

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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Equality Objectives - Students

At Wath Academy we are passionate about achieving our vision. To fully achieve our vision, we see it as essential that we do this in an equitable manner across all strands of the academy. We want to be an inclusive employee and academy of choice for staff and students within our locality.

Objective One

Disadvantaged students to make progress in line with their non-disadvantaged peers

Current context and why we have chosen this objective

Number and Percentage of Disadvantaged Students

	Whole school	Year 7	Year 8	Year 9	Year 10	Year 11
% of disadvantaged students	28%	29%	29%	34%	24%	26%
Number of students	459	105	98	102	78	76

Academic Data

Cohorts	National Av 2019	2019 Final Grade	2020 CAG	2021 TAG	2022
All	-0.03	-0.13	0.34	0.45	0.47
PP	-0.45	-0.56	0.02	-0.01	0.15
PP - HA		-1.33	0.05	-0.1	-0.02
NPP	0.13	-0.02	0.49	0.63	0.56
Boys - All	-0.27	-0.39	0.05	0.2	0.31
Boys - PP		-0.93	-0.13	-0.47	-0.25
Boys - NPP		-0.24	0.13	0.44	0.46
Boys - HA		-0.5	0	0.19	0.4
Boys - HA PP		-2.35	0	-0.84	-0.59
Girls - All	0.22	0.13	0.65	0.65	0.56
Girls - PP		-0.12	0.16	0.32	0.38
Girls - NPP		0.19	0.9	0.8	0.63
Girls - HA		0.27	0	0.75	0.42
Girls - HA PP		0.71	0	0.48	0.18

Progress Key

$x \geq 0.25$	$0.25 > x \geq 0$	$0 > x > -0.25$	$-0.25 \geq x > -0.5$	$x \leq -0.5$
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Between 2019 and 2022 there has been an increase in PP progress of 0.71. Comparatively non-PP has improved by 0.58. The gap between PP and non-PP has marginally decreased from 0.54 to 0.41.

Action Plan

Action	Success Criteria	Staff Responsible	When
A Pupil Premium strategy document to be created and reviewed periodically. Please see PP strategy document for further actions	Disadvantaged students to perform in line with their non-disadvantaged peers.	Principal & Vice Principal	Ongoing
A Y11 & Y13 strategy document to be created and reviewed periodically. Please see Y11 & 13 strategy document for further actions	Disadvantaged students to perform in line with their non-disadvantaged peers.	Principal, Vice Principal and Assistant Vice Principal	Ongoing
A boy's progress strategy document to be created and reviewed periodically (relevant disadvantaged strategies included). Please see boys progress strategy document for further actions	Disadvantaged boys to perform in line with their non-disadvantaged peers.	Principal and Associate Assistant Vice Principal	January 2022 onwards
The appointment of a Senior Leader with specific responsibility for the progress of disadvantaged students.	Disadvantaged students to perform in line with their non-disadvantaged peers.	Principal and Appointed member of staff	January 2022 onwards (permanent responsibility to be appointed from September 2021)

Objective Two

Boys to make academic progress in line with girls and above that of the national average

Current context and why we have chosen this objective

Student Gender Split

Gender	Percentage
Male	51.52%
Female	48.48%

Academic Data

Cohorts	National Av 2019	2019 Final Grade	2020 CAG	2021 TAG	2022
All	-0.03	-0.13	0.34	0.45	0.47
PP	-0.45	-0.56	0.02	-0.01	0.15
PP - HA		-1.33	0.05	-0.1	-0.02
NPP	0.13	-0.02	0.49	0.63	0.56
Boys - All	-0.27	-0.39	0.05	0.2	0.31
Boys - PP		-0.93	-0.13	-0.47	-0.25
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Girls - All	0.22	0.13	0.65	0.65	0.56
Girls - PP		-0.12	0.16	0.32	0.38
Girls - NPP		0.19	0.9	0.8	0.63
Girls - HA		0.27	0	0.75	0.42
Girls - HA PP		0.71	0	0.48	0.18

Progress Key

$x \geq 0.25$

$0.25 > x \geq 0$

$0 > x > -0.25$

$-0.25 \geq x > -0.5$

$x \leq -0.5$

The progress 8 score of boys in 2019 has significantly improved by 0.72 from -0.39 to +0.31. Whereas girls improved by 0.43 from 0.13 to 0.56. The gap has therefore decreased from 0.52 to 0.25.

Action Plan

Action	Success Criteria	Staff Responsible	When
A boy's progress strategy document to be created and reviewed periodically. Please see boys progress strategy document for further actions	Boys to perform academically in line with girls.	Principal and Associate Assistant Vice Principal	January 2022 onwards
Target setting processes to be aspirational so that achieving targets would place individual male students in the top 5% nationally.	Boys to leave with outcomes that enable them to select an educational setting of their choice.	Principal and Associate Assistant Vice Principal	January 2022 onwards

Objective Three

Attendance of disadvantaged students to be in line with their non-disadvantaged peers and above that of the national average.

Current context and why we have chosen this objective

Cohort	Total	National Average
Overall Cumulative Attendance		
2022-23 (up to 20/01/23)	90.8	FTT NA (taken 20/01/23) - 90.9%
2021- 22	92.1	DFE NA 90.6%
2020-21	93.5%	DFE NA 91%
2019-20	95.0%	N/A
2018-19	94.5%	94.5%
2017-18	94.2%	94.5%
Disadvantaged Students		
2022-23 (up to 20/01/23)	85.2	FTT NA (taken 20/01/23) - 86.1%
2021- 22	87.2	N/A
2020-21	89.0%	N/A
2019-20	89.1%	N/A
2018-19	91.4%	92%
2017-18	91.5%	92%
Non-Disadvantaged Students		
2022-23 (up to 20/01/23)	92.7	FTT NA (taken 23/01/23) - 92.7%
2021- 22	94.1	N/A
2020-21	95.3%	N/A
2019-20	96.4%	N/A
2018-19	95.7%	96.1%
2017-18	95.6%	96.1%

Green boxes indicate the measure is above national average

Orange boxes indicate the measure is approaching national average (up to 1% behind)

Red boxes indicate underperformance (more than 1% below)

The data above highlights a continuing gap between disadvantaged and non-disadvantaged student.

Action Plan

Action	Success Criteria	Staff Responsible	When
A Pupil Premium strategy document to be created and reviewed periodically. Please see PP strategy document for further actions.	Disadvantaged students to attend in line with their non-disadvantaged peers.	Principal & Vice Principal	Ongoing
An attendance strategy document to be created and reviewed periodically. Please see attendance strategy document for further actions.	Disadvantaged students to attend in line with their non-disadvantaged peers.	Principal & Vice Principal	Ongoing