

Pupil Premium Allocation for Disadvantaged Students 2023 – 2026 Year 3

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
---	--	---	--	---	--	--

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 = 1666 KS5 = 460 Total = 2126
Proportion (%) of pupil premium eligible pupils	28.7% KS3 and KS4 (478)
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	12/09/2025
Date on which it will be reviewed	01/09/2026
Statement authorised by	L Ransome
Pupil premium lead	M Swann
Governor / Trustee lead	L Sandberg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£528,110 (est. inc. PLAC)
Recovery premium funding allocation this academic year	£ 0
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	£ 528,110

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.

Improve attendance of PP and SEND students.	<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.
Engage Pupil Premium parents in their child's education	<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.
All disadvantaged students develop a love of reading	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.
All disadvantaged students are nurtured and developed to become responsible citizens	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.
All disadvantaged students gain an array of positive memories fostered by the Academy.	All disadvantaged students take an active role in enrichment including clubs, visits and experience passports. Ensuring there is a large array of clubs that encompass academics, sports, arts (including music, drama dance, fine art and others). Vocational enrichment like animal care and other options. The ensuring that 100% of PP students participate in this offer for at least one option per week.

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: £45,645 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 - 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. This includes the provision of reading materials for staff to support T&L.</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>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>Budget for external PLD – Budget to ensure that staff in the academy can attend the highest quality PLD to ensure Wath Academy Staff are highly trained with current issues effecting PP students.</p> <p>Staff reading budget including 'Teach Like a Champion' and other key Teaching and Learning texts to support with staff PLD.</p>	<p>Vice Principal and Associate Assistant Principal</p>
Intervention	Cost	Impact																	
Mastery Learning	Low	Moderate																	
Collaborative learning	Low	Moderate																	
Feedback	Low	Moderate																	
Individualised Instruction	Low	Moderate																	
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>Lexonik – Phonics based literacy tool used to improve vocabulary and literacy</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>Bedrock Reading Programme– a programme designed to ensure students are reading reading-age-appropriate books designed to enhance overall reading ability.</p> <p>Reader for Y7-11</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> <p>Funding for Sparx reader. Trial period rolled out in 2024/25. Since roll out PP students have demonstrated increased NGRT reading score in all years and all sub cohorts of PP group. This will now continue in 2025/26</p>	
Intervention	Cost	Impact																	
Aspiration Intervention	Moderate	Low																	
Metacognition and Self-regulation	Low	High																	
Social and emotional learning	Moderate	Moderate																	
Mentoring	Moderate	High																	
<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																	
Aspiration Intervention	Moderate	Low																	
Metacognition and Self-regulation	Low	High																	
Parental Engagement	Moderate	Moderate																	
<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. Due to the success of Sparx Reader in 2024/25, we will also implement Sparx Maths to drive numeracy in 2025/26.</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>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Homework</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Mastery Learning</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Metacognition and Self-regulation	Low	High	Feedback	Low	Moderate	Homework	Low	Moderate	Mastery Learning	Low	Moderate	<p>Cross curricular links extended in order to develop numeracy skills in different contexts via staff PLD.</p> <p>Funding for Sparx reader.</p>	
Intervention	Cost	Impact																				
Aspiration Intervention	Moderate	Low																				
Metacognition and Self-regulation	Low	High																				
Feedback	Low	Moderate																				
Homework	Low	Moderate																				
Mastery Learning	Low	Moderate																				
<p>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>Money will be spent on part of a TLR for a teaching and learning team, resources for delivery of PLD and support external courses and speakers for staff PLD.</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>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	<p>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.</p>				
Intervention	Cost	Impact																				
Aspiration intervention	Moderate	Moderate																				
Behaviour interventions	Moderate	Moderate																				
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>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><u>EEF Research</u></p> <table border="1" data-bbox="664 373 1635 562"> <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	<p>Review of teaching and learning drop ins weekly at SLT.</p> <p>Completion and Evidence of Deep Dives.</p>	
Intervention	Cost	Impact																	
Aspiration intervention	Moderate	Moderate																	
