

Section 1 – Our Approach to Pupil Premium Allocation

At Wath Academy, we have a clear vision for what all our students will achieve through high quality teaching, with 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.

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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We have reviewed the impact of last year’s spending and the ‘National Foundation of Educational Research’ (NFER) and the Pupil Premium Toolkit to implement this year’s spending. Along with our Vision and Key Drivers, we underpin our Academy Improvement Plan and ‘day to day’ working with the NFER ‘Building Blocks to Success’.

1. Whole-school ethos on attainment for all	2. Addressing behaviour and attendance	3. High quality teaching for all	4. Meeting individual learning needs	5. Deploying staff effectively	6. Data driven and responding to evidence	7. Clear, responsive leadership
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Section 2 – 2019 – 2020 Overview of barriers which have a detrimental impact on progress:

- Low aspirations
- Lack of confidence, character, grit, determination
- Attendance below ‘national for all students’
- Poor Learning Habits
- Lack of cultural stimulation
- Underachievement at KS2 compared to Non Disadvantaged (29.1 – 27.8 current Y11)
- Lack of role models
- Lack of enrichment opportunity
- Distractions at home: Lack of suitable working space, support from parents

Section 3 - Students at Wath Academy who are disadvantaged 2019/2020:

	Whole school	Year 7	Year 8	Year 9	Year 10	Year 11
% of disadvantaged students	31%	24%	31%	27%	30%	33%
Number of students	466	79	97	79	87	95

Section 4 - Below is an overview of the pupil premium funding spent of £396,879 for 2019/2020 which aims to remove these barriers and ensure our disadvantaged pupils excel:

Area of Intervention	Rationale	Cost	Staff Responsible	Intended Impact against actual Impact	RAG															
<p>1. Implementing and embedding our new academy Vision and Key Drivers.</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" data-bbox="498 772 1478 903"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Behaviour Interventions	Moderate	High	Parental Engagement	Moderate	Moderate	£25,000	Executive Principal, Principal	<p>Continue to develop the aspirations, self-esteem and growth mind set of our disadvantaged students through the use of motivational speakers.</p> <p>Motivational speakers were used successfully in developing the self esteem and growth mindset of our students. The use of the motivation speakers, Kevin Mincher in particular lays the ground work for the character education sessions delivered in tutor time throughout the year.</p> <p>Assemblies delivered by SLT and AYLs linked to the Key Drivers explicitly focused on raising aspirations, self esteem and developing a growth mindset.</p> <p>Continue the progress 8 upward trend of disadvantaged students to be in-line with non-disadvantaged national.</p> <p>The predicted P8 score taken from LC4 (latest data available) was +0.22. An improvement of +0.35 from the previous year.</p> <p>Increase attendance of disadvantaged students through building resilience via guest speakers, house competitions and character education.</p> <p>At the point of school closure in March, the attendance of disadvantaged students had remained in line with the previous years figures. This will remain a focus.</p>	Green			
Intervention	Cost	Impact																		
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<p>2. Character Education</p>	<p>The new ‘character building’ curriculum is to be fully embedded across all year groups via our assembly and tutor time programme. This is based on the work ‘7 steps to happiness’ and ‘goal setting’ work by Kevin Mincher (motivational speaker) about raising aspirations, having hope, aiming high, improving grit and determination and excelling in life. This program includes training students and staff to share information and learn how to work collaboratively. Confidence and self-awareness are vital to support the growth of metacognition and independent learning. “Your qualifications get you the interview, but your character gets you the job.”</p> <p>The premium will be used to part fund the continued running and delivery of this curriculum:</p> <ul style="list-style-type: none"> • Cost of motivational speaker • Character education days including staff CPD • Academic mentoring delivery <p>EEF Research</p> <table border="1" data-bbox="498 1549 1469 1717"> <thead> <tr> <th>Strategy</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>	Strategy	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and self-regulation	Low	High	£11,000	Associate Senior Leader	<p>Develop the ‘character’ of our disadvantaged students.</p> <p>The profile of character education has dramatically increased within the school year. Bespoke Character Eductaion sessions are now part of the weekly tutor programme. A specific section of the student planner is also attributed to character education and goal setting. All Disadvantaged students have accessed these weekly sessions.</p> <p>Character is central to our curriculum intent and is explicitly mentioned within the document.</p> <p>Improve hope, aspiration, ambition, grit and resilience.</p> <p>Through the delivery of Character Education students are exposed to influential and successful people who come from a similar background.</p> <p>The themes of hope, aspiration, grit and resilience are also prominent in the work done by Kevin Mincher.</p> <p>The second Gatsby Benchmark ‘Learning from Career and Labour Market Information’ has been met. In doing so, students have accessed up to date labour and market data, taken part in careers week which contained presentations by; South Yorkshire Police; The Horbuty Group; DB Cargo UK and Workwise.</p>	Green
Strategy	Cost	Impact																		
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				<p>Other Gatsby Benchmarks have also been met:</p> <ol style="list-style-type: none"> 1. A stable careers programme that is known and understood by students, parents, teachers, governors and employers 5. Encounters with employers and employees 6. Experiences of workplaces <p>The following benchmarks are also oncourse to be met next academic year.</p> <ol style="list-style-type: none"> 3. Addressing the needs of each student (currently 90% complete) 4. Linking curriculum learning to careers (currently 93% complete) 7. Encounters with further and higher education (currently 79% complete) 8. Personal guidance (currently 75% complete) <p>These have all contributed towards the development of hope, aspirations, ambition, grit and resilience through preparing our students for their next step within education.</p>																
<p>3. Competition-based house system.</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="495 1104 1457 1268"> <thead> <tr> <th>Strategy</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>	Strategy	Cost	Impact	Arts participation	Low	Moderate	Sports participation	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and Self-regulation	Low	High	<p>£3,000</p>	<p>Assistant Vice Principal</p>	<p>Ensure participation levels per competition increase through improved advertising of events.</p> <p>As of March, 66.5% of students had participated in at least one house event. Strategies were in place to target students who had not yet participated in an event to ensure 100% participation in at least one event.</p> <p>19 'Box entry' house competitions had over 800 entries. With 11 having over 1000 entries.</p> <p>Improve the character, grit and determination of our disadvantaged students.</p> <p>Specifically selected events such as:</p> <p>Treasure hunt challenge Litter Pick challenge Escape Room challenge Suggestion Box challenge Science Invention challenge</p> <p>Are planned to ensure opportunities for all students to develop character, grit and determination.</p> <p>Maintain 100% participation of at least one house event throughout the year.</p> <p>As of March, 66.5% of students had participated in at least one house event. Strategies were in place to target students who had not yet participated in an event to ensure 100% participation in at least one event.</p>	
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<p>4. Implementation of rigorous 'attendance and punctuality' systems.</p>	<p>Pupils have to be in school and able to pay attention before they can access learning. More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p><u>Attendance strategies:</u></p> <ul style="list-style-type: none"> Attendance and punctuality at Wath Academy is now led by a Vice Principal with the support of an Associate Assistant Vice Principal. Part of the premium is used to part fund this salary. Also, building on the success of last year's attendance work, we use a proportion of our 'Pastoral Year Leader' and 'Attendance Officer's' time to support the attendance of our low attending disadvantaged students. This premium is used to part fund the attendance work of the 'Pastoral Year Leader's' and the 'Attendance Officer'. Daily visits home by attendance team to students with absences, longer term medical and students who are a cause for concern. ACL/SBR also works with families (pupil premium focus) conducting visits to those who may not engage as well over the phone or come in to school to meet. ACL directs home visits for attendance team and arranges for students who are visited to return into school later that day. Once registers are completed P2 meet at the start of P2 with the attendance team to discuss absences in each year. P2 are protected from on call duties to allow them to then conduct home visits for students who are not in. This also includes welfare checks for students whose parents have rung in. The purpose of these meetings is to ensure families feel supported and know they can work with the school to ensure the best for their child. Conduct card system to improve punctuality. CPD for Tutors all staff are working to improve attendance. Additional attendance officer – We now have three members of staff in our attendance team. 'Rewards for all' for good attendance e.g. chocolate bars for 100% weekly attendance, based on student voice. <p><u>EEF Research</u></p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Behaviour Interventions	Moderate	High	Parental Engagement	Moderate	Moderate	<p>£60,000</p>	<p>Assistant Headteacher</p>	<p>Increase disadvantaged attendance to be in line with the national average of non-disadvantaged students.</p> <p>At the point of school closure in March, the attendance of disadvantaged students had remained in line with the previous years figures.</p> <p>Improve punctuality of all students.</p> <p>At the point of school closure in March, attendance for all was at 95%. This was a 0.5% improvement on the previous year.</p> <p>PA was recorded at 12.7% at the point of school closure. Some students who were recorded as PA at the time were on an improving trend and would have climbed above 90% by the end of the year. Nationally this figure is at 13.14%.</p>
Intervention	Cost	Impact														
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<p>5. Behaviour system</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> <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. <p><u>EEF Research</u></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	<p>£22,000</p>	<p>Assistant Headteacher</p>	<p>Improved behaviour of students will lead to increased quality of learning in classrooms.</p> <p>&</p> <p>Improved behaviour will reduce any lost learning time, leading to increased understanding in lessons.</p> <p>At the point of school closure In March the number of C3, C4 and C5 removals was projected to be higher than the previous year. However this was due to the heightening of expectations – instructed by the leadership team, teachers adopted an extremely low tolerance for disruptive behaviour.</p> <p>Decrease in FTEs of disadvantaged students</p> <p>At the point of school closure in March the number of number of fixed term exclusions had increased from the previous year. As above, this was due to a heightening of expectations around acceptable behaviour. The figure did however remain below the national average.</p> <p>Despite the increase in the above figures, behaviour for learning has improved. The robust systems have led to a spike in removals</p>			
Intervention	Cost	Impact														
Behaviour Interventions	Moderate	High														
Mentoring	Moderate	High														

