

Pupil premium strategy statement – Whitby School

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	969
Proportion (%) of pupil premium eligible pupils	27
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	21/11/2025
Date on which it will be reviewed	November 2026
Statement authorised by	G. Davies
Pupil premium lead	G. Davies
Governor / Trustee lead	R. Fluin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,755.83
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£356,755.83

Part A: Pupil premium strategy plan

Statement of intent

Whitby School Pupil Premium Statement

At Whitby School, we are committed to fostering courage, ambition, endeavour, and character in all our pupils. As a coastal school, we recognize the unique challenges posed by our location, including a lack of nearby facilities compared to schools in urban areas. However, we are a tight-knit community and have a range of opportunities provided by the local Rotary Club, the Eskdale Festival, and other opportunities. We would like to empower our most vulnerable pupils to become thriving members of our community – and give them the skills to progress as adults elsewhere if they wish.

By 2027, our vision is that:

- Whitby pupils eligible for Pupil Premium funding will perform higher than disadvantaged pupils nationally – and achieve at least in line with non-disadvantaged students nationally
- we will close the ‘within-school’ gap by enhancing the Progress 8 scores of Pupil Premium pupils
- Pupil Premium attendance will match that of non-Pupil Premium pupils
- every pupil will have access to a broad range of extra-curricular opportunities
- all pupils will have high academic aspirations and be fully aware of the wealth of post-16 and career options available to them
- all pupils, including those eligible for Pupil Premium, will feel happy, supported, and confident members of the school community.

The most significant gains in pupil progress are achieved in classrooms through quality teaching. Therefore, we will maintain a relentless focus on good/outstanding teaching and learning for all pupils, including those who are disadvantaged and may require additional support. This approach has the greatest impact on closing the disadvantage attainment gap while also benefiting non-disadvantaged pupils. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The strategies we have adopted complement each other to help pupils excel. To ensure their effectiveness, we will:

- challenge disadvantaged pupils in the work that they’re set
- intervene early at the point need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Whitby School's attendance is below the national average, and the attendance of disadvantaged pupils is significantly below that of non-disadvantaged pupils nationally.</p>
2	<p>Progress at KS4</p> <p>Disadvantaged pupils achieve a lower Progress 8 score compared to Non-disadvantaged pupils, though the school has seen some improvement.</p> <p>In September of 2024, Whitby School was formed through the merger of Eskdale School and Caedmon College. In 2022-23, Caedmon's Progress 8 score for disadvantaged pupils was -0.42, slightly higher than disadvantaged pupils nationally. However, overall the P8 score for disadvantaged pupils across both schools combined was -1.02. Last academic year this moved to -0.88.</p>
3	<p>Literacy and numeracy</p> <p>A higher proportion of pupils qualifying for the Pupil Premium met the expected standard in English and Mathematics.</p>
4	<p>Pastoral Work at Whitby School</p> <p>Our assessments, observations, and discussions with pupils and families continue to highlight a range of social and emotional challenges affecting many pupils. Issues such as anxiety, depression (diagnosed by medical professionals), and low self-esteem remain areas of concern, particularly for disadvantaged pupils, where these factors can also impact attainment.</p> <p>While pupil well-being concerns have remained significant since the Covid lockdowns, recent findings show encouraging progress. The National Pupil Attitudes Survey conducted in Spring 2024-25 at Whitby reflects a notable improvement in pupil engagement with their learning, demonstrating the positive impact of ongoing support initiatives.</p> <p>Data indicates that last year, the proportion of PP pupils experiencing pastoral concerns was higher than their non-PP peers, reinforcing the importance of tailored support.</p> <p>At Whitby School, we remain committed to fostering both academic success and pupil well-being, ensuring that all pupils have access to the resources they need to thrive.</p> <p>Pupils eligible for Pupil Premium are performing less well in Attitude to Learning assessments. Additionally, a high proportion of the engagement issues flagged are among pupils eligible for Pupil Premium.</p>
5	<p>Access to the Full Curriculum and Ambitious Outlook for Post-16</p> <p>At Whitby School, we firmly believe that every pupil should have access to our full curriculum, encompassing curricular trips, visits, enrichment experiences, and extra-curricular clubs and activities. For our coastal community, opportunities beyond the classroom play a vital role in broadening pupils' aspirations, counteracting geographic isolation, and fostering an ambitious outlook for their future.</p>

