

Pupil Premium Allocation for Disadvantaged Students 2023 – 2026

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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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wath Academy
Number of pupils in school	KS3/4 = 1653 KS5 = 387 Total = 2040
Proportion (%) of pupil premium eligible pupils	27.9% KS3 and KS4
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	05/09/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	L Ransome
Pupil premium lead	M Swann
Governor / Trustee lead	R Pease

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 459,540
Recovery premium funding allocation this academic year	£ 122,544
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 582,084

Part A: Pupil premium strategy plan

Statement of intent

The Vision at Wath Academy is: -

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

All actions to mitigate the effect of the Covid pandemic will maintain this vision as the central focus. The actions taken will reflect the key drivers of the academy:

- to provide **'World Class Learning'**
- set the **'Highest Expectations'** of all students regardless of background or disadvantage;
- to deliver a **'No excuses'** approach to the barriers,
- ensure that all our students demonstrate a **'Growth Mindset'** to closing and surpassing the gaps;
- demonstrate the **'Never give up'** attitude required;
- leaving no student behind as **'Everyone is valued'**;
- we will show **'Integrity'** by delivering on this promise.

In order to implement an effective plan, it is essential to understand some of the key characteristics of the of the Pupil Premium cohort, including: -

- 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 in line 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 and the barriers they face
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
- 4.

All actions set out in our plan will be based around the NFER Building Blocks for success as outlined below:

- | | |
|---|---|
| 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 | |

Challenges

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

Challenge number	Detail of challenge
1	Low aspirations
2	Lack of confidence, character, grit, determination
3	Attendance below 'national for all students'
4	Poor Learning Habits
5	Lack of cultural stimulation
6	Lack of resources at home
7	Lack of exposure to a wider vocabulary
8	Underachievement at KS2 compared to Non-Disadvantaged
9	Lack of role models
10	Lack of enrichment opportunity
11	Distractions at home: Lack of suitable working space, home support
12	Lack of sleep or poor nutrition

This details the key challenges to achievement that we have identified among our pupils eligible for recovery premium funding.

Challenge number	Detail of challenge
1	Lack of resilience and independence when studying
2	Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students
3	Poor literacy and numeracy skills
4	Low aspirations
5	Lack of confidence, character, grit, determination • Attendance
6	Poor Learning Habits
7	Lack of cultural stimulation
8	Lack of a suitable working space
9	Lack of resources at home
10	Lack of exposure to a wider vocabulary
11	Lack of role models
12	Lack of parental support
13	Lack of enrichment opportunity
14	Distractions at home
15	Lack of technology to engage in lessons
16	Loss of learning during lockdown
17	Loss of social skills

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 outcomes (specific outcomes and how they will be measured)	Success criteria
Improve literacy and numeracy skills.	<ul style="list-style-type: none"> • Increase the overall percentage of students achieving the basics measure as follows: <ul style="list-style-type: none"> ○ 4+ to 80% (8% above 2019 national results for non-disadvantaged students (Last validated and published data)) ○ 5+ to 60% (10% above 2022 national results for national non-disadvantaged students (Last published data)) • To continue to close the gap between disadvantaged and non-disadvantaged students on each measure with rapidity over the next three years. • Develop and love of reading through 'reading for pleasure' to improve reading comprehension and metacognition across Key Stage 3. • Cross curricular teacher PLD programme for the improvement of numeracy skills. • Bespoke Achieve programme to effectively intervene with students and maximise performance in English and mathematics at GCSE. • Study skills and mentoring programme with sixth form students to maximise student outcomes. • Drive sixth form mentoring programme of year seven students.
Improve the performance of Pupil Premium Students in external examinations by supporting them to become independent and resilient learners	<ul style="list-style-type: none"> • Deliver Character Education to widen the cultural capital of students and increase resilience through a 'never give up' culture. • Y11 mentoring programme for "at risk" students regarding behaviour, mental health, careers planning, and building close links with parents in order to maximise school attendance, achieve attendance and reduce instances of poor behaviour. • Focused action cycles based upon outcomes. • Focused boys' improvement strategy. • PP students to achieve in line with non PP students at Wath Academy and above National in all areas.
Improved outcomes for high ability and PP students: <ul style="list-style-type: none"> • Increase the Progress 8 score for higher ability students to above floor. • Rapidly close the gap between performance of higher ability PP and non-PP students on key measures 	<ul style="list-style-type: none"> • Utilise pathways programme to ensure that all staff can identify and focus high-quality instruction on pupil premium students. • Identify students and modify classroom maps to ensure the classroom experience is optimised for these students. • Increase student attendance to enrich and inspire, either as a participant (at KS3) or as a student mentor (KS5). • Drive PLD programme for bespoke pupil premium pathways instruction. • Increase the proportion of high-quality teaching by embedding the lesson cycle through high-quality whole-school and departmental PLD. • Deliver departmental audits and improvement programmes related to pupil premium outcomes across KS3 - KS5 to secure high-quality curriculum provision in all subject areas. • Robust Career Education Information Advice and Guidance (CEIAG) provision in place to meet the needs of students in all year groups. • Mentoring programme for all Y11 HA students. • Regular access to university and business links for students.

<p>Improve attendance of PP and SEND students.</p>	<ul style="list-style-type: none"> • Attendance for all in line with national and the gap between disadvantaged and non-disadvantaged students close rapidly. • Provide SEMH support through the Behaviour and Inclusion Manager and counselling support through the Trailblazer project to support those with mental health issues. • Provide a high-quality alternative provision to ensure the successful education for selected students.
<p>Engage Pupil Premium parents in their child's education</p>	<ul style="list-style-type: none"> • Increase the number of PP parents attending parents and information evenings to bring it in line with NPP parents. • Mentoring programme for Y11 PP students to provide close link between PP students and SLT. • Drive forward the boy's progress strategy, which includes a focus upon parents.
<p>All disadvantaged students develop a love of reading</p>	<p>All disadvantaged students are assessed for reading ability and intervention is delivered to ensure they are able to access books suitable for their age. All disadvantaged students access and use the academy library and reading provision.</p>
<p>All disadvantaged students are nurtured and developed to become responsible citizens</p>	<p>All disadvantaged students take part in aspects of school life that develop their knowledge skills and understanding enabling them to become responsible citizens. Aspects of the curriculum like the compulsory RS and, Life Skills and Character Education to focus on this but also the promotion of the academy key drivers.</p>
<p>All disadvantaged students gain an array of positive memories fostered by the Academy.</p>	<p>All disadvantaged students take an active role in enrichment including clubs, visits and experience passports.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86,464 (inclusive of a £3000 contingency) for PP