				and FTE however as a result T&L is interrupted far less due to a lower tolerance of ongoing disruptive behaviour.															
6. Improving the quality of teaching and learning	<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>Monday Period 6 CPD for all staff (39 weeks) - CPD which embeds these standards is to be regularly offered to continue to drive the highest expectations and further improve the quality of feedback and learning dialogue between teacher and student. Specific CPD will be delivered focusing specifically on, pace challenge, Oracy, high achieving disadvantaged students, disadvantaged boy's literacy and disadvantaged SEN to fully embed effective and proven strategies throughout the academy.</p> <p>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 also in and run a rigorous IRIS triad programme which involves all staff.</p> <p>This premium will also be used to part fund the salaries of staff who lead in the key areas above.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Strategy</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>	Strategy	Cost	Impact	Mastery Learning	Low	Moderate	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	£28,000	Associate senior leaders	<p>Improving the quality of teaching and learning for our disadvantaged students leading to improved outcomes.</p> <p>A strategic PLD plan was delivered throughout the academic year by academy leaders.</p> <p>Staff received a copy of Engaging Learners which was central to the PLD offer throughout the year.</p> <p>In March 2020, 66% of staff were to delivering lessons which typically met the Wath Teaching and Learning Standard. Due to recruitment and improvement, from September this figure will be 77%. The remaining staff will receive bespoke support in the form of coaching plans or personalised PLD to ensure they teach at the Wath Teaching and Learning Standard.</p> <p>IRIS triads were launched just prior to the school closing. 73% of teachers had used IRIS technology at the point of closure. This will be a PLD tool used extensively next year.</p>
Strategy	Cost	Impact																	
Mastery Learning	Low	Moderate																	
Collaborative learning	Low	Moderate																	
Feedback	Low	Moderate																	
Individualised Instruction	Low	Moderate																	
7. Show My Homework	<p>The use of Show My Homework is aimed to improve the quality of homework set by staff for students. All homework is now set via Show My Homework and is aimed at either prepping students for upcoming learning or embedding recent learning. This will ensure that homework has a beneficial impact on learning.</p> <p>This App based program allow staff to set homework electronically, either assignments, tests and quizzes. Students are able to hand in work to the class teacher or submit homework online. Completion of homework is logged in the App and is available to be seen by teachers, students and parents with students and parents receiving reminders of deadlines for homework.</p> <p>Students will be set homework in line with the school policy and show my homework allows leaders to quickly quality assure how staff follow the policy also the quality of work set. Improved homework completion will lead to increased e-praise points.</p> <p>Reports are also available to leaders including the completion rate of groups of students, such as disadvantaged.</p> <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	£7,500	Associate senior leader	<p>Increased setting of homework to embed learning/prepare learning will improve the knowledge and understanding of students.</p> <p>When SMHW was launched (week 2) just 5% of classes were recorded as being issued homework in the opening weeks of term. By week 24 (just prior to closure) 55% of classes received homework via SMHW. Despite the improvement this needs to be significantly higher next year.</p> <p>Increased completion rate of homework will improve students learning leader to improved outcomes</p> <p>When SMHW was launched, just 29% of homework was submitted (week 2), by week 24, 62% of homework was submitted.</p> <p>Students to develop their independent learning.</p> <p>Such increase, has demonstrated that students are beginning to learn independently. To further develop this next year, an updated tracking system will be implemented.</p>
Intervention	Cost	Impact																	
Feedback	Low	Moderate																	
Homework	Low	Moderate																	
Mastery Learning	Low	Moderate																	
Parental Engagement	Moderate	Moderate																	