Feedback	Very Low	High																	
Individualised Instruction	Very Low	Moderate																	
Metacognition and self-regulation	Low	High																	
<p>1.7 Continuation of regular homework setting to support literacy and numeracy skills development (RP)</p>	<p>Students prepared better for learning with flipped tasks and student better able to recall work at assessments due to review of prior learning tasks</p> <p>RP 1/3/5/6/10/12/16</p>	<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="664 783 1635 934"> <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 scrutiny of satchel one.</p> <p>NEW for 2025/26 funding will be allocated to the provision of a homework club with accessible IT and other resources from 14:50-15:50 5 days per week.</p>	<p>Associate Assistant Principal</p>			
Intervention	Cost	Impact																	
Aspiration intervention	Moderate	Moderate																	
Behaviour Interventions	Moderate	Moderate																	
Homework	Very Low	Moderate																	
<p>1.8 Continued focus on Character Education through tutor time and assemblies (RP)</p>	<p>PP students to develop their character causing increased motivation and aspiration in the PP cohort.</p> <p>RP 1/2/4/5/6/7/8/9/11/12/13/17</p>	<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>The fund will support the provision of resources for Character Education, other curriculum costs like speakers. In addition it will support with part of the wage for a member of SLT acting as Character Education Coordinator.</p> <p><u>EEF Research</u></p> <table border="1" data-bbox="664 1413 1635 1602"> <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>	<p>Associate Assistant Principal</p>
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: £ 237,655 (Inclusive of £6330 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) PP Boys targeted through bespoke mentoring program Motivation strategy linking Investment in learning to student rewards such as a free ticket to the prom Action 2.6 is documented separately and accounted for in 2.6 but also falls under the umbrella of the Y11 Achieve Programme. <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 Learning.</p> <p>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="670 407 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="667 625 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 Continued additional 100 hours of teaching for Y11 exam year group (RP)</p>	<p>Additional teaching time delivered to all PP Y11 students.</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 5 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="667 1213 1626 1402"> <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																	
Extended school time	Moderate	Low																	
Collaborative learning	Low	Moderate																	
Feedback	Low	Moderate																	
Individualised Instruction	Low	Moderate																	
<p>2.7 Small Group Tutoring Underperforming, eligible students to receive after-school tutoring by internal staff. A 15-hour minimum package for each student, at £35.85/hour for staff (PP) On cost £51.51 per hour</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 no longer funded by the government for 2025/6, this previously provided 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. For this reason we have created a fund to continue this work. We will provide 528 hours of funding</p> <p>EEF Research</p> <p>Groups of two to five are most effective, with maximum feedback and engagement required for optimal impact.</p> <table border="1" data-bbox="667 1749 1626 1938"> <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																	
Individualised Instruction	Low	Moderate																	
Small group tuition	Moderate	Moderate																	

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

Budgeted cost: £ 244,801 (Inclusive of 6330 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 carried out by CSH.</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																	
Social and emotional learning	Moderate	Moderate																	
Metacognition and self-regulation	Low	High																	

<p>3.3 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="670 562 1436 793"> <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>3.4 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>Attendance strategies:</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 and pastoral year leads 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>EEF Research</p> <table border="1" data-bbox="670 1854 1424 1986"> <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>3.5 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><u>EEF Research</u></p> <table border="1" data-bbox="670 856 1427 961"> <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>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>
Intervention	Cost	Impact											
Behaviour Interventions	Moderate	High											
Mentoring	Moderate	High											
<p>3.6 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>2 Level 6 trained members 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> <ul style="list-style-type: none"> • The Academy will also complete the QiCS kitemark in 2025/26 <p><u>EEF Research</u></p> <table border="1" data-bbox="670 1829 1427 1934"> <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>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 lesson and Rewards system for all students delivered.</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>Use of funding for extra-curricular transport.</p> <p>Inclusion of academy wide careers days and university visits</p>	<p>Assistant Principal</p>
Intervention	Cost	Impact											
Aspiration Intervention	Moderate	Low											
Parental Engagement	Moderate	Moderate											