Activity	Intended Outcome	Evidence that supports this approach	How will we know it is well implemented?	Staff Lead															
1.1 Improving the quality of teaching and learning (PP)	<p>Improving the quality of teaching and learning for our disadvantaged students leading to improved outcomes.</p> <p>Improved outcomes for disadvantaged students</p> <p>PP 3/4/7/8</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>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 run a rigorous IRIS triad programme which involves all staff. This year will include the development of a bank of 'Clips of excellence'.</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"> <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>High quality bespoke PLD programme linked to appraisal targets and T&L analysis.</p> <p>Embed high quality curricula with clear departmental planning to support all students, including Pupil Premium students.</p> <p>Delivery of lesson content encourages oracy and reading comprehension to improve outcomes.</p> <p>Ensure all curriculum plans challenge students to access higher level terminology and subject content.</p> <p>High-quality provision for SEND students including individualised instruction and small group tuition.</p> <p>Use of IRIS triads to focus on pedagogy and practice in the classroom with a clear focus on PP pathway strategies.</p> <p>Weekly T&L drops ins provide immediate feedback to staff on the quality of education they are providing and how they can improve pedagogy and practice. Focus on oracy and baselining</p>	<p>Vice Principal and Associate Assistant Principal</p>
Intervention	Cost	Impact																	
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1.2 Improving literacy levels and reading ability (PP)	<p>Improvement in the reading ages of disadvantaged students.</p> <p>Improved outcomes for disadvantaged students.</p> <p>PP 4/5/6/7/11</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>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>Leadership and delivery of 'Reading' in Key Stage 3 classes through the English curriculum and use of the library.</p> <p>Reading test data used to support teacher planning for differentiation across subjects.</p> <p>Reading test data shared with parents, including information about how to help their child with reading.</p> <p>Choice of reading that engages students of all groups/ages through purchase/loan of a variety of books in the library</p> <p>Specific LS teaching groups in Year 7 and Year 8 to focus on Literacy and Numeracy 'Catch up.'</p>	<p>Vice Principal / Literacy Lead</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>The fund will also cover part of the reading TLR point.</p> <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>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>Key stage 3 Step up class focusses on development of literacy and numeracy.</p> <p>Basis of interventions to focus on the whole school curriculum intent of developing a love of reading.</p> <p>Development of the programme for reading in subjects. Support of this through library resource but also driving through the curriculum.</p>	
Intervention	Cost	Impact																	
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<p>1.3 Votes for Schools (PP)</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> <p>PP 5/7</p>	<p>'Votes for Schools' 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>'Votes for Schools' 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>'Votes for Schools' directly aligns with the government's 'Prevent Duty. 'Votes for Schools' 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 section within their planners to write a speech which they will perform to their peers.</p> <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>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>Implementation of votes for school programme in tutor time with a frequency of two sessions per week.</p> <p>PLD for delivery of Votes for school lessons to non-specialists.</p> <p>CSH to develop and share resources for delivery of votes for school sessions</p> <p>Sharing of topic and content with parents to participate in discussion and students' creation of speeches.</p> <p>Sharing of topic content on social media to provoke discussion.</p> <p>Driving the development through use of IRIS, modelling good practice and student speeches.</p>	<p>Associate Assistant Principal</p>			
Intervention	Cost	Impact																	
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<p>1.4 Improving numeracy and mathematical ability (PP)</p>	<p>Improved outcomes in maths for disadvantaged students</p> <p>PP 3/4/8</p>	<p>Poor numeracy skills can have a significant impact on people's 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>Specific LS teaching groups in Year 7 and Year 8 to focus on Literacy and Numeracy 'Catch up.'</p> <p>Year 9 Step up class focusses on development of literacy and numeracy.</p>	<p>Principal / Head of Maths</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 considering 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> <p>EEF Research</p> <table border="1" data-bbox="664 926 1626 1144"> <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	Cross curricular links extended in order to develop numeracy skills in different contexts via staff PLD.	
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<p>1.5 Continued PLD training for all staff on high quality teaching and learning. (RP)</p>	<p>Improved standard of teaching and learning in classrooms.</p> <p>Improved ability of staff to engage an, understand and deal with factors relating to PP students.</p> <p>RP 1/3/4/6/12/15/16</p>	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor-quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p>EEF Rapid evidence assessment research for Distance learning found that it is of paramount importance that students and staff have access to technology but can also use it effectively.</p> <p>EEF Research</p> <table border="1" data-bbox="664 1514 1635 1698"> <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>Individualised Instruction</td> <td>Very Low</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	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	100% of teaching staff involved in teaching and learning PLD. Sessions focused around the needs of the academy and factors that relate directly to performance of PP students.				
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Individualised Instruction	Very Low	Moderate																				
Metacognition and self-regulation	Low	High																				
<p>1.6 Continued regular, effective lesson feedback in line with the MLT T&L standard provided to all teaching staff (RP)</p>	<p>Regular feedback acted on by staff to improve the classroom provision and standard of teaching and learning.</p>	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor-quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p>	<p>Review of teaching and learning drop ins weekly at SLT.</p> <p>Completion and Evidence of Deep Dives.</p>																			

	RP 1/3/4/6/12/15/16	<p>EEF Rapid evidence assessment research for Distance learning found that it is of paramount importance that students and staff have access to technology but can also use it effectively</p> <p><u>EEF Research</u></p> <table border="1" data-bbox="661 216 1635 405"> <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>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</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	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High		
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1.7 Continuation of regular homework setting to support literacy and numeracy skills development (RP)	Students prepared better for learning with flipped tasks and student better able to recall work at assessments due to review of prior learning tasks RP 1/3/5/6/10/12/16	<p>National evidence showed that younger students, in particular, fell behind with reading and numeracy skills during the first lockdown.</p> <p><u>EEF Research</u></p> <table border="1" data-bbox="661 625 1635 772"> <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>Homework</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour Interventions	Moderate	Moderate	Homework	Very Low	Moderate	<p>Continued improvement in setting of homework (quantitative), analysis using Satchel One.</p> <p>Continues improvement in the quality of homework tasks set, evidenced through qualitative sample scrutinies of satchel one.</p>	Associate Assistant Principal			
Intervention	Cost	Impact																	
Aspiration intervention	Moderate	Moderate																	
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1.8 Continued focus on Character Education through tutor time and assemblies (RP)	PP students to develop their character causing increased motivation and aspiration in the PP cohort. RP 1/2/4/5/6/7/8 /9/11/12/13/17	<p>With 27% of our students being 'disadvantaged' the barriers which come with this cohort can prevent them from effectively engaging in learning, especially when routines change. Therefore, Character Education in which grit, resilience, determination, work ethic and confidence are worked upon is essential.</p> <p><u>EEF Research</u></p> <table border="1" data-bbox="661 1035 1635 1224"> <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>Review of assembly programme and plan set in place for the year.</p> <p>Review of Life Skills curriculum to reflect the changing needs of each cohort.</p> <p>Quality tutor programme embedded into the academy day including Character Education and Votes for School.</p> <p>100% of students taking part in Life Skill, Assemblies and tutor Programme.</p>	Associate Assistant Principal
Intervention	Cost	Impact																	
Aspiration intervention	Moderate	Moderate																	
Behaviour interventions	Moderate	Moderate																	
Social and emotional learning	Moderate	Moderate																	
Metacognition and self-regulation	Low	High																	

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

Budgeted cost: £ 282,685 (Inclusive of £6000 contingency) for PP

Activity	Intended Outcome	Evidence that supports this approach	How will we know it is well implemented?	Staff Lead															
<p>2.1 Y11 Achieve Programme (PP)</p>	<p>Significantly improve the progress & performance of our disadvantaged students.</p> <p>Individual Math and English progress pillars in line with national.</p> <p>PP 1/4/8/11</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 Art 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"> <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>Detailed tracking throughout KS4 in RAP meetings of cross over and vulnerable group performance</p> <p>Targeted interventions during lesson and Achieve programme.</p> <p>Provide bespoke study support materials for GCSE outcomes.</p> <p>Mentoring of PP students and close PP-SLT links for vulnerable PP cohorts.</p> <p>Live trials in core prior to trial exams to build confidence. Live trials in Achieve for humanities subjects focused on grade 5+ masterclasses.</p> <p>Completion of and attendance to revision sessions and residentials.</p> <p>Attendance and review of delivery during extended school day.</p> <p>Provision of revision resource table during trials and real exams.</p>	<p>Vice Principal and Associate Assistant Principal</p>
Intervention	Cost	Impact																	
Extended school time	Moderate	Low																	
Collaborative learning	Low	Moderate																	
Feedback	Low	Moderate																	
Individualised Instruction	Low	Moderate																	
<p>2.2 Alternative Provision Base (PP)</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> <p>PP 1/2/3</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>Student 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"> <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>Tracking of attainment data for selected students in APB provision.</p> <p>Tracking of attendance data for selected students accessing the APB.</p> <p>Entry to exams and success in outcomes for students in APB provision.</p> <p>Destinations figures for selected students accessing the APB – number of students that become NEETs.</p> <p>Use and liaison with external providers such as college and charity provision for students.</p>	<p>Vice Principal</p>
Intervention	Cost	Impact																	
Behaviour interventions	Moderate	Moderate																	
Mentoring	Moderate	Low																	
Social and emotional learning	Moderate	Moderate																	
Individualised Instruction	Low	Moderate																	

<p>2.3 Student support unit (PP)</p>	<p>Improve student behaviour and remove barriers to learning for students in specific subject areas.</p> <p>Improved outcomes for students by reducing FTE's</p> <p>Improving student engagement in school by providing specialist support</p> <p>Improve attendance of vulnerable learners</p> <p>PP 1/2/3/4/9</p>	<p>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</p> <p>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 Student Support</p> <p>EEF Research</p> <table border="1" data-bbox="670 405 1629 590"> <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	Moderate	Moderate	<p>Tracking of attainment data for selected pupils in student support provision.</p> <p>Tracking of attendance data for selected students accessing student support.</p> <p>Tracking behaviour data for C3 removals and C4, C5 sanctions picked up by students accessing student support.</p> <p>Entry to exams and success in outcomes for students using student support provision.</p> <p>Destinations figures for selected students accessing student support– number of students that become NEETs.</p>	<p>Assistant Principal</p>
Intervention	Cost	Impact																	
Aspiration Intervention	Moderate	Low																	
Behaviour Interventions	Moderate	High																	
Mentoring	Moderate	High																	
Small group tuition	Moderate	Moderate																	
<p>2.4 Student support teams (PP)</p>	<p>Improve student attendance and behaviour</p> <p>Improved outcomes for students</p> <p>Improved investment in Learning</p> <p>PP 1/2/3/6/9/11</p>	<p>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 PYL salaries comes from the Pupil Premium Allocation.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>EEF Research</p> <table border="1" data-bbox="670 1423 1629 1570"> <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	<p>Tracking of attainment data for students in PP cohorts.</p> <p>Tracking of attendance data for students in PP cohorts.</p> <p>Tracking behaviour data for C3 removals and C4, C5 sanctions picked up by students in PP cohorts.</p> <p>Entry to exams and success in outcomes for PP students.</p> <p>Destinations figures for PP students – number of students that become NEETs.</p>	<p>Assistant Principal</p>			
Intervention	Cost	Impact																	
Behaviour Interventions	Moderate	High																	
Mentoring	Moderate	High																	
Parental Engagement	Moderate	Moderate																	

