

Pupil Premium Allocation for Disadvantaged Students 2020 - 2021

Wath Academy



Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives

World-class learning World-class learning every lesson, every day	The highest expectations Everyone can be successful; always expect the highest standards	No excuses Create solutions not excuses; make positive thinking a habit	Growth mindset Believe you can improve; work hard and value feedback	Never give up Resilience is essential; be relentless in the pursuit of excellence	Everyone is valued Diversity is celebrated; see the best in everyone	Integrity Be trustworthy and honest; deliver on promises and walk the talk
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Section 1 – Our Approach to Pupil Premium Allocation

Essential understanding of the Pupil Premium

- As many as 50-75% of FSM children are not in the lowest income households
- PP students are not a homogenous group – a group mean can often mask significant differences
- Government Benefit reforms have lifted a number of students out of the PP eligibility

Source: School and College Curriculum Design, (Bromley, 2019).

With the above in mind, and inline with the specific key drivers; highest expectations; no excuses; growth mindset; everyone is valued and integrity, we have a clear vision for what all our students will achieve through high quality teaching and an ethos that reinforces aspiration and attainment for all. We understand the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the Pupil Premium in raising standards. Finally, we recognise that the identified PP cohort barriers may affect students beyond the PP categorisation, therefore strategies are often mutually beneficial.

Constructing our allocation plan

Using a 3-point PP spend plan suggested in 'School and College Curriculum Design' (Bromley, 2019) we have:

1. Identified our PP cohort (section 2) and the barriers they face (Section 3)
2. Chosen intervention strategies based on EEF research, the 'National Foundation of Educational Research' NFER Building blocks to success (below) and previous PP spend impact (Section 4)
3. Set our success criteria (Section 4)

1. Whole-school ethos on attainment for all	2. Addressing behaviour and attendance	3. High quality teaching for all	4. Meeting individual learning needs	5. Deploying staff effectively	6. Data driven and responding to evidence	7. Clear, responsive leadership
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Section 2 - Students at Wath Academy who are disadvantaged 2020/2021:

	Whole school	Year 7	Year 8	Year 9	Year 10	Year 11
% of disadvantaged students	27%	31%	27%	28%	24%	26%
Number of students	408	91	89	85	68	75

Section 3 – 2020 – 2021 Overview of barriers which have a detrimental impact on progress:

- Low aspirations
- Lack of confidence, character, grit, determination
- Attendance below ‘national for all students’
- Poor Learning Habits
- Lack of cultural stimulation
- Lack of resources at home
- Lack of exposure to a wider vocabulary
- Underachievement at KS2 compared to Non Disadvantaged
- Lack of role models
- Lack of enrichment opportunity
- Distractions at home: Lack of suitable working space, support from parents
- Lack of sleep or poor nutrition

Section 4 - Below is an overview of the proposed spending of the £400,560 pupil premium for 2020/2021 which aims to remove these barriers and ensure our disadvantaged pupils excel:

Area of Intervention	Identified Barriers	Rationale	Cost	Staff Responsible	Intended Impact	RAG												
1. Implementing and embedding our new academy Vision and Key Drivers.	<p>Low aspirations</p> <p>Lack of confidence, character, grit determination</p> <p>Attendance below ‘national for all students’</p> <p>Learning Habits</p>	<p>The embedding of our new Vision and Key Drivers. These are rooted in high expectations, no excuses and world-class learning. This were created with the input of all staff and students. The Vision and Key Drivers underpin everything that happens within the academy.</p> <p>This is part of our whole school ethos and aids the academy in consciously avoiding stereotyping disadvantaged students by referring to them as a group (Supporting the Attainment of Disadvantaged Pupils, DfE; November 2015). This vision sets the highest expectations for all students.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • additional whole school ‘motivational speaker sessions’. • new assembly programme package to embed the vision • the embedding of the ‘vision’ around the school, particularly the new classrooms: signage, photo boards, quotes, displays etc. • a % salary of new senior leader role who will lead the enrichment and character education curriculum <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Behaviour Interventions	Moderate	High	Parental Engagement	Moderate	Moderate	25,000	Executive Principal, Principal	<p>Continue to develop the aspirations, self-esteem and growth mind set of our disadvantaged students through the use of motivational speakers.</p> <p>Continue the progress & upward trend of disadvantaged students to be in-line with non-disadvantaged national.</p> <p>Increase attendance of disadvantaged students through building resilience via guest speakers, house competitions and character education.</p>	
Intervention	Cost	Impact																
Aspiration Intervention	Moderate	Low																
Behaviour Interventions	Moderate	High																
Parental Engagement	Moderate	Moderate																

