> </ul>
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**Interim evaluation of 2024-2025 academic year**

*Statutory School Age attendance demonstrates growth on 2023-24 and narrows the gap on 'national'*

	CAW		National Primary Schools From DfE
	2024-25 YTD	2023-2024	2024-25 YTD
Whole School Attendance %	<b>92.4%</b>	91.13%	94.9%
Whole School % Persistent Absence	<b>29.0%</b>	29.5%	12.5%
Pupil Premium Attendance %	<b>90.9%</b>	89.84%	92.4%
Non- Pupil Premium Attendance %	<b>95.3%</b>	93.4%	95.9%
Compulsory School Age Attendance %	<b>92.2%</b>	91.25%	

All key metrics for attendance showed an improvement in 2024-2025 over the previous year. Although the percentages may seem marginal, in terms of days of children being in school this is highly significant.

Current year to date data for 2025-2026 shows a continued increase in whole school attendance (93.1%) and statutory attendance (92.9%).

*Children can articulate the purpose of school attendance and the roles of school staff involved in promoting this*

Attendance is featured prominently in weekly whole school assemblies, and maintains a high profile. All children are able to articulate the importance of attendance for their safety, their learning and their sense of belonging.

*Breakfast club is well attended*

On average, 63.5 children (16.5% of the school) attended the free Breakfast Club offer each day. This provides a free breakfast and opportunity to socialise before starting school on time

*School incentive activities have a raised profile, well understood by children and families*

- The Wheel of Fortune and rewards featured in assemblies has had a positive impact. The prize cabinet is prominently located at the main doors of the school
- Weekly Class Trophies are awarded to the classes in key Stage One and Key Stage Two with the best attendance
- Full Class Stars are awarded to classes and displayed on classroom doors when the entire class are present. This is a source of great pride for children (and teachers)

*Reduced persistent absence indicators*

See data above: persistent absence has been reduced by 0.5%. While this is pleasing, this remains a key area to focus on.

Children most in need are supported by a network of skilled professionals

- Children feel safe when they attend school
- Children report a sense of belonging at school
- Children can list their trusted adults and how to report/disclose their worries
- 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

**Interim evaluation of 2024-2025 academic year**

*Children feel safe when they attend school*

In the Summer 2025 pupil survey, **71%** of children reported that they strongly agreed or agreed that they feel safe at school. The Aurora average was 69%. 71% is too low for a school that prides itself on safeguarding and this must show improvement in future years.

*Children report a sense of belonging at school*

In the Summer 2025 pupil survey, **58%** of children reported that they strongly agreed or agreed that they feel part of the school community. The Aurora average was 64%. A sense of belonging and being part of a community is of the utmost importance to us as an organisation and this needs to drastically improve.

*Children can list their trusted adults and how to report/disclose their worries*

Children are asked to name their five trusted adults at school in weekly whole school assemblies, and these are referred to in conversations with children whenever they report concerns or problems. Naming these adults is part of the shared school vocabulary and firmly embedded.

*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*

**80 disadvantaged children** (33.3% of the disadvantaged cohort) accessed weekly sessions with a range of professionals during academic year 2024-2025 (nurture group/mentor/social emotional skills group/play therapy)