	Research from The Sutton Trust highlights that pupils from disadvantaged backgrounds are less likely to attend a Russell Group university or pursue careers in competitive and well-paid sectors of the economy. To address this, our work with the Achieve Programme is instrumental in raising aspirations and ensuring all pupils see themselves as capable of reaching their full potential. Through tailored support, mentorship, and exposure to diverse career pathways, we are committed to dismantling barriers and equipping every pupil with the confidence and ambition to thrive beyond school.
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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
Increase pastoral support and provision for disadvantaged pupils, including increasing their access to pastoral personnel and counselling.	Higher engagement with their learning, attendance, and lower rates of sanction and exclusion.
Increase the quality of classroom teaching and intervention to close gaps in achievement.	A reduction in the gap between the performance of disadvantaged pupils and their peers at Whitby School.
Ensure access to a full enrichment curriculum and resources.	Attendance of Pupil Premium pupils in enrichment activities to equal that of non-disadvantaged pupils.
Pupil Premium pupils to have good attendance.	A closing of the gap between disadvantaged pupils and their peers in school and nationally.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £131,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Create smaller nurture or intervention classes as part of the school curriculum – especially to help with the merger of two school curricula.</i>	The Education Endowment Foundation (EEF) states that reducing class size can lead to an average of two months' additional academic progress. However, the benefits are most noticeable when class sizes drop below 20, allowing	2,3

	<p>teachers to change their approach, provide higher-quality interactions, and minimise disruption. We have sought to create smaller groups to support disadvantaged pupils whose prior attainment is below national.</p> <p>The House of Commons report on improving educational outcomes for disadvantaged children emphasises that targeted interventions, including smaller teaching groups, help close the attainment gap. While Whitby School accepts that smaller classes alone do not guarantee success, they create opportunities for more personalised teaching, better pupil engagement, and improved behaviour.</p>	
<i>CPD and training</i>	Training will be provided to colleagues on managing behaviour, developing engagement and assessment through the Teaching Walkthru framework.	2,3

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

Budgeted cost: £87,497

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Create small intervention classes for catch-up work in Year 10 and 11.</i>	The EEF also highlights that small group tuition (2-5 pupils per teacher) leads to an average of four months' additional progress. This approach is particularly effective for lower-attaining pupils, as it allows for more tailored support and feedback.	2,3
<i>Provision of teaching resources and materials for Pupil Premium pupils</i>	Ensure pupil premium pupils have access to materials and resources to help them study effectively at home.	2,3

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

Budgeted cost: £138,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of additional care and achievement</i>	There was no difference in the use of middle-tier sanctions for disadvantaged	4,1

<p><i>coordinators to ensure that pupils have access to quality pastoral support.</i></p>	<p>pupils and non-disadvantaged pupils in Year 10 and 11 following introduction of this approach in 2024.</p> <p>The National Pupil Engagement survey indicated a higher proportion of Whitby's disadvantaged pupils have positive attitudes to school compared to their peers nationally.</p> <p>The EEF highlights that non-academic barriers such as attendance, behaviour, and social-emotional support are crucial for pupil success. Schools that implement structured pastoral care see improvements in engagement and overall well-being.</p>	
<p><i>Launch of a new policy to improve attendance.</i></p>	<p>Embed the North Yorkshire attendance policy and drive improved attendance through a deeper sense of belonging and satisfaction with school.</p> <p>The DfE's guidance on improving school attendance emphasizes that positive relationships between pupils, staff, and families contribute to a sense of belonging, which in turn supports attendance.</p> <p>Studies within the DfE's research on attendance trends indicate that pupils who feel connected to their school community are less likely to be persistently absent.</p>	1
<p><i>Access to counselling through our partners a Place2Be.</i></p>	<p>Research from Place2Be suggests that pupils who received counselling maintained long-term mental health improvements. Their study found that these interventions not only reduced mental health difficulties but also had economic benefits, with higher employment outcomes and lower public service costs.</p> <p>A report from the UK Parliament POST highlights that psychological distress is linked to lower motivation to learn, particularly among disadvantaged pupils. Their findings suggest that mental health support can help close educational attainment gaps, especially for pupils facing barriers such as poverty or discrimination.</p>	4,1
<p><i>Increase access to enrichment activities and resources</i></p>	<p>Creation of a Pupil Premium grant system in school to help pupils access trips and other materials.</p>	5