<p>2. Character Education</p>	<p>Low Aspirations</p> <p>Lack of confidence, character, grit determination</p> <p>Attendance below 'national for all students'</p> <p>Learning Habits</p> <p>Cultural Stimulus</p> <p>Lack of role models</p>	<p>The new 'character building' curriculum is to be fully embedded across all year groups via our assembly and tutor time programme. This is based on the work '7 steps to happiness' and 'goal setting' work by Kevin Mincher (motivational speaker) about raising aspirations, having hope, aiming high, improving grit and determination and excelling in life. This program includes training students and staff to share information and learn how to work collaboratively. Confidence and self-awareness are vital to support the growth of metacognition and independent learning. "Your qualifications get you the interview, but your character gets you the job."</p> <p>The premium will be used to part fund the continued running and delivery of this curriculum:</p> <ul style="list-style-type: none"> • Cost of motivational speaker • Character education days including staff CPD • Academic mentoring delivery <p>EEF Research</p> <table border="1" data-bbox="617 537 1590 722"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and self-regulation	Low	High	<p>£11,000</p>	<p>Vice Principal and Associate Assistant Vice Principal</p>	<p>Develop the 'character' of our disadvantaged students.</p> <p>Improve hope, aspiration, ambition, grit and resilience.</p> <p>Increase the number of students applying to Russell Group Universities and OxBridge.</p> <p>Increase the number of disadvantaged students who are 'Fully Invested' within the Investment in Learning measure.</p> <p>Improve the attendance of disadvantaged students</p>
Intervention	Cost	Impact																		
Aspiration intervention	Moderate	Moderate																		
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Metacognition and self-regulation	Low	High																		
<p>3. Competition-based house system.</p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Lack of cultural stimulation</p> <p>Lack of role models</p> <p>Lack of enrichment opportunity</p>	<p>The premium funds 31% of the running and delivery costs of our competition based house system. The vision for our house system is 'building teamwork, confidence and community through competition'.</p> <p>Instilling the confidence for all students to earn as many points as possible for their house through competition.</p> <p>The cost covers:</p> <ul style="list-style-type: none"> • The resources for the House assemblies • House system marketing and signage • The running costs e.g. competitions, enrichment opportunities <p>EEF Research</p> <table border="1" data-bbox="617 1131 1578 1293"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Arts participation</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Sports participation</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and Self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Arts participation	Low	Moderate	Sports participation	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and Self-regulation	Low	High	<p>£4,000</p>	<p>Assistant Vice Principal</p>	<p>Ensure participation levels per competition increase through improved advertising of events.</p> <p>Improve the character, grit and determination of our disadvantaged students.</p> <p>Maintain 100% participation of at least one house event throughout the year.</p>
Intervention	Cost	Impact																		
Arts participation	Low	Moderate																		
Sports participation	Moderate	Moderate																		
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Metacognition and Self-regulation	Low	High																		