<p>2.5 Transition (including early transition 5-week programme for vulnerable disadvantaged pupils) (PP)</p>	<p>Reduction in behaviour points and FTEs of disadvantaged students joining us from primary schools.</p> <p>PP 2/8</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="670 625 1448 856"> <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>Early identification of cohort that need extra transition due to social or emotional factors.</p> <p>Completion of early transition events for social and emotional students.</p> <p>Programme of transition events made available to all feeder schools that provide more than 10 students to the academy.</p> <p>Reading test data collected for early identification of students in need of reading support.</p> <p>3-day transition for all PP students in summer term.</p> <p>Transition event for parents and students to attend in the academy.</p> <p>Provision of transition information booklet to all PP students.</p> <p>Visit from head teacher to feeder primaries and provision of a transition information video.</p> <p>Golden ticket tours made available to all PP students.</p> <p>Cross curricular links extended in order to develop numeracy skills in different contexts via staff PLD.</p> <p>SEN transition programme for all SEN students including</p>	<p>Principal, Associate Assistant Principal</p>			
Intervention	Cost	Impact																	
Behaviour interventions	Moderate	Moderate																	
Parental engagement	Moderate	Moderate																	
Social and emotional learning	Moderate	Moderate																	
<p>2.6 Using data to ensure all intervention is based on evidence. (PP)</p>	<p>Continue the progress 8 upward trend of disadvantaged students.</p> <p>PP 1/8</p>	<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="670 1373 1448 1444"> <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	<p>Provision and review of data at each Learning Cycle by SLT Lead for outcomes.</p> <p>Publication of LC data for use in departments, by SLT and reports to governors.</p> <p>SLT line management minutes with department and faculty leads evidencing the review of all intervention.</p> <p>Academic Year lead review of strategies implemented to raise outcomes in PP cohort.</p> <p>Pastoral Lead for PP review strategies implemented for PP students in behaviour and attendance and report to Vice Principal for outcomes.</p>	<p>Vice Principal, SENCO, Data Manager, AYLs, PP lead PYL.</p>									
Intervention	Cost	Impact																	
Feedback	Low	High																	
<p>2.7 Continued additional 150 hours of teaching for Y11 exam year group (RP)</p>	<p>Additional teaching time delivered to all PP Y11 students supporting with the lost classroom time created by the covid lockdowns.</p> <p>RP 1/3/6/8/9/10/12/14/15/16</p>	<p>Gaps in curriculum identified by heads of department and within start to end point plans Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations (ROA, mocks and summer exams)</p> <p>EEF Research</p> <table border="1" data-bbox="670 1766 1629 1955"> <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>Provision and review of data at each Learning Cycle by SLT Lead for outcomes of Y11 cohort.</p> <p>Publication of LC data for use in departments, by SLT and reports to governors.</p> <p>SLT line management minutes with department and faculty leads evidencing the review of all intervention.</p>	<p>Principal, Vice Principal, Y11 AYL.</p>
Intervention	Cost	Impact																	
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Feedback	Low	Moderate																	
Individualised Instruction	Low	Moderate																	

<p>2.8 School-Led Tutoring Underperforming, eligible students to receive after-school tutoring by internal staff. A 15-hour minimum package for each student, at £25/hour for staff (PP)</p>	<p>PP students are giving the same access to tutors as their NPP peers.</p> <p>RP 1/3/4/6/8/9/11/12/14/15/16</p>	<p>The National Tutoring Programme is continuing for 2021/22, to ensure targeted support is provided to those young people who require the greatest support to catch up loss of learning. This includes work with both the NTP and school-led approaches, allowing schools to work with local tutors, or existing staff.</p> <p>EEF Research Groups of two to five are most effective, with maximum feedback and engagement required for optimal impact.</p> <table border="1" data-bbox="670 373 1629 562"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <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> <tr> <td>Small group tuition</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	Small group tuition	Moderate	Moderate	<p>Provision and review of data at each Learning Cycle by SLT Lead for outcomes of specific cohort.</p> <p>Publication of LC data for use in departments, by SLT and reports to governors.</p> <p>SLT line management minutes with department and faculty leads evidencing the review of all intervention.</p>	<p>Principal, Vice Principal, Y11 AYL.</p>
Intervention	Cost	Impact																	
Collaborative learning	Low	Moderate																	
Feedback	Low	Moderate																	
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Small group tuition	Moderate	Moderate																	
<p>2.9 Prior LAC support – Funding for staff to monitor prior LAC students and also to provide resources to support students in areas identified for the support</p>	<p>LAC students to receive a high level of monitoring and academic support to ensure they are unable to underachieve.</p> <p>PP4,8,11,12,14,15</p>	<p>Additional funding is allocated to the students identified as prior LAC. Unlike like funding which is directed to 'virtual school' this funding is assigned to the trust. The funding will be used to part fund a LAC coordinator's wage and support with the provision of any resource required to ensure these students are not disadvantaged in their learning.</p> <p>EEF Research</p> <table border="1" data-bbox="670 821 1804 993"> <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>Monitoring of behaviour and achievement data ensures that any issues are dealt with by effective interventions that lead to improvements for the fifteen-student cohort.</p> <p>Academic Year lead review of strategies implemented to raise outcomes in prior LAC cohort.</p> <p>Lead for LAC review strategies implemented for prior LAC students in behaviour and attendance and report to Vice Principal for outcomes.</p>	<p>LAC Coordinator</p>			
Intervention	Cost	Impact																	
Behaviour interventions	Moderate	Moderate																	
Parental engagement	Moderate	Moderate																	
Social and emotional learning	Moderate	Moderate																	

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

Budgeted cost: £ 284,935 (Inclusive of 6000 contingency) for PP

Activity	Intended Outcome	Evidence that supports this approach	How will we know it is well implemented?	Staff Lead															
<p>3.1 Embedding our academy Vision and Key Drivers. (PP)</p>	<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 8 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> <p>PP 1/2/3/4/5/6/7/8/9/10/11/12</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	<p>Review of speaker sessions and SLT assemblies.</p> <p>Academy branding and wall decorations.</p> <p>Review of impact using the academy review questionnaire.</p> <p>Full implementation of academy curriculum intent</p>	Principal			
Intervention	Cost	Impact																	
Aspiration Intervention	Moderate	Low																	
Behaviour Interventions	Moderate	High																	
Parental Engagement	Moderate	Moderate																	
<p>3.2 Character Education (PP)</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> <p>PP 1/2/3/4/5/6/7/8/9/10/11/12</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 motivational and inspirational speakers 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 and inspirational speakers • Character education days including staff CPD • Academic mentoring delivery <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>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>Completion of Character education programme in tutor time.</p> <p>Participation in Character Education sessions during 'drop down' days.</p> <p>PP PYL and AYL review of character education work in PP student planners.</p> <p>Inclusion of character virtues in the Character Education programme.</p> <p>High level of diversity across the guest speakers included in the programme and also themes used.</p>	Assistant Principal and Associate Assistant Principal
Intervention	Cost	Impact																	
Aspiration intervention	Moderate	Moderate																	
Behaviour interventions	Moderate	Moderate																	
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Metacognition and self-regulation	Low	High																	