Total budgeted cost: £356,762

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils – Whitby School

Context and Background

Whitby School was established in **September 2024** through the merger of Eskdale School and Caedmon College. Due to the merger, the data for Pupil Premium for 2023-24 should be viewed by collating the raw data from the two schools.

Academic Performance

Attainment measures increased for disadvantaged pupils last year. The Attainment 8 score for 2024–25 was 29.6, and while Caedmon alone achieved 31.7, the combined A8 score for Pupil Premium pupils from both Caedmon and Eskdale in 2023-24 was 28, representing an improvement of 1.6 last year.

In **English** A8, the gap narrowed according to the IDSR—even when considering Caedmon alone. In **Mathematics**, the gap changed from 5.2 to 5.6 (although Caedmon’s standalone gap was 6.3, Eskdale’s was significantly lower in 2023/24).

When comparing Whitby to Caedmon in 2023-24 alone:

- Humanities 4+ improved to 34.4%, rising from 28.6%.
- Science 4+ increased from 33.3% to 47.2%.

For combined outcomes at grade thresholds:

- 9–5 including English and Mathematics improved from 8.11% (for both schools combined in 2023–24) to 20% (2024–25).
- 9–4 rose from 21.62% (for both schools combined) to 35.6%.

Internal data indicates that this positive trend is set to continue.

Behaviour and Wellbeing Trends

- While **one in three** disadvantaged pupils receiving pupil premium were suspended in **autumn 2024-25**, this had fallen to **one in five by spring**.
- **Year 10 and 11 now show no gap** between sanctions for disadvantaged pupils and their peers, while gaps in **Years 7-9 are narrowing**.

The **National Pupil Attitudes Survey (Spring 2024-25)** further reinforces progress, showing that pupil premium pupils’ sense of enjoyment in school had increased from -

1.9 against national benchmarks to -0.9. This highlights the growing impact of our work in pastoral care and engagement.

Attendance and Engagement

Free School Meal (FSM) pupil attendance at Caedmon was 79.8% in 2023/24 and 79.9% in 2024/25. However, this masks the key improvement following the merger, as Eskdale School's FSM attendance in 2023/24 was only 73.6%. Combined between Eskdale and Caedmon, attendance for FSM was 76.1% - and so the school achieved an increase of 3.7% in 2024/25.

Current in-year FSM attendance is 82.7%, based on the **DfE Data Analysis Toolkit**, representing a **2.9% increase**, which is **significantly above our 0.6% ABIE target**.

There are several **key drivers** behind this improvement:

- **The Bridge** – providing targeted support for Pupil Premium pupils
- **Home visits** – increasing engagement with families
- **The new STEP campaign** – strengthening attendance routines and expectations

Evaluation of Strategy and Next Steps

Our strategy is yielding **positive progress**, particularly in reducing **sanctions and improving engagement among disadvantaged pupils**. The **Achieve Programme and enhanced enrichment** opportunities are helping to counteract barriers linked to Whitby's coastal location, fostering **greater participation and aspiration**.

While our approach is moving in the right direction, **continued efforts in attendance and academic attainment** remain a priority. As further data becomes available, we will conduct a **full evaluation** to determine further refinements in our strategy, ensuring sustained improvements for all disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.