8. Votes for Schools

'VotesforSchools' is a program delivered through tutor time two morning a week. It explores current affairs and allows all students to engage in learning that goes beyond the school gates. The platform uses child and youth focused topics to capture the interests of students across the school. The diversity of topics ensures all students have ample opportunity to discover an interest or subject that they may not have been introduced to previously.

'VotesforSchools' sessions help to support a wide range of skills that contribute to character development in students. These include tolerance, empathy, oracy, confidence and resilience. Through weekly debate and discussion, students are given a safe space to explore social and political issues.

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.

'VotesforSchools' directly aligns with the government's 'Prevent Duty. 'VotesforSchools' provides weekly content that enables students to engage with controversial topics and discuss moral dilemmas. This supports them in building the skills that will enable them to be resilient in their communities. By directly addressing topics around equality, such as LGBT inclusion, as well as topics directly linked to extremism, students are also developing the skills to understand these issues in an unbiased and objective way, often challenging views held by other influences in their lives.

EEF Research

Intervention	Cost	Impact
Aspiration Intervention	Moderate	Low
Metacognition and Self-regulation	Low	High
Parental Engagement	Moderate	Moderate

£1500

Assistant Vice Principal

Improved engagement in current affairs to raise pupils' awareness of the wider world

Students engaged in a number of debates (see some examples below) which not only informed them of current affairs but also allowed them to develop and share an opinion.

- Are world leaders listening to us?
- Could we live without single use plastic?
- Will increased awareness help end modern slavery?
- Can chart music teach us about black history?
- Do you think it is possible to reduce bullying in your school?
- Are disabilities still misunderstood?
- Can homelessness affect anyone?
- Should we approach boys' and girls' mental health differently?
- Do young people know the signs of an abusive relationship?

Increased opportunities for students to work together and develop their Oracy skills (inc. Public speaking).

Increased confidence in presentational Oracy skills.
Sessions are specifically planned to allow for students to develop and share an opinion. What we have learnt has further enhanced the provision for next year with an additional page in the student planners provided for each student to write a speech on the topic.

9. Y11 Achieve Programme

Our intense, rigorous intervention package ensure that our Y11 disadvantaged students are fully prepared for all aspects of Y11

- 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

EEF Research

Strategy	Cost	Impact
Extended school time	Moderate	Low
Collaborative learning	Low	Moderate
Feedback	Low	Moderate
Individualised Instruction	Low	Moderate

£98,000

Assistance Vice Principal

Significantly improve the progress 8 performance of our disadvantaged students.

The predicted P8 score taken from LC4 (latest data available) was +0.22. An improvement of +0.35 from the previous year.

P8 of disadvantaged students was predicted to be -0.07, an improvement of +0.46.

Individual Math and English progress pillars in line with national.

P8 in English was predicted at LC3 to be -0.22, an improvement of +0.21.