<p>3.3 Elite Football Development vulnerable student support group</p>	<p>Students with the greatest need are provided with strategies and skills to deal with social, mental, health and wellbeing issues</p> <p>RP 1/2/4/5/6/7/11/12</p>	<p>A group of PP students with behavioural and emotional issues in the academy will be identified for targeted support in behaviour and motivation. The programme will be led by Elite Football Development.</p> <p>EEF Research SEL interventions are most effective when embedded into educational routines and “seek to improve pupils’ interaction with others and self-management of emotions.” (EEF Toolkit).</p> <table border="1" data-bbox="670 373 1629 485"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Social and Emotional Learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Social and Emotional Learning	Moderate	Moderate	Behaviour Interventions	Moderate	Moderate	<p>Most vulnerable students in the PP cohort are supported with character development and wellbeing throughout the academic year.</p> <p>Target cohort to show an improved engagement in learning as evidence by learning cycle data.</p>							
Intervention	Cost	Impact																	
Social and Emotional Learning	Moderate	Moderate																	
Behaviour Interventions	Moderate	Moderate																	
<p>3.4 Competition-based house system. (PP)</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> <p>PP 1/2/3//5/6/9/10</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="670 1377 1436 1612"> <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>Provision of a full programme of competition-based house activities.</p> <p>Review of PP participation in house competitions to ensure it is at least in line with NPP students carried out by house lead and supported by AYL and PYL lead for PP.</p>	<p>Assistant Principal</p>
Intervention	Cost	Impact																	
Arts participation	Low	Moderate																	
Sports participation	Moderate	Moderate																	
Social and emotional learning	Moderate	Moderate																	
Metacognition and Self-regulation	Low	High																	

<p>3.5 Implementation of rigorous 'attendance and punctuality' systems. (PP)</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> <p>PP 1/3/46/9/11/12</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 are 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 into 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. Use of 'Class charts' to support the analysis and recording of attendance in the academy. <p><u>EEF Research</u></p> <table border="1" data-bbox="670 1146 1421 1285"> <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>Clear, robust tracking of student attendance down to vulnerable groups and individuals. Reviewed by AAVP for attendance, year group PYLs and AYLS. PP focus by PP lead PYL.</p> <p>Early intervention to target groups of students that are below national attendance or for students whose attendance dips during the year, including PA attendance collection</p> <p>Involvement of whole school push to raise attendance with high priority in briefings, staff meetings and staff bulletin.</p> <p>Link attendance to rewards and celebrations giving it a high-profile in house assemblies.</p> <p>Regular contact with parents, use of key workers, CAMHS worker, safeguarding lead.</p> <p>Early Attendance Panel intervention with parents for those students whose attendance is a cause for concern.</p> <p>Mentoring of PP students and families via SLT link in Y11</p>	<p>Vice Principal, Assistant Principal, AYLS, PYLs, Attendance team.</p>
Intervention	Cost	Impact														
Aspiration Intervention	Moderate	Low														
Behaviour Interventions	Moderate	High														
Parental Engagement	Moderate	Moderate														
<p>3.6 Behaviour system (PP)</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> <p>PP 1/2/4/9</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. Use of 'Class charts' to support the analysis and recording of behaviours' and rewards in the academy. 	<p>To deliver high quality training to the Pastoral and Behaviour/Inclusion team and monitor performance.</p> <p>To secure consistency in provision for individual SEND students to support their needs in terms of Individual Education Plans (IEPs).</p> <p>Consistent use of BfL policy with wrap around support for SEMH students to reduce FTEs for all PP students.</p> <p>Targeted mentoring support from Matt Massias project for SEMH students and identified PP students.</p>	<p>Vice Principal and Associate Assistant Principal</p>												

		<p>EEF Research</p> <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> </tbody> </table>	Intervention	Cost	Impact	Behaviour Interventions	Moderate	High	Mentoring	Moderate	High								
Intervention	Cost	Impact																	
Behaviour Interventions	Moderate	High																	
Mentoring	Moderate	High																	
<p>3.7 Satchel: One (PP)</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> <p>PP 4/6/11</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 assignment, tests or 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"> <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>Completion of homework for PP students in line with their NPP peers.</p> <p>Increased quality and completion rates of HW by PP students as evidenced by work scrutiny carried out in department meetings and SLT in work scrutiny reviews.</p>	<p>Associate Assistant Principal</p>
Intervention	Cost	Impact																	
Feedback	Low	Moderate																	
Homework	Low	Moderate																	
Mastery Learning	Low	Moderate																	
Parental Engagement	Moderate	Moderate																	
<p>3.8 Good quality Careers Education and Life Skills (PP)</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> <p>PP 1/2/5/6/9</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>Targeted university visits for PP students and those with parents who have not attended university.</p> <p>High quality CEIAG provision to all year groups with the aim of providing at least 4 high quality interactions per student in their school career.</p> <p>Targeted high-quality careers and mock employer interviews for Year 11.</p> <p>Disadvantaged students and others are exposed to employers from different business sectors, university visits and talks.</p> <p>Work experience for PP students in Year 10 and secure the Careers Quality Award.</p> <p>Embed Character Education curriculum through tutor time and Life skills lessons.</p> <p>To embed the work of the Student Voice group in school improvement.</p> <p>To support students financially to engage with enrichment opportunities, music lessons, trips and food technology.</p>	<p>Assistant Principal</p>															

		<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>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Parental Engagement	Moderate	Moderate	<p>Rewards system for all students delivered.</p> <p>Use of funding for extra-curricular transport.</p> <p>Inclusion of academy wide careers days</p>	
Intervention	Cost	Impact											
Aspiration Intervention	Moderate	Low											
Parental Engagement	Moderate	Moderate											
<p>3.9 Meals (PP)</p>	<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> <p>PP 12</p>	<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"> <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	<p>All PP students to receive a meal each day to ensure they have the nutrition to access a full curriculum during and after the school day.</p>	<p>Principal, Assistant Vice Principal, SENCO, PYLs, Safeguarding lead.</p>
Intervention	Cost	Impact											
Parental engagement	Moderate	Moderate											
Social and emotional learning	Moderate	Moderate											
<p>3.10 Compassionate Resource (PP)</p>	<p>No disadvantaged students to go without any equipment or kit which would prevent attendance or progress.</p> <p>PP 3/6/11/12</p>	<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"> <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	<p>No disadvantaged students to go without any equipment or kit which would prevent attendance or progress.</p>	<p>Principal, PYLs, safeguarding lead, SENCO.</p>
Intervention	Cost	Impact											
Parental engagement	Moderate	Moderate											
Social and emotional learning	Moderate	Moderate											
<p>3.11 Targeted small group pastoral coaching for 'at risk' Year 11 students delivered by Matt Messias, focusing on character, skills and wellbeing (RP)</p>	<p>Most vulnerable students gain increased motivation and coping skills reflecting in behaviour and engagement data.</p> <p>RP 1/2/4/5/6/7/11/12</p>	<p>EEF Research</p> <p>SEL interventions are most effective when embedded into educational routines and "seek to improve pupils' interaction with others and self-management of emotions." (EEF Toolkit).</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Social and Emotional Learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Social and Emotional Learning	Moderate	Moderate	Behaviour Interventions	Moderate	Moderate	<p>Most vulnerable students in the PP cohort are supported with character development and wellbeing throughout the academic year.</p> <p>Target cohort to show an improved engagement in learning as evidence by learning cycle data.</p>	<p>Vice Principal, Y11 AYL and Y11 PYL.</p>
Intervention	Cost	Impact											
Social and Emotional Learning	Moderate	Moderate											
Behaviour Interventions	Moderate	Moderate											
<p>3.12 Staff training to be provided for mental health and wellbeing, including sexual violence and harassment between young people (RP)</p>	<p>Provision of trained professionals able to support all students with social, mental, health and wellbeing issues on site every day.</p> <p>RP 17</p>	<p>EEF Research</p> <p>SEL interventions are most effective when "embedded into educational routines and supported by professional development and training for staff." (EEF Toolkit).</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Social and Emotional Learning</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Social and Emotional Learning	Moderate	Moderate	<p>All students with mental health and well being issues will have a trained member of staff to speak to and work with the support any issues throughout the academic year.</p>	<p>Assistant Associate Principal</p>			
Intervention	Cost	Impact											
Social and Emotional Learning	Moderate	Moderate											