<p>3.7 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" data-bbox="670 310 1427 449"> <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>3.8 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" data-bbox="670 699 1427 837"> <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>3.9 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" data-bbox="670 978 1629 1092"> <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>3.10 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>Social and Emotional Learning interventions are most effective when "embedded into educational routines and supported by professional development and training for staff." (EEF Toolkit).</p> <table border="1" data-bbox="670 1381 1629 1457"> <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>3.11 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="670 562 1436 800"> <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>3.12 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 1209 1421 1278"> <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																	

<p>3.13 Swimming programme for non-swimmers</p>	<p>Ensure disadvantaged students gain essential life-saving skills and confidence through free swimming lessons, addressing inequality in access to provision. This is particularly vital given the school's proximity to a large lake, where water safety is a key safeguarding concern. Swimming also promotes health, resilience, and wider participation, supporting students' personal development and wellbeing.</p> <p>PP 1/2/3/4//5/6/7/8 /9/10/11/12</p>	<p>All Year 7 students will undergo an assessment of their swimming ability against the expectations of the primary curriculum. Students who have not yet achieved the required standard will be provided with targeted swimming lessons to ensure they meet this essential benchmark. This provision is designed to mitigate the disparity between families who are able to access private swimming tuition and those who are not. The strategy is particularly directed towards supporting the Pupil Premium cohort, with the aim of narrowing inequalities in access, safeguarding, and life opportunities.</p> <p>EEF Research</p> <table border="1" data-bbox="667 436 1436 575"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <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>Parental engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Sports participation	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Parental engagement	Moderate	Moderate	<p>Review of swimming capability of all Y7s completed</p> <p>Targeted group of students provided lessons</p> <p>Measure the attendance and progress of the groups swimming</p>	<p>Head of PE / Vice Principal</p>
Intervention	Cost	Impact														
Sports participation	Moderate	Moderate														
Social and emotional learning	Moderate	Moderate														
Parental engagement	Moderate	Moderate														

Total budgeted cost: £ 528,110 (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 year one of the 3-year plan from 2023/24 to 2025/26 had on pupils with results from 2023 to 2024 academic year.

Context							
	2019	2020	2021	2022	2023	2024	2025
Number of students	273	277	283	274	298	327	285
% PP	20.1%	34.3%	27.2%	24.5%	25.5%	22.9%	36.1%
% SEND	13.2%	9.4%	8.8%	7.3%	10.7%	8.9%	9.1%
% EHCP	2.2%	1.1%	1.4%	2.6%	1.3%	1.8%	3.5%
% HA	28.7%	38.2%	38.9%	36.9%	43%	28.4%	16.1%
% MA	40.4%	42.2%	45.2%	45.3%	44%	48.3%	43.5%
% LA	25.0%	17.1%	9.2%	16.8%	8.4%	19.6%	27.0%
% Boy	49.8%	53.8%	45.2%	42.7%	55%	49.8%	49.1%
% Girl	50.2%	46.2%	54.8%	57.3%	45%	50.2%	50.9%