<p>4. Implementation of rigorous 'attendance and punctuality' systems.</p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Attendance below 'national for all students'</p> <p>Underachievement at KS2 compared to Non Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of sleep or poor nutrition</p>	<p>Pupils have to be in school and able to pay attention before they can access learning. More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p><u>Attendance strategies:</u></p> <ul style="list-style-type: none"> Attendance and punctuality at Wath Academy is now led by a Vice Principal, an Associate Assistant Vice Principal has also been appointed with a sole focus of attendance. Part of the premium is used to part fund these salaries. Also, building on the success of last year's attendance work, we use a proportion of our 'Pastoral Year Leader' and 'Attendance Officer's' time to support the attendance of our low attending disadvantaged students. This premium is used to part fund the attendance work of the 'Pastoral Year Leader's' and the 'Attendance Officer'. Daily visits home by attendance team to students with absences, longer term medical and students who are a cause for concern. ACL/SBR also works with families (pupil premium focus) conducting visits to those who may not engage as well over the phone or come in to school to meet. ACL directs home visits for attendance team and arranges for students who are visited to return into school later that day. Once registers are completed PYL meet at the start of P2 with the attendance team to discuss absences in each year. PYL are protected from on call duties to allow them to then conduct home visits for students who are not in. This also includes welfare checks for students whose parents have rung in. The purpose of these meetings is to ensure families feel supported and know they can work with the school to ensure the best for their child. Conduct card system to improve punctuality. CPD for Tutors all staff are working to improve attendance. Additional attendance officer – We now have three members of staff in our attendance team. 'Rewards for all' for good attendance e.g. chocolate bars for 100% weekly attendance, based on student voice. <p><u>EEF Research</u></p> <table border="1" data-bbox="626 892 1578 1039"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Behaviour Interventions	Moderate	High	Parental Engagement	Moderate	Moderate	<p>£60,000</p>	<p>Assistant Headteacher</p>	<p>Increase disadvantaged attendance to be in line with the national average of non-disadvantaged students.</p> <p>Decreased number of disadvantaged PA students.</p> <p>Improve punctuality of all students.</p>
Intervention	Cost	Impact															
Aspiration Intervention	Moderate	Low															
Behaviour Interventions	Moderate	High															
Parental Engagement	Moderate	Moderate															
<p>5. Behaviour system</p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Attendance below 'national for all students'</p> <p>Poor Learning Habits</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to Non Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of sleep or poor nutrition</p>	<p>Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> Consequences behaviour system (simple, clear, 100% system) Staff CPD and constant refinement Active support – Good, constant, active presence around the academy. Counselling - The school has two dedicated, trained members of staff who provide counselling to students where needed. These are non-teaching staff so are available all day to allow students to access support. The PP allocation is used to fund a proportion of the cost. Pastoral support provided by both the AYL and PYL. These staff also form relationships with families in order to break down any barriers. <p><u>EEF Research</u></p> <table border="1" data-bbox="626 1619 1578 1728"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behaviour Interventions	Moderate	High	Mentoring	Moderate	High	<p>£22,000</p>	<p>Vice Principal and Associate Assistant Vice Principal</p>	<p>Improved Investment in Learning scores for disadvantaged students.</p> <p>Improved behaviour will reduce any lost learning time, leading to increased understanding in lessons.</p> <p>Decrease in FTEs of disadvantaged students.</p>			
Intervention	Cost	Impact															
Behaviour Interventions	Moderate	High															
Mentoring	Moderate	High															