P8 in Maths was predicted at LC3 to be +0.14, an improvement of +0.26

<p>10. Alternative Provision Base</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>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>Strategy</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>	Strategy	Cost	Impact	Behaviour interventions	Moderate	Moderate	Mentoring	Moderate	Low	Social and emotional learning	Moderate	Moderate	Individualised Instruction	Low	Moderate	<p>£45,000</p>	<p>Assistant Headteacher</p>	<p>Improved outcomes for students where there is a risk of significant underachievement</p> <p>The identified students were at risk of permanent exclusion. Individual case studies detail the academic achievements of each student.</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> <table border="1"> <thead> <tr> <th colspan="3">Year 10 (Five students)</th> </tr> <tr> <th></th> <th>2018-19 (Mainstream)</th> <th>2019-20 (APB)</th> </tr> </thead> <tbody> <tr> <td>% Attendance (PRU Na - 63.4)</td> <td>92.8</td> <td>93.1</td> </tr> <tr> <td>Punctuality (no. times late)</td> <td>88</td> <td>7</td> </tr> <tr> <td>Behaviour incidents (no. C3,C4,C5)</td> <td>330</td> <td>33</td> </tr> <tr> <td>Fixed Term Exclusions (no. of)</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Year 11 (Seven Students)</th> </tr> <tr> <th></th> <th>2017-18 (Mainstream)</th> <th>2018-19 (APB)</th> <th>2019-20 (APB)</th> </tr> </thead> <tbody> <tr> <td>% Attendance (PRU Na - 63.4)</td> <td>90.1</td> <td>83.9</td> <td>85.9</td> </tr> <tr> <td>Punctuality (no. times late)</td> <td>261</td> <td>57</td> <td>20</td> </tr> <tr> <td>Behaviour incidents (no. C3,C4,C5)</td> <td>901</td> <td>73</td> <td>20</td> </tr> <tr> <td>Fixed Term Exclusions (no. of)</td> <td>2</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Provide an adequate route to post 16 education and training.</p> <p>At the core of the curriculum students study; Maths GCSE, English Literate 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>In conjunction with the careers team all students have meetings to ascertain their aspirations and future destinations.</p>	Year 10 (Five students)				2018-19 (Mainstream)	2019-20 (APB)	% Attendance (PRU Na - 63.4)	92.8	93.1	Punctuality (no. times late)	88	7	Behaviour incidents (no. C3,C4,C5)	330	33	Fixed Term Exclusions (no. of)	1	0	Year 11 (Seven Students)					2017-18 (Mainstream)	2018-19 (APB)	2019-20 (APB)	% Attendance (PRU Na - 63.4)	90.1	83.9	85.9	Punctuality (no. times late)	261	57	20	Behaviour incidents (no. C3,C4,C5)	901	73	20	Fixed Term Exclusions (no. of)	2	0	2
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<p>11. Behaviour support unit</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 Behaviour Support Unit</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>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>£25,000</p>	<p>Assistant Vice Principal</p>	<p>Improve student behaviour and remove barriers to learning for students in specific subject areas.</p> <p>Improving student engagement in school by providing specialist support</p> <p>At the point of school closure In March the number of C3, C4 and C5 removals was projected to be higher than the previous year. However this was due to the heightening of expectations – instructed by the leadership team, teachers adopted an extremely low tolerance for disruptive behaviour.</p> <p>Improved outcomes for students by reducing FTE's</p> <p>The predicted P8 score taken from LC4 (latest data available) was +0.22. An improvement of +0.35 from the previous year.</p> <p>P8 of disadvantaged students was predicted to be -0.07, an improvement of +0.46.</p>																																										
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<p>12. Student support teams</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="498 1115 1457 1241"> <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>£42,000</p>	<p>Assistant Vice Principal</p>	<p>Improve student attendance and behaviour</p> <p>At the point of school closure in March, the attendance of disadvantaged students had remained in line with the previous years figures.</p> <p>At the point of school closure in March, attendance for all was at 95%. This was a 0.5% improvement on the previous year.</p> <p>At the point of school closure In March the number of C3, C4 and C5 removals was projected to be higher than the previous year. However this was due to the heightening of expectations – instructed by the leadership team, teachers adopted an extremely low tolerance for disruptive behaviour.</p> <p>At the point of school closure in March the number of number of fixed term exclusions had increased from the previous year. As above, this was due to a heightening of expectations around acceptable behaviour. The figure did however remain below the national average.</p> <p>Despite the increase in the above figures, behaviour for learning has improved. The robust systems have led to a spike in removals and FTE however as a result T&L is interrupted far less due to a lower tolerance of ongoing disruptive behaviour.</p> <p>Improved outcomes for students</p> <p>The predicted P8 score taken from LC4 (latest data available) was +0.22. An improvement of +0.35 from the previous year.</p> <p>P8 of disadvantaged students was predicted to be -0.07, an improvement of +0.46.</p> <p>P8 in English was predicted at LC3 to be -0.22, an improvement of +0.21.</p> <p>P8 in Maths was predicted at LC3 to be +0.14, an improvement of +0.26</p> <p>Improved investment in Learning</p> <p>A specific investment in learning criterion has now been produced which makes it explicitly clear as to how students can be successful. Using this criteria it will be able to track student</p>	
Intervention	Cost	Impact															
Behaviour Interventions	Moderate	High															