<p>3.13 Prior LAC support – Funding for staff to monitor prior LAC students and also to provide resources to support students in areas identified for the support</p>	<p>PP4,8,11,12,14,15</p>	<p>Additional funding is allocated to the students identified as prior LLAC. Unlike like funding which is directed to 'virtual school' this funding is assigned to the trust. The funding will be used to part fund a LAC coordinator's wage and support with the provision of any resource required to ensure these students are not disadvantaged in their learning.</p> <p>EEF Research</p> <table border="1" data-bbox="670 317 1442 548"> <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>Monitoring of behaviour and achievement data ensures that any issues are dealt with by effective interventions that lead to improvements for the fifteen-student cohort.</p> <p>Academic Year lead review of strategies implemented to raise outcomes in prior LAC cohort.</p> <p>Lead for LAC review strategies implemented for prior LAC students in behaviour and attendance and report to Vice Principal for outcomes.</p>	<p>LAC Coordinator</p>			
Intervention	Cost	Impact																	
Behaviour interventions	Moderate	Moderate																	
Parental engagement	Moderate	Moderate																	
Social and emotional learning	Moderate	Moderate																	
<p>3.14 Enrichment Curriculum.</p>	<p>Ensure 100% participation levels per competition increase through enrichment curriculum within the day</p> <p>Improve the character, grit and determination of our disadvantaged students.</p> <p>PP 1/2/3//5/6/9/10</p>	<p>The premium funds 31% of the running and delivery costs of our Enrichment Curriculum system. The vision for our enrichment system is broadening experiences for all students especially those with limited access due to social deprivation</p> <p>Instilling the confidence for all students to try new and diverse activities, forge memories that last for a lifetime and encourage life long participation in enriching activities.</p> <p>The cost covers:</p> <ul style="list-style-type: none"> • The resources for the enrichment programme • Enrichment marketing and signage • The running costs e.g., clubs and transport <p>EEF Research</p> <table border="1" data-bbox="670 1220 1442 1451"> <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>Provision of a full programme of enrichment available and participated in by 100% of students in the academy.</p> <p>Review of PP participation in enrichment to ensure to ensure 100% of students carried out by house lead and supported by AYL and PLY lead for PP.</p>	<p>Assistant Principal</p>
Intervention	Cost	Impact																	
Arts participation	Low	Moderate																	
Sports participation	Moderate	Moderate																	
Social and emotional learning	Moderate	Moderate																	
Metacognition and Self-regulation	Low	High																	

<p>3.14 World Class Careers Programme. (PP)</p>	<p>Continue to develop the aspirations, self-esteem and growth mind set of our disadvantaged students through quality CIAG.</p> <p>Continue the destinations progress upward trend of disadvantaged students to be in-line with non-disadvantaged national.</p> <p>PP 1/2/3/4/5/6/7/8/9/10/11/12</p>	<p>The embedding of our CIAG programme. These are rooted in high aspirations for all students. Quality CIAG means students will have increased aspirations and performance in school.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • Dedicated members of staff to lead the CIAG programme. • Funding to enable access to trips and events for PP students. • Funding to enable achievement of the work experience ambition <p>EEF Research</p> <table border="1" data-bbox="670 436 1418 506"> <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> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	<p>Review of tutor time CIAG delivery across all year groups.</p> <p>Academy displays and careers information</p> <p>Two trained staff within the Academy to deliver quality careers meetings for students. Ensuring all PP students are prioritised and receive more than one meeting where required.</p> <p>PP to achieve 100% engagement in the work experience offer at the academy</p>	<p>Assistant Vice Principal</p>
Intervention	Cost	Impact								
Aspiration Intervention	Moderate	Low								

Total budgeted cost: £ 582,084 (inclusive of £15,000 contingency)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity during the 3-year plan from 2020/21 to 2022/23 had on pupils with results from 2022 to 2023 academic year.

The academic year 2022-2023 was the final year of a three-year plan to diminish any gaps between disadvantaged student and their non-disadvantaged counterpart. Results for the academy have shown a large positive impact for pupil premium students in the Academy. The PP Progress measured against 2019 progress was -0.07 up by +0.49 from last validated data in 2019 and has shown consistent performance above results prior to the interventions being implemented. All cohorts including boys and girls and all abilities showed positive progress. Figures for the small cohort of HA PP students (7 in 2022/23) are the lowest PP cohort at -0.78, despite this figure HA PP still showed a large increase of +0.55 from validated 2019 figures. Improvement in specific subject areas also demonstrated the large impact of the PP policy this year. A selection of results showing improvement from last validated figures in 2019 includes; English best (-0.51 up by +0.41); Maths (+0.06 up by +0.35); EBACC (-0.29 up by +0.54); Open progress pillar (+0.34 up by +0.83). A focus on PP attainment still remains and several subjects, despite making improvements in performance PP students remain below the national results of NPP students for progress. Subjects requiring an enhanced focus include; English Language (-0.74); English Language (-0.9); Science (-0.34); History (-0.91); Computing (-0.92); Business Vocational (0.83); Business Studies (-1.3); Geography (-0.47); Sociology (-1.52). Please see the tables below showing headline progress for the cohort and also a subject breakdown measured against 2019 data.

Progress 8													
Cohorts	National Av 2019	2019 Results	2020 CAG	2021 TAG	National Av 2022	2022 Results	2023 Target	No. of students	Y10 LC2	LC1	LC2	LC3	2023 Result
All	-0.03	-0.13	0.34	0.45	-0.03	0.46	0.83	296	0.43	0.49	0.58	0.48	0.50
PP	-0.45	-0.56	0.02	-0.01	-0.55	0.16	0.86	74	0.05	0.17	0.15	-0.07	-0.07
PP - HA		-1.33	0.05	-0.1		0.5	0.82	7	0.17	0.22	-0.33	-0.63	-0.78
NPP	0.13	-0.02	0.49	0.63	0.15	0.55	0.82	222	0.56	0.6	0.72	0.66	0.69
Boys - All	-0.27	-0.39	0.05	0.2	-0.21	0.31	0.79	164	0.17	0.24	0.34	0.28	0.26
Boy - PP		-0.93	-0.13	-0.47	-0.72	-0.24	0.81	41	-0.12	0.03	0.08	-0.11	-0.19
Boy - NPP		-0.24	0.13	0.44	-0.03	0.44	0.78	123	0.28	0.32	0.43	0.41	0.41
Boys – HA PP		-2.35	0	-0.84			0.78	4	-0.18	-0.01	-0.14	-0.3	-0.34
Girls - All	0.22	0.13	0.65	0.65	0.15	0.58	0.88	132	0.74	0.79	0.86	0.73	0.79
Girls - PP		-0.12	0.16	0.32	-0.37	0.41	0.93	33	0.26	0.35	0.24	0	0.07
Girls - NPP		0.19	0.9	0.8	0.34	0.64	0.87	99	0.92	0.95	1.09	0.97	1.04
Girls – HA PP		0.71	0	0.48		0.5	0.85	3	0.44	0.4	-0.48	-1.07	-1.38

Progress Key				
x ≥ 0.25	0.25 > x ≥ 0	0 > x > -0.25	-0.25 ≥ x > -0.5	x ≤ -0.5

Attainment gaps in the 2023 results are still visible when comparing PP to all students. From validated outcomes in 2019 to validated outcomes in 2023, PP has improved outcomes in 4+ E and M by 13 percentage points. In 5+ E and Maths there is a 8 percentage point improvement. The gap from 2019 to 2023 has increased by 1 percentage point in 4+ and 5+. Average attainment in maths has improved by 0.6 percentage points for PP and only 0.5 for all students showing improvement and narrowing of the gap. In English best average attainment has improved by 0.5 for both PP and all students. Attainment of PP has improved in all areas from 1+ to 7+ for PP students in English, maths and science. This trend is closely mirrored with all students.