<p>6. Improving the quality of teaching and learning</p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Lack of role models</p>	<p>The Implementation of the 'Wath teaching and learning standard' will rapidly improve the quality of T&L and marking at the academy. This will ensure a consistently high standard of 'quality first teaching'.</p> <p>Tuesday Period 6 CPD for all staff (39 weeks) - CPD which embeds these standards is to be regularly offered to continue to drive the highest expectations and further improve the quality of feedback and learning dialogue between teacher and student. Specific CPD will be delivered focusing specifically on, pace challenge, Oracy, high achieving disadvantaged students, disadvantaged boy's literacy and disadvantaged SEN to fully embed effective and proven strategies throughout the academy.</p> <p>Staff are provided with a research based, impactful teaching and learning book which plays a significant part in staff CPD.</p> <p>This funding is also used to develop the quality of whole school teaching and learning. The 'drop-ins' programme is ensuring that our 'teaching and learning' team are driving forward the quality of 'day in day out' teaching and learning.</p> <p>We have ran a rigorous IRIS triad programme which involves all staff.</p> <p>This premium will also be used to part fund the salaries of staff who lead in the key areas above.</p> <p>EEF Research</p> <table border="1" data-bbox="617 667 1581 856"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Mastery Learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Mastery Learning	Low	Moderate	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	<p>£28,000</p>	<p>Vice Principal and Associate Assistant Vice Principal</p>	<p>Improving the quality of teaching and learning for our disadvantaged students leading to improved outcomes.</p> <p>Improved outcomes for disadvantaged students</p>
Intervention	Cost	Impact																		
Mastery Learning	Low	Moderate																		
Collaborative learning	Low	Moderate																		
Feedback	Low	Moderate																		
Individualised Instruction	Low	Moderate																		
<p>7. Improving literacy levels and reading ability</p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Lack of role models</p>	<p>American research suggests that richer families experience 45 million words, whilst working class families and families on welfare experience just 20 and 13 million words respectively. Although the research comes from America this highlights the need to expose our disadvantaged students to a wider range of vocabulary.</p> <p>The fund will be used to purchase:</p> <p>Lucid Exact Test – This tests students in order to establish access arrangements for examinations.</p> <p>Dyslexia Screener Annual Licence & Portfolio – Used to identify any specific need.</p> <p>NGRT - To test, bi-annually, reading ability and put intervention in place for those with a reading age below their chronological age</p> <p>YARC - Identifies difficulties with word recognition, reading fluency or reading comprehension</p> <p>Read Write Inc. – Reading intervention to engage students with low reading ages in reading and writing.</p> <p>Lexonik – Phonics based literacy tool used to improve vocabulary and literacy</p> <p>Accelerated Reader – a programme designed to ensure students are reading reading-age appropriate books designed to enhance overall reading ability</p> <p>EEF Research</p> <table border="1" data-bbox="617 1570 1581 1745"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Metacognition and Self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Metacognition and Self-regulation	Low	High	Social and emotional learning	Moderate	Moderate	Mentoring	Moderate	High	<p>£15,189.79</p>	<p>Assistant Vice Principal / SENCO</p>	<p>Improvement in the reading ages of disadvantaged students.</p> <p>Improved outcomes for disadvantaged students.</p>
Intervention	Cost	Impact																		
Aspiration Intervention	Moderate	Low																		
Metacognition and Self-regulation	Low	High																		
Social and emotional learning	Moderate	Moderate																		
Mentoring	Moderate	High																		

<p>8. Improving numeracy and mathematical ability</p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Lack of role models</p>	<p>Poor numeracy skills can have a significant impact on peoples lives:</p> <p>Employment People with poor numeracy skills are more than twice as likely to face unemployment</p> <p>Wages Recent data by the OECD show a direct relationship between wage distribution and numeracy skills</p> <p>Money Good numeracy is linked to a range of positive financial behaviours including saving frequency and keeping up with bills</p> <p>Health In OECD and UK basic skills reports, the correlation between poor numeracy and poor health is clear. Data from the British Cohort Studies have shown that there is also a link between depression and poor numeracy</p> <p>Social, emotional and behavioural difficulties Children with these problems are more likely to struggle with numeracy, even taking into account factors such as home background and general ability</p> <p>School exclusions Pupils beginning secondary school with very low numeracy skills are more likely to face exclusion</p> <p>Truancy 14-year-olds who have poor maths skills at 11 are more than twice as likely to play truant</p> <p>Crime A quarter of young people in custody have a numeracy level below that expected of a 7-year-old. Similarly, 65% of adult prisoners have numeracy skills at or below the level expected of an 11-year-old</p> <p>The fund will be used to purchase Hegarty Maths. The programme provides students with the opportunity to watch mathematical methods being modelled before attempting to answer questions which they also receive feedback on. This programme plays a significant role in the mathematics homework and revision strategies.</p> <table border="1" data-bbox="617 1094 1581 1306"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Metacognition and Self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Homework</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Mastery Learning</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Metacognition and Self-regulation	Low	High	Feedback	Low	Moderate	Homework	Low	Moderate	Mastery Learning	Low	Moderate	<p>£1,200</p>		<p>Improved outcomes in maths for disadvantaged students</p>
Intervention	Cost	Impact																					
Aspiration Intervention	Moderate	Low																					
Metacognition and Self-regulation	Low	High																					
Feedback	Low	Moderate																					
Homework	Low	Moderate																					
Mastery Learning	Low	Moderate																					