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				engagement and give specific feedback as to how each student can improve.													
13. Transition (including early transition 5 week programme for vulnerable disadvantaged pupils)	<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>Transition is now strategically led by an Assistant Vice Principal.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Strategy</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>	Strategy	Cost	Impact	Behaviour interventions	Moderate	Moderate	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	£7,000	Assistant Vice Principal / SENCO	<p>Reduction in behaviour points and FTEs of disadvantaged students joining us from primary schools.</p> <p>9 FTE of disadvantaged students occurred in Y7 this academic year. This is 12.1% of the total (PP) FTE in the whole school.</p> <p>5 students were excluded more than once in Y7.</p> <p>These figures were a slight increase on the previous year, however this is in line with other behaviour data owing to heightened expectations.</p>	
Strategy	Cost	Impact															
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14. Good quality Careers Education and Life Skills	<p>Students are targeted to receive Careers education at different times through the year to supplement their curriculum. This takes many different forms and involves a large number of outside agencies to provide bespoke Careers advice and education to meet the individual's needs.</p> <p>Level 6 trained member of staff.</p> <p>The academy coordinates the following activities to enhance student awareness of careers and the steps students need to take to allow them to follow a chosen career path:</p> <ul style="list-style-type: none"> • Careers Fair to all years showcasing a wide range of employers and higher education providers • Get Up To Speed STEM events • Specific assemblies focussing on Wath alumni students showing careers possible to students at Wath. • HeppSY provision, providing links to higher education through university taster days/revision days • Work Shadowing days where students shadow an appropriate adult during their normal day of work • Careers Café present at Y8 and Y11 parents evening to provide support to students and parents <p>Specific 'Life Skills department deliver a 5 year curriculum 1 hour per week.</p> <p>EEF Research</p> <table border="1"> <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	£15,000	Assistant Vice Principal	<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 following Gatsby Benchmarks have also been met:</p> <ol style="list-style-type: none"> 1. A stable careers programme that is known and understood by students, parents, teachers, governors and employers 2. Learning from Career and Labour Market Information 5. Encounters with employers and employees 6. Experiences of workplaces <p>The following benchmarks are oncourse to be met next academic year.</p> <ol style="list-style-type: none"> 3. Addressing the needs of each student (currently 90% complete) 4. Linking curriculum learning to careers (currently 93% complete) 7. Encounters with further and higher education (currently 79% complete) 8. Personal guidance (currently 75% complete) <p>These have all contributed towards the development of hope, aspirations, ambition, grit and resilience through preparing our students for their next step within education.</p> <p>Continued reduction in NEETs.</p> <p>Validated 2019 data is currently unavailable. However 100% of Y13 students hoping to go to University have secured a destination with 86% going to their first choice.</p>				
Intervention	Cost	Impact															
Aspiration Intervention	Moderate	Low															
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<p>15. Meals</p>	<p>Allocated through the PYLs and SLT to specific students identified as high risk (either through known access to St John's food bank or other family circumstances). This fund ensures vulnerable students have access to a meal at lunchtime or at some time throughout the day.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Strategy</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>	Strategy	Cost	Impact	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	<p>£1,250</p>	<p>Principal, Assistant Vice Principal, SENCO</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>At the point of school closure in March, the attendance of disadvantaged students had remained in line with the previous years figures.</p>	
Strategy	Cost	Impact												
Parental engagement	Moderate	Moderate												
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<p>16. Compassionate Resource</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>Strategy</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>	Strategy	Cost	Impact	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	<p>£3,000</p>	<p>Principal</p>	<p>No disadvantaged students to go without any equipment or kit which would prevent attendance or progress.</p>	
Strategy	Cost	Impact												
Parental engagement	Moderate	Moderate												
Social and emotional learning	Moderate	Moderate												
<p>17. Using data to ensure all interventions are based on evidence.</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"> <thead> <tr> <th>Strategy</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Strategy	Cost	Impact	Feedback	Low	High	<p>£2,629</p>	<p>Principal, SENCO, Data Manager</p>	<p>Continue the progress 8 upward trend of disadvantaged students.</p> <p>The predicted P8 score taken from LC4 (latest data available) was +0.22. An improvement of +0.35 from the previous year.</p> <p>P8 of disadvantaged students was predicted to be -0.07, an improvement of +0.46.</p> <p>P8 in English was predicted at LC3 to be -0.22, an improvement of +0.21.</p> <p>P8 in Maths was predicted at LC3 to be +0.14, an improvement of +0.26</p>				
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