Attainment																								
Baskets	2019 National Average		2019 Final Grades		2020 CAG		2021 TAG		National Av 2022		2022 Results		2023 Target		Y10 LC2		LC1		LC2		LC3		2023 Results	
	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP
Attainment 8	46.7	36.7	44.7	32.4	51.3	52.5	44.7	43.6	48.7		54.54	47.9	56.28	50.55	52	42.1	52.38	42.85	53.41	43.77	52.4	40.8	50.23	38.86
% of students 4+ E+M	65	45	55	28	73	71	56	51			80	66	88	82	73	52	73	54	73	51	73	49	69	41
% of students 5+ E+M	43	25	40	14	50	53	33	36	50		58	42	77	64	54	33	56	34	59	38	58	29	49	22
% Eng Bacall Entry	40	27	46	23	65	18	14	14			11	6	19	14	19	14	19	16	18	14	18	12	18	14
% of standard Eng Baccal	25	13	34	11	49	16	7	8	27		9	4	18	10	14	6	16	9	16	9	15	8	14	9
% of strong Eng Baccal	17	7	25	7	34	12	5	1	20		7	1	14	5	11	4	12	5	13	8	12	8	10	5
Eng Baccal APS	4.1	3.08	3.9	2.6	4.5	4.3	3.6	3.4			4.4	3.7	4.5	3.9	4.3	3.4	4.3	3.5	4.4	3.5	4.3	3.3	4.1	3.0
Average Attainment Eng	5	4.1	4.5	3.3	4.9	5	4.3	4.4	5.2		5.3	4.7	5.4	4.8	5.1	4.2	5.1	4.3	5.4	4.5	5.3	4.3	4.9	3.8
Average Attainment Maths	4.5	3.5	4.4	3.2	5	4.9	3.9	4.1	4.7		5.3	4.7	5.5	4.8	4.9	3.9	4.9	4	5	4	4.9	3.7	4.9	3.8
Average Attainment Ebacc	4.5	3.4	4.1	2.8	4.7	5.1	4.3	3.9	4.7		5.1	4.3	5.2	4.5	5.1	4.1	5.1	4	5.1	4.1	5	3.8	4.7	3.4
Average Attainment Open	4.7	3.8	4.9	3.6	5.7	5.8	5.1	5	4.9		6	5.4	6.3	5.9	5.6	4.6	5.6	4.7	5.8	4.8	5.6	4.5	5.5	4.4
Maths 7+	20.7		19.5	8.9	23.3	20	10	9			29.2	19.4	30	20	20	9	21	9	22	9	22	10	24	12
Maths 5+	50.1		48.4	21.4	60.4	63	44	48	55		67.5	49.3	77	64	62	41	68	51	68	49	65	42	56	34
Maths 4+	70.7		62.3	39.3	78.1	77	58	60	73		85	77.6	88	82	78	54	77	57	77	59	77	56	76	40
Maths 1+	97.4		98.6	96.4	100	100	100	100	95		99.6	100	100	100	100	100	99	100	98	97	99	97	100	99
English Best 7+			18.1	3.6	19.1	22	9	10			23	17.9	25	19	22	10	21	8	29	8	30	9	23	8
English Best 5+			49.8	23.2	57.6	62	44	43			70	59.7	79	68	65	43	63	40	66	47	66	40	63	34
English Best 4+			64.3	33.9	79.5	82	78	65			86.5	77.6	92	87	79	67	82	74	84	76	81	68	75	53
English Best 1+			98.2	94.6	100	100	100	100			99.6	98.5	100	100	99	100	99	100	99	100	99	99	99	97
Science 77+	7.5		16	3.9	19.4	17	9	3			12.6	11.5	26	17	17	9	28	12	29	14	26	10	23	7
Science 55+	34.1		37.8	13.5	45	56	36	33	51		46.1	36.1	68	49	54	36	63	42	65	50	60	44	47	23
Science 44+	55.5		52.1	21.2	66.3	75	47	47	69		70.2	60.7	86	77	75	61	81	61	82	64	80	60	67	42
Science 11+	98		99.6	98.2	99.6	100	100	100	99		100	100	100	100	100	100	100	100	100	100	100	100	100	99

Attainment Key			
6% or more above the 2019 National Average	Within 5% of the 2019 National Average	Between 5.1 % and 14% below the 2019 National Average	14% or more below the 2019 National Average

The PP Subject Progress summary shows that the predictions for performance have been inaccurate in a number of subjects. This this can be explained by the movement of grade boundaries to increase the difficulty of exams in 2023. It is also worth noting that the data for 2023 results is measured against the 2023 matrix and other LC points are measured against the 2019 matrix, creating a distortion of the progress figure as a means of measuring department predictions. Where there is comparative data, subjects are able to report an improvement in data from 2019 to 2023 in all subjects except Business, dance, drama, health, psychology and BTEC sport. Food was broadly in line with 2019 data.

Subject Progress Summary												
Subjects	LC2			LC3			2023 Result					
	Students	All	PP	NPP	Students	All	PP	NPP	Students	All	PP	NPP
English Best	298	0.31	-0.03	0.42	297	0.28	-0.28	0.47	296	0.14	-0.51	0.36
English Lang	298	0.25	-0.07	0.36	297	0.26	-0.32	0.45	295	-0.24	-0.74	-0.08
English Lit	298	-0.26	-0.73	-0.1	297	-0.49	-1.01	-0.32	293	-0.22	-0.9	0.01
Maths	298	0.37	0.07	0.48	297	0.26	-0.12	0.44	295	0.54	0.14	0.67
Science	247	0.39	0.18	0.48	246	0.31	-0.03	0.44	244	0.14	-0.34	0.33
Biology	51	0.89	0.58	0.93	51	1.01	0.58	1.07	51	1.07	0.4	1.16
Chemistry	51	1.17	1.08	1.18	51	1.09	0.92	1.11	50	0.92	0.06	1.03
Physics	51	0.97	0.75	1	51	1.01	0.75	1.04	51	1.19	0.56	1.27
Geography	130	0.25	-0.07	0.37	126	0.26	-0.32	0.46	127	0.03	-0.47	0.2
History	139	-0.19	-1	0.1	135	-0.3	-1.63	0.16	126	0.2	-0.91	0.53
Spanish	73	0.55	0.64	0.53	71	0.55	0.79	0.51	71	0.04	0.81	-0.12
Computing	30	0.16	0.4	0.11	29	-0.01	-0.2	0.06	28	-0.51	-0.92	-0.42
Art	34	0.56	-0.66	0.88	32	0.9	-0.04	1.13	28	1.74	1.19	1.88
3D Design	40	0.66	0.59	0.71	39	0.7	0.59	0.78	38	0.44	0.12	0.66
Business Studies	51	0.35	0.24	0.37	50	0.19	0.12	0.2	49	-0.37	-1.13	-0.22
Business Voc	24	-0.4	-0.59	-0.23	23	-0.69	-1.05	-0.3	23	-0.58	-0.83	-0.33
Dance	12	0.62	-0.85	1.11	11	1.75	0.4	2.11	11	1.05	-0.58	1.41
Dance BTEC	13	1.38	1.12	1.4	11	1.38	-0.38	1.56	12	2.28	-0.15	2.5
Design Food	22	-0.21	0.35	-0.31	21	0.58	0.02	0.68	21	-0.92	-0.48	-1
Design Graphics	21	0.58	0.25	0.85	20	0.78	0.32	1.12	20	1.03	0.56	1.37
Drama	27	1.02	-1.85	1.52	25	1.47	0.94	1.52	25	1.59	0.68	1.67
Health	45	1.29	0.84	1.59	41	1.33	0.83	1.62	42	1.71	1.47	1.86
It OCR iMedia	49	0.13	-0.22	0.31	49	-0.1	-0.63	0.17	46	-0.1	-0.23	-0.04
Music	12	1.73	-2.24	2.52	11	2.62	1.35	2.75	11	3	1.61	3.14
PE	59	0.72	0.32	0.77	59	0.91	0.32	0.99	59	1.2	0.31	1.32
Photography	21	0.77	1.44	0.56	21	0.77	0.84	0.74	21	1.26	1.67	1.13
Psychology	33	-1.13	-1.24	-1.1	33	-0.41	-0.42	-0.41	31	-0.29	-0.14	-0.32
Sociology	28	-1.02	-1.56	-0.8	25	-0.56	-1.98	-0.17	23	-0.22	-1.52	0.16
Sport BTEC	232	1.33	0.91	1.49	227	1.36	0.69	1.62	220	1.82	1.15	2.06
Travel	13	0.23	-1.31	0.69	13	-0.85	-2.14	-0.46	11	0.57	0.39	0.61
All Subjects	298	0.58	0.23	0.69	297	0.48	-0.07	0.66	296	0.5	-0.07	0.69

In addition to the measurable outcomes in attainment in progress the academy has also evaluated the actions against each part of the 2020/21-22/23 PP plan as demonstrated in the table below. This is followed by an evaluation of the Recovery Premium Finding provided in 2022-23 documentation. The summary of the 2020/21 – 2022/23 plan was that the programme had been highly successful. For this reason, most of the actions have rolled over into the 2023/24 – 2025/26-year one plan.