<p>9. Satchel:One</p>	<p>Low aspirations Poor Learning Habits Lack of role models Distractions at home: Lack of suitable working space, support from parents Lack of resources at home</p>	<p>The use of Satchel:One is aimed to improve the quality of homework set by staff for students. All homework is now set via Satchel:One and is aimed at either prepping students for upcoming learning or embedding recent learning. This will ensure that homework has a beneficial impact on learning.</p> <p>This App based program allow staff to set homework electronically, either assignments, tests and quizzes. Students are able to hand in work to the class teacher or submit homework online. Completion of homework is logged in the App and is available to be seen by teachers, students and parents with students and parents receiving reminders of deadlines for homework.</p> <p>Students will be set homework in line with the school policy and show my homework allows leaders to quickly quality assure how staff follow the policy also the quality of work set. Improved homework completion will lead to increased e-praise points.</p> <p>Reports are also available to leaders including the completion rate of groups of students, such as disadvantaged.</p> <p>EEF Research</p> <table border="1" data-bbox="617 548 1581 730"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Homework</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Mastery Learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Feedback	Low	Moderate	Homework	Low	Moderate	Mastery Learning	Low	Moderate	Parental Engagement	Moderate	Moderate	<p>£7,500</p>	<p>Associate Assistant Vice Principal</p>	<p>Increased setting of homework to embed learning/prepare learning will improve the knowledge and understanding of students.</p> <p>Increased completion rate of homework will improve students learning leader to improved outcomes</p> <p>Students to develop their independent learning.</p>
Intervention	Cost	Impact																		
Feedback	Low	Moderate																		
Homework	Low	Moderate																		
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Parental Engagement	Moderate	Moderate																		
<p>10. Votes for Schools</p>	<p>Low aspirations Lack of confidence, character, grit, determination Lack of cultural stimulation Lack of exposure to a wider vocabulary Lack of enrichment opportunity</p>	<p>‘VotesforSchools’ is a program delivered through tutor time two morning a week. It explores current affairs and allows all students to engage in learning that goes beyond the school gates. The platform uses child and youth focused topics to capture the interests of students across the school. The diversity of topics ensures all students have ample opportunity to discover an interest or subject that they may not have been introduced to previously.</p> <p>‘VotesforSchools’ sessions help to support a wide range of skills that contribute to character development in students. These include tolerance, empathy, oracy, confidence and resilience. Through weekly debate and discussion, students are given a safe space to explore social and political issues.</p> <p>This allows the building of skills such as tolerance, respect, compassion, listening to others and hearing views that are opposed to their own or those of their family/friends. Through relevant topics spread over the course of the academic year, students cover a range of subjects that support their understanding of physical and mental health. They also explore the contributing factors in society that impact their holistic health.</p> <p>‘VotesforSchools’ directly aligns with the government’s ‘Prevent Duty. ‘VotesforSchools’ provides weekly content that enables students to engage with controversial topics and discuss moral dilemmas. This supports them in building the skills that will enable them to be resilient in their communities. By directly addressing topics around equality, such as LGBT inclusion, as well as topics directly linked to extremism, students are also developing the skills to understand these issues in an unbiased and objective way, often challenging views held by other influences in their lives.</p> <p>This year a further emphasis is placed on public speaking. Students now have a dedicated sections within their planners to write a speech which they will perform to their peers.</p> <p>EEF Research</p> <table border="1" data-bbox="617 1493 1581 1631"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Metacognition and Self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Metacognition and Self-regulation	Low	High	Parental Engagement	Moderate	Moderate	<p>£1,500</p>	<p>Associate Assistant Vice Principal</p>	<p>Improved engagement in current affairs to raise pupils’ awareness of the wider world</p> <p>Increased opportunities for students to work together and develop their Oracy skills (inc. Public speaking).</p> <p>Increased confidence in presentational Oracy skills evident through ‘Oracy’ Investment in Learning category.</p>			
Intervention	Cost	Impact																		
Aspiration Intervention	Moderate	Low																		
Metacognition and Self-regulation	Low	High																		
Parental Engagement	Moderate	Moderate																		