Action (PP Plan)	Intended Outcome	How will you know it is implemented well?	Review of implementation
Improving the quality of teaching and learning	Improving the quality of teaching and learning for our disadvantaged students leading to improved outcomes. Improved outcomes for disadvantaged students	High quality bespoke PLD programme linked to appraisal targets and T&L analysis. Embed high quality curricula with clear departmental planning to support all students, including Pupil Premium students. Delivery of lesson content encourages oracy and reading comprehension to improve outcomes. Ensure all curriculum plans challenge students to access higher level terminology and subject content. High-quality provision for SEND students including individualised instruction and small group tuition. Use of IRIS triads to focus on pedagogy and practice in the classroom with a clear focus on PP pathway strategies. Weekly T&L drops ins provide immediate feedback to staff on the quality of education they are providing and how they can improve pedagogy and practice.	Quality of teaching and learning has risen throughout the three-year plan year at Wath Academy. This is evidenced by the implementation of differentiated targeted teaching across the academy. Lesson drop feedback has demonstrated this across the academy and the results can be quantified by referring to the large shifts in performance across Pupil Premium Cohorts such as +0.49 shift in performance against the 2019 exams. PP data has improved significantly in all areas in including some of the most critical such as a +0.74 improvement in boys PP during the course of the plan.
Improving literacy levels and reading ability	Improvement in the reading ages of disadvantaged students. Improved outcomes for disadvantaged students.	Leadership and delivery of 'Reading' in Key Stage 3 classes through the English curriculum and use of the library. Reading test data used to support teacher planning for differentiation across subjects. Reading test data shared with parents, including information about how to help their child with reading. Choice of reading that engages students of all groups/ages through purchase/loan of a variety of books in the library Specific LS teaching groups in Year 7 and Year 8 to focus on Literacy and Numeracy 'Catch up.' Key stage 3 Step up class focusses on development of literacy and numeracy.	Literacy levels as measured by NGRT tests in all measured years (7-9) show improvement (SAS below 100 dropping in Y7 22%/ Y8 23% / Y9 26%). Y11 GCSE results in English Lit and English language have demonstrated large improvements across the cohort and in all Pupil Premium sub cohorts (Improvement of +0.52 in PP P8 for English best from 2019 - 2023) Letter for reading scores has now been sent to all parents and the reading score is also included in data reports.
Improving numeracy and mathematical ability	Improved outcomes in maths for disadvantaged students	Specific LS teaching groups in Year 7 and Year 8 to focus on Literacy and Numeracy 'Catch up.'	Performance in maths has risen across the academy and this is highlighted by the performance of PP students in GCSE results. (Improvement of +0.35 progress in Maths from 2019 -2023)

		Year 9 Step up class focusses on development of literacy and numeracy. Cross curricular links extended in order to develop numeracy skills in different contexts via staff PLD.	The improvement in mathematical ability is visible across all sub cohorts of PP with every cohort improving 2019 progress measures.
Votes for Schools	<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 (including public speaking).</p> <p>Increased confidence in presentational Oracy skills evident through 'Oracy' Investment in Learning category.</p>	<p>Implementation of votes for school programme in tutor time with a frequency of two sessions per week. PLD for delivery of Votes for school lessons to non-specialists.</p> <p>CSH to develop and share resources for delivery of votes for school sessions</p> <p>Sharing of topic and content with parents to participate in discussion and students' creation of speeches.</p> <p>Sharing of topic content on social media to provoke discussion.</p>	Student voice, parental feedback and staff drop ins have all shown the Votes for School programme to be highly successful across the academy. Quantifiable evidence of the impact is harder to achieve but the qualitative data fed back to SLT following tutor group drop ins is strong. Students are now engaged in leading the lessons and driving the oracy and cultural capital that this programme has developed.
Y11 Achieve Programme	<p>Significantly improve the progress 8 performance of our disadvantaged students.</p> <p>Individual Math and English progress pillars in line with national.</p>	<p>Detailed tracking throughout KS4 in RAP meetings of cross over and vulnerable group performance</p> <p>Targeted interventions during lesson and Achieve programme.</p> <p>Provide bespoke study support materials for GCSE outcomes.</p> <p>Mentoring of PP students and close PP-SLT links for vulnerable PP cohorts.</p> <p>Live trials in core prior to trial exams to build confidence. Live trials in Achieve for humanities subjects focused on grade 5+ masterclasses.</p> <p>Completion of and attendance to revision sessions and residentials.</p> <p>Attendance and review of delivery during extended school day.</p>	<p>The Y11 Achieve programme has been highly successful in all academic years within this plan. The evidence for this can be measured outcomes achieved. The academy showed year on year improvement in years 1 and two. Then in line with projected falls in 2023 results the academy data dropped slightly but remains stronger than data from 2019. Performance has improved significantly in headline areas for Pupil Premium Cohorts such as +0.49 performance against the 2019 exams -0.56 exam validated outcomes in 2019. This is also evident in attainment with PP attainment moving from 36.7 in 2019 to 38.9 in 2023 within a climate of raised challenge.</p> <p>In addition to outcomes supported by the Y11 Achieve programme we can also demonstrate that the implementation was strong throughout with high levels of attendance and engagement throughout. Adaptations to the programme were made throughout, including the revision resource drop.</p>
Alternative Provision Base	<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>	<p>Tracking of attainment data for selected students in APB provision.</p> <p>Tracking of attendance data for selected students accessing the APB.</p> <p>Entry to exams and success in outcomes for students in APB provision.</p> <p>Destinations figures for selected students accessing the APB – number of students that become NEETs.</p>	<p>The Alternative provision base demonstrated a high level of success in the three-year plan. The contribution to classroom culture across the Academy cannot be quantifiably measured but lesson drop in data and behaviour data show that behaviour was strong in the academy.</p> <p>Despite high expectations of behaviour in classes Y11 PP students only accounted for 221 removals throughout the entire academic year. The APB also successfully managed to reintegrate one student back into mainstream lessons. All students in the APB achieved level 2 qualifications and 100% of students were able to progress to a destination. Despite the significant cost of the APB provision, it has proved to be a superb offer for students identified to benefit from it.</p>

<p>Student Support Unit</p>	<p>Improve student behaviour and remove barriers to learning for students in specific subject areas.</p> <p>Improved outcomes for students by reducing FTE's</p> <p>Improving student engagement in school by providing specialist support</p> <p>Improve attendance of vulnerable learners</p>	<p>Tracking of attainment data for selected students in BSU provision.</p> <p>Tracking of attendance data for selected students accessing the BSU.</p> <p>Tracking behaviour data for C3 removals and C4, C5 sanctions picked up by students accessing BSU support.</p> <p>Entry to exams and success in outcomes for students in BSU provision.</p> <p>Destinations figures for selected students accessing the BSU – number of students that become NEETs.</p>	<p>As stated in the APB section, measuring the impact of the behaviour support unit is challenging but lesson drop in data and behaviour data show that behaviour was strong, this includes all year groups.</p> <p>Despite what we deem to be a successful three years in terms of student culture and behaviour, the academy has seen a rise in the number of removals including a rise in PP, this has been attributed to an increase in standards in the classroom as measured by lesson drop ins. The BSU will continue to work with PP students with the highest chance of been removed from lessons or who's behaviour may impact on attendance and academic achievement.</p> <p>Rebranding of the BSU as 'Student Support' has taken place.</p> <p>The old BSU now student support is now linked closely to safeguarding/ SEN/ APB</p>
<p>Student support teams</p>	<p>Improve student attendance and behaviour</p> <p>Improved outcomes for students</p> <p>Improved investment in Learning</p>	<p>Tracking of attainment data for students in PP cohorts.</p> <p>Tracking of attendance data for students in PP cohorts.</p> <p>Tracking behaviour data for C3 removals and C4, C5 sanctions picked up by students in PP cohorts.</p> <p>Entry to exams and success in outcomes for PP students.</p> <p>Destinations figures for PP students – number of students that become NEETs.</p>	<p>Student support teams have been highlighted as a strength in the last OFSTED judgement of the predecessor school to Wath Academy and this continued into the latest OFSTED report which will be published shortly. The Academy has continued to invest in this team for the three-year plan. Investing in a TLR for PP in this team allowed for additional focus on the behaviour, attendance and achievement of the cohort. This academic year the team were able to identify and assess the Academy delivery on Enrichment, removal of barriers caused by social disadvantage, Swimming ability and behaviour across the PP cohort. The academy also used this team to identify the 100 students that came from the most disadvantaged post codes and complete an analysis of impact for this group on an individual basis enabling us to deliver a higher quality bespoke programme for the students most at risk from social disadvantage.</p>
<p>Transition (including early transition 5-week programme for vulnerable disadvantaged pupils)</p>	<p>Reduction in behaviour points and FTEs of disadvantaged students joining us from primary schools.</p>	<p>Early identification of cohort that need extra transition due to social or emotional factors.</p> <p>Completion of early transition events for social and emotional students.</p> <p>Programme of transition events made available to all feeder schools that provide more than 10 students to the academy.</p> <p>Reading test data collected for early identification of students in need of reading support.</p> <p>3-day transition for all PP students in summer term.</p> <p>Transition event for parents and students to attend in the academy.</p> <p>Provision of transition information booklet to all PP students.</p>	<p>The Transition programme for Wath Academy including 'extra' transition for SEN and PP students in now embedded was able to take place uninterrupted during 2021-22 and 2022-23. The academy has taken its largest ever year groups of 357 and then 354 students. The academy has become hugely oversubscribed in Y6 to & transition with 408 students selecting the Academy as their first-choice location in 2023.</p> <p>Completion of the reading test has been able to direct the academy support programmes to develop reading in the PP cohort and ensure that students are effectively grouped to ensure rapid development of crucial academic skills. The importance of this is clear when looking at the gap between NPP and PP students reading skills. This enables the academy to effectively support students on entry to the academy.</p>