<p>11. Y11 Achieve Programme</p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Underachievement at KS2 compared to Non Disadvantaged</p>	<p>Our intense, rigorous intervention package ensure that our Y11 disadvantaged students are fully prepared for all aspects of Y11</p> <ul style="list-style-type: none"> Weekend and holiday intervention to allow additional time for curriculum coverage and coursework completion Weekend revision residentials prior to every core exam to ensure that students are in optimal exam state for every exam (thus leading to improved performance) Extension of the school day for Y11s (2:40 - 3:40 pm Mon, Wed, Thurs, Fri) Provide all students with all revision materials at the October revision festival Specific revision evenings for both students and parents (core subjects, how to revise, dealing with stress) Targeted students receive small group tuition PP Boys targeted through bespoke mentoring program Motivation strategy linking Investment in learning to student rewards such as a free ticket to the prom <p>EEF Research</p> <table border="1" data-bbox="617 531 1581 720"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Extended school time</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Extended school time	Moderate	Low	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	<p>£98,000</p>	<p>Vice Principal and Assistant Vice Principal</p>	<p>Significantly improve the progress & performance of our disadvantaged students.</p> <p>Individual Math and English progress pillars in line with national.</p>
Intervention	Cost	Impact																		
Extended school time	Moderate	Low																		
Collaborative learning	Low	Moderate																		
Feedback	Low	Moderate																		
Individualised Instruction	Low	Moderate																		
<p>12. Alternative Provision Base</p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Attendance below 'national for all students'</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to Non Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of resources at home</p> <p>Lack of sleep or poor nutrition</p>	<p>Although we successfully support a large number of students with SEN, Mental Health needs and engage a variety of external agencies to further enable these students to access mainstream education, a small cohort of students have specific educational needs that require more specialist, individualised responses, including some onsite Alternative Provision.</p> <p>The academy feels that investing in these students within a specialist onsite external provision will give them the change of environment and alternative, bespoke curriculum they need short term to support them to make the best progress.</p> <p>Students study: Maths GCSE, English Literature and Language GCSE's and Science GCSE. Additionally they study for a Certificate in Auto Maintenance, Art GCSE, BTEC Sport and have a work experience opportunity.</p> <p>These interventions will be constantly reviewed to ensure their continued effectiveness and modified if necessary.</p> <p>EEF Research</p> <table border="1" data-bbox="617 1192 1581 1381"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behaviour interventions	Moderate	Moderate	Mentoring	Moderate	Low	Social and emotional learning	Moderate	Moderate	Individualised Instruction	Low	Moderate	<p>£40,000</p>	<p>Vice Principal</p>	<p>Improved outcomes for students where there is a risk of significant underachievement</p> <p>Building good relations with students by an experienced member of staff will improve attendance of students and also their Investment in Learning.</p> <p>Provide an adequate route to post 16 education and training.</p>
Intervention	Cost	Impact																		
Behaviour interventions	Moderate	Moderate																		
Mentoring	Moderate	Low																		
Social and emotional learning	Moderate	Moderate																		
Individualised Instruction	Low	Moderate																		