		<p>Visit from head teacher to feeder primaries and provision of a transition information video.</p> <p>Golden ticket tours made available to all PP students.</p> <p>Cross curricular links extended in order to develop numeracy skills in different contexts via staff PLD.</p> <p>SEN transition programme for all SEN students including early intervention for SEN students with greatest needs.</p>	
Using data to ensure all interventions are based on evidence.	Continue the progress 8 upward trend of disadvantaged students.	<p>Provision and review of data at each Learning Cycle by SLT Lead for outcomes.</p> <p>Publication of LC data for use in departments, by SLT and reports to governors.</p> <p>SLT line management minutes with department and faculty leads evidencing the review of all intervention.</p> <p>Academic Year lead review of strategies implemented to raise outcomes in PP cohort.</p> <p>Pastoral Lead for PP review strategies implemented for PP students in behaviour and attendance and report to Vice Principal for outcomes.</p>	4 Matrix has continued to be the basis of LC data reports. Its use has allowed us to effectively provide analysis of Trial and nationally validated data throughout the year. This is essential to identify underperforming cohorts and understand which PP students require intervention in which subjects. Use of this data also enables senior leaders to hold middle leaders to account for the performance of PP students and also middle leaders to disseminate this accountability to classroom teachers. The use of 4 matrix also informs the target setting process used in the academy enabling us to set ambitious targets that use the Pigmali3n effect to raise aspirations and expectations in the PP cohort where research tells us this aspirations can be low, impacting on achievement.
Implementing and embedding our new academy Vision and Key Drivers.	<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 8 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>	<p>Review of speaker sessions and SLT assemblies.</p> <p>Academy branding and wall decorations.</p> <p>Review of impact using the academy review questionnaire.</p>	The emphasis of the vision and key drivers is evident across the academy. This is visible due to the displays and addition to official documents. It can also be seen during lessons as highlighted by lesson drop-ins and presentations. The focus on this and the academy's successful approach to PP provision was highlighted during the PP deep dive provided by the external agency 'B11' as well as during the full OFSTED PP review both within this three-year plan.
Character Education	<p>Develop the 'character' of our disadvantaged students.</p> <p>Improve hope, aspiration, ambition, grit and resilience.</p>	<p>Completion of Character education programme in tutor time.</p> <p>Participation in Character Education sessions during 'drop down' days.</p>	Provision Character education has continued to be a priority in the academy for the whole three-year plan. All aspects of the plan have been delivered. The academy has collected feedback from all stakeholders. This feedback has identified areas for improvement, specifically the student engagement with Kevin Mincher. The academy will use this feedback to tailor the provision within the plan, bringing in a wider

	<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>	<p>PP PYL and AYL review of character education work in PP student planners.</p>	<p>range of diverse motivational speakers to support the delivery of Character Education. The Character Ed provision will continue in future plans.</p>
<p>Competition-based house system.</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>	<p>Provision of a full programme of competition-based house activities.</p> <p>Review of PP participation in house competitions to ensure it is at least in line with NPP students carried out by house lead and supported by AYL and PYL lead for PP.</p>	<p>The competition-based house system has provided opportunities for PP students to access events that they may not have been able to without the programme. This has developed both cultural capital and confidence of students taking part. Academy data shows that the number of PP students taking part in House Activities is still lower than their NPP peers. The academy will continue to invest in and drive this provision for PP students.</p>
<p>Implementation of rigorous 'attendance and punctuality' systems</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>	<p>Clear, robust tracking of student attendance down to vulnerable groups and individuals. Reviewed by AAVP for attendance, year group PYLs and AYLS. PP focus by PP lead PYL.</p> <p>Early intervention to target groups of students that are below national attendance or for students whose attendance dips during the year, including PA attendance collection</p> <p>Involvement of whole school push to raise attendance with high priority in briefings, staff meetings and staff bulletin.</p> <p>Link attendance to rewards and celebrations giving it a high-profile in house assemblies.</p> <p>Regular contact with parents, use of key workers, CAMHS worker, safeguarding lead.</p> <p>Early Attendance Panel intervention with parents for those students whose attendance is a cause for concern.</p> <p>Mentoring of PP students and families via SLT link in Y11</p>	<p>Attendance and punctuality have remained a high-profile aspects of the academy's development plan during this three-year period. The national climate has shown significant challenges in this aspect of School accountability, specifically relating to the Covid pandemic and its impact. The academy can show attendance that is significantly above the national average and can conclude that contingency plans implemented have been effective at reducing the impact on attendance and punctuality. Despite this the academy will maintain the focus on raising attendance into the next plan. This is especially the case of the PP cohort which continues to underperform when measured against their NPP counterparts.</p>

Behaviour system	<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>	<p>To deliver high quality training to the Pastoral and Behaviour/Inclusion team and monitor performance.</p> <p>To secure consistency in provision for individual SEND students to support their needs in terms of Individual Education Plans (IEPs).</p> <p>Consistent use of BfL policy with wrap around support for SEMH students to reduce FTEs for all PP students.</p> <p>Targeted mentoring support from Matt Massias project for SEMH students and identified PP students.</p>	Lesson drop ins data and behaviour data show that the academy has developed a culture in class and around the school that fosters positive behaviour across all year groups. Despite what we deem to be a successful period in terms of student culture and behaviour, the academy has seen a rise in the number of removals including a rise in PP (C3 per period 0.27), this has been attributed to an increase in standards in the classroom as measured by lesson drop ins. A focus on PP students will continue into the next academic year as they remain a group with a higher chance of been removed from lessons or who's behaviour may impact on attendance and academic achievement.
Satchel: One	<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>	<p>Completion of homework for PP students in line with their NPP peers.</p> <p>Increased quality and completion rates of HW by PP students as evidenced by work scrutiny carried out in department meetings and SLT in work scrutiny reviews.</p>	Homework completion by PP students will remain a focus after the three-year plan has been delivered. The academy needs to drive the use of afterschool homework club and increase the engagement of PP students who's % completion of homework is still lower than their NPP Peers. Strategies used throughout the year have impacted on the engagement, but it remains a priority of the Academy.
Good quality Careers Education and Life Skills	<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>	<p>Targeted university visits for PP students and those with parents who have not attended university.</p> <p>High quality CEIAG provision to all year groups with the aim of providing at least 4 high quality interactions per student in their school career.</p> <p>Targeted high-quality careers and mock employer interviews for Year 11. Disadvantaged students and others are exposed to employers from different business sectors, university visits and talks.</p> <p>Work experience for PP students in Year 10 and secure the Careers Quality Award.</p> <p>Embed Character Education curriculum through tutor time and Life skills lessons.</p> <p>To embed the work of the Student Voice group in school improvement.</p> <p>To support students financially to engage with enrichment opportunities, music lessons, trips and food technology.</p>	All aspects of the Careers Education and Life skills programme have been successfully delivered in year 2 and 3 of the PP development plan. Outcomes of this can be further assessed when NEET data is published for the academic year, but early indicators suggest that 100% of students will progress successfully to a destination. This will remain a priority of the academy during the next academic year (2023-24).

		Rewards system for all students delivered. Use of funding for extra-curricular transport.	
Meals	No disadvantaged students to go hungry due to lack of care or resources at home. Improvement of disadvantaged student's attendance to be in line with non-disadvantaged.	All PP students to receive a meal each day to ensure they have the nutrition to access a full curriculum during and after the school day.	Planned spending for the PP resource on school meals was used in all three years of the PP plan. Spending next year will remain proportionate to the plan as delivered in 2022-23.
Compassionate Resource	No disadvantaged students to go without any equipment or kit which would prevent attendance or progress.	No disadvantaged students to go without any equipment or kit which would prevent attendance or progress.	The compassionate resource will remain in place to support families who are unable to provide essential uniform or equipment to take part in academy life without impediment or prejudice. This has remained a source of support throughout the three-year plan and spending has been supplemented from other lines in the academy.