13. Behaviour support unit	Low aspirations	Inclusion provision for students at risk of exclusion. A programme of intervention for those at risk of fixed term exclusions, repeats of FTE or permanent exclusions; linked with Behaviour Manager, Inclusion staff, safeguarding team and external agencies	Assistant Vice Principal	Improve student behaviour and remove barriers to learning for students in specific subject areas.														
	Lack of confidence, character, grit, determination	Behaviour manager to develop strategies to help support students to manage their behaviour to avoid disruption to learning. Students to work on English and Maths skills when accessing the Behaviour Support Unit																
	Poor Learning Habits	EEF Research			£25,000	Improved outcomes for students by reducing FTE's												
	Lack of role models					Improving student engagement in school by providing specialist support												
	Distractions at home: Lack of suitable working space, support from parents	<table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Small group tuition</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>				Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Behaviour Interventions	Moderate	High	Mentoring	Moderate	High	Small group tuition
Intervention	Cost	Impact																
Aspiration Intervention	Moderate	Low																
Behaviour Interventions	Moderate	High																
Mentoring	Moderate	High																
Small group tuition	Moderate	Moderate																
14. Student support teams	Low aspirations	The school has dedicated support staff (Pastoral Year Leaders) assigned to each year group. They aim to improve students' behaviour, attendance, Investment in Learning and outcomes. A proportion of the PYP salaries comes from the Pupil Premium Allocation.	Assistant Vice Principal	Improve student attendance and behaviour														
	Lack of confidence, character, grit, determination	Students are monitored by staff and support is implemented where needed. They aim to improve attendance of students in their year group and take an active lead in home visits each day.			£42,000	Improved outcomes for students												
	Poor Learning Habits	Where there is a concern over a student's behaviour at school or in class they will support the student in a variety of ways to help them modify their actions. This will often include regular parental meetings and links with other agencies where necessary.				Improved investment in Learning												
	Lack of cultural stimulation	There is a designated administration member of the team who analyses student behaviour data and notifies the Pastoral Year Leaders when a student needs support.																
	Lack of exposure to a wider vocabulary	The Y11 Pastoral Year Leader is specifically trained to work with Y11 students to allow them to raise their achievement. This in depth knowledge allows individual plans of action to be implemented to secure increased student outcomes																
	Underachievement at KS2 compared to Non Disadvantaged	EEF Research																
	Lack of role models																	
	Distractions at home: Lack of suitable working space, support from parents	<table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>				Intervention	Cost	Impact	Behaviour Interventions	Moderate	High	Mentoring	Moderate	High	Parental Engagement	Moderate	Moderate	
	Intervention	Cost				Impact												
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Mentoring	Moderate	High																
Parental Engagement	Moderate	Moderate																
Lack of resources at home																		
Lack of sleep or poor nutrition																		

<p>15. Transition (including early transition 5 week programme for vulnerable disadvantaged pupils)</p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Attendance below 'national for all students'</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to Non Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p>	<p>A selected group of pupils each year have a targeted, bespoke transition programme which gives them an insight into the academy. This enables them to become leaders when their peers arrive for a 3-day transition as they know the school and can promote the whole school ethos. These students are carefully identified to ensure the right package of support is in place, this has included evening tours (after the building is emptied of students) and visits to them within their primary setting.</p> <p>Wath Academy staff periodically visit primary schools in order to deliver sessions with a view to forming positive relationships with students, parents and the primary staff.</p> <p>Primary students also visit Wath Academy to experience our facilities and ease the fear of transitioning that some students feel.</p> <p>Transition is now strategically led by an Associate Assistant Vice Principal.</p> <p>EEF Research</p> <table border="1" data-bbox="617 520 1576 674"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Parental engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behaviour interventions	Moderate	Moderate	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	<p>£7,000</p>	<p>Assistant Vice Principal / SENCO</p>	<p>Reduction in behaviour points and FTEs of disadvantaged students joining us from primary schools.</p>
Intervention	Cost	Impact															
Behaviour interventions	Moderate	Moderate															
Parental engagement	Moderate	Moderate															
Social and emotional learning	Moderate	Moderate															
<p>16. Good quality Careers Education and Life Skills</p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Lack of cultural stimulation</p> <p>Underachievement at KS2 compared to Non Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p>	<p>Students are targeted to receive Careers education at different times through the year to supplement their curriculum. This takes many different forms and involves a large number of outside agencies to provide bespoke Careers advice and education to meet the individual's needs.</p> <p>Level 6 trained member of staff.</p> <p>The academy coordinates the following activities to enhance student awareness of careers and the steps students need to take to allow them to follow a chosen career path:</p> <ul style="list-style-type: none"> • Careers Fair to all years showcasing a wide range of employers and higher education providers • Get Up To Speed STEM events • Specific assemblies focussing on Wath alumni students showing careers possible to students at Wath. • HeppSY provision, providing links to higher education through university taster days/revision days • Work Shadowing days where students shadow an appropriate adult during their normal day of work • Careers Café present at Y8 and Y11 parents evening to provide support to students and parents <p>Specific 'Life Skills department deliver a 5 year curriculum 1 hour per week.</p> <p>EEF Research</p> <table border="1" data-bbox="617 1528 1576 1638"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Parental Engagement	Moderate	Moderate	<p>£15,000</p>	<p>Assistant Vice Principal</p>	<p>The careers provision aims to increase aspirations and awareness of our students of the opportunities available and equip them with the means of following a chosen career path.</p> <p>The 100% achievement of all GATSBY benchmarks</p> <p>Continued reduction in NEETs.</p>			
Intervention	Cost	Impact															
Aspiration Intervention	Moderate	Low															
Parental Engagement	Moderate	Moderate															

17. Meals	Lack of sleep or poor nutrition	<p>Allocated through the PYLs and SLT to specific students identified as high risk (either through known access to St John's food bank or other family circumstances). This fund ensures vulnerable students have access to a meal at lunchtime or at some time throughout the day.</p> <p>EEF Research</p> <table border="1" data-bbox="617 279 1576 390"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Parental engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	£1,500	Principal, Assistant Vice Principal, SENCO	<p>No disadvantaged students to go hungry due to lack of care or resources at home.</p> <p>Improvement of disadvantaged student's attendance to be in line with non-disadvantaged.</p>
Intervention	Cost	Impact												
Parental engagement	Moderate	Moderate												
Social and emotional learning	Moderate	Moderate												
18. Compassionate Resource	Lack of resources at home Lack of sleep or poor nutrition	<p>A fund accessible directly through the Principal to pay for anything that may prevent disadvantaged from accessing the same experiences as their peers on a day-to-day basis. This has previously been used to buy uniform, sports kits, transport to counselling sessions outside of the academy and Christmas presents for those significantly without.</p> <p>EEF Research</p> <table border="1" data-bbox="617 619 1576 730"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Parental engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	£3,000	Principal	<p>No disadvantaged students to go without any equipment or kit which would prevent attendance or progress.</p>
Intervention	Cost	Impact												
Parental engagement	Moderate	Moderate												
Social and emotional learning	Moderate	Moderate												
19. Using data to ensure all interventions are based on evidence.	Attendance below 'national for all students' Poor Learning Habits Underachievement at KS2 compared to Non Disadvantaged	<p>Part funding of our data system (4 matrix) which allows all data to be easily accessible and useable by all staff. This enables school leaders to respond effectively and share the rationale for improvements more effectively with all staff, the package includes CPD for all staff. Interventions and strategies are evidence driven, allowing staff to effectively track progress using the most accurate data and make evidence based decisions.</p> <p>The implementation of 'CPOMs' and Provision Map to efficiently track and monitor need and spend.</p> <p>EEF Research</p> <table border="1" data-bbox="617 1043 1576 1121"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Feedback	Low	High	£1,170.21	Principal, SENCO, Data Manager	<p>Continue the progress 8 upward trend of disadvantaged students.</p>			
Intervention	Cost	Impact												
Feedback	Low	High												