Attainment 2025																							
Baskets	2019 National Av		2019 Results		2023 National Av		2023 Results		2024 National Av		2024 Results		2025 Target		Y10 LC2		Y11 LC1		Y11 LC2		2025 Results		
	All	P P	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	44.7	32.4	46.3	35	50.38	38.99	45.9	34.5	49.5	37.2	58.43	55.69	50.16	38.0	48.61	39.5	48.51	39.11	48.09	38.63	
Attainment 8 - Boys			41.5	28.9			47.08	37.34	43.7		48.7	40.0	59.71	55.77	49.51	36.23	46.8	38.0	46.45	37.32	45.99	36.65	
Attainment 8 - Girls			47.9	36.1			54.55	41.04	48.2		49.9	36.1	57.25	55.59	50.71	40.03	50.3	41.0	50.49	41.04	50.12	40.77	
Attainment 8 – HA			51.8	37.7			69.5	51.64	66.1		65.1	56.3	75.44	79.1	67.10	50.55	69.1	69.9	70.24	68.70	70.38	72.50	
Attainment 8 – MA			32.7	29.0			49.74	43.28	46.2		48.7	38.2	62.05	60.18	49.93	42.29	50.7	43.9	50.42	42.75	50.39	43.33	
Attainment 8 - LA			24.7	24.6			29.91	26.91	25.1		29.4	24.4	52.29	51.21	29.22	26.33	37.3	34.4	36.64	34.37	35.75	32.71	
% of students: 5+ grade 5s E+M)													44	27	88	84	37	24	47	27	44	28	
% of students grade 4+ E+M	65	45	55	28	65		69	41	65	51	69	41	91	79	69	46	71	51	68	46	66	43	
% of students grade 5+ E+M	43	25	40	14	45		49	22	46	31	49	28	78	61	42	24	51	31	47	29	45	30	
% Eng Bacall Entry	40	27	46	23	39	28	18	14	40	14	19	9	17	14	17	14	17	14	16	12	17	13	
% of standard Eng Baccal (4+)	25	13	34	11	24		14	9	25	7	16	6	14	10	14	10	13	7	14	8	13	8	
% of strong Eng Baccal (5+)	17	7	25	7	17		10	5	18	5	13	6	14	10	10	5	11	5	11	6	10	4	
Eng Baccal APS	4.1	3.0	3.9	2.6	4.1	3.0	4.1	3.0	4.1	3.3	4.2	3	4.7	4.5	4.3	3.3	4.1	3.3	4.1	3.2	4.0	3.2	
Average Attainment English	5	4.1	4.5	3.3	5.0	3.9	4.9	3.8	4.9	4	5.1	4.0	6.5	6.3	4.8	3.7	4.9	4	4.7	3.8	5.2	4.1	
Average Attainment Maths	4.5	3.5	4.4	3.2	4.6	3.5	4.9	3.8	4.5	4.1	4.9	3.7	6.7	6.5	4.8	3.5	5.0	4.1	5.0	4.2	4.6	3.7	
Average Attainment Ebacc Basket	4.5	3.4	4.1	2.8	4.5	3.3	4.7	3.4	4.5	3.7	4.7	3.4	6.7	6.5	5.2	4	4.6	3.7	4.7	3.7	4.6	3.6	
Average Attainment Open Basket	4.7	3.8	4.9	3.6	4.6	3.5	5.5	4.4	4.5	4.1	5.1	3.8	6.1	5.6	5.2	3.9	5.0	4.1	5.0	4.1	5.0	4.0	
Maths 7+	20.7		19.5	8.9			24	12			24	13	60	46	23	9	26	11	23	10	20	8	
Maths 5+	50.1		48.4	21.4	51		56	34			55	32	93	94	50	37	63	47	62	48	49	34	
Maths 4+	70.7		62.3	39.3	70		76	40			77	51	96	99	79	62	77	57	73	62	72	54	
Maths 1+	97.4		98.6	96.4			100	99			99	99	100	100	100	100	99	99	99	99	100	99	
English Best 7+			18.1	3.6			23	8			25	10	39	31	18	10	20	10	16	8	25	10	
English Best 5+			49.8	23.2	61		63	34			66	44	88	84	59	40	58	37	54	35	64	44	
English Best 4+			64.3	33.9	75		75	53			78	54	95	99	81	68	78	59	79	51	76	54	
English Best 1+			98.2	94.6			99	97			98	97	100	100	99	98	100	99	99	99	99	98	
Science 77+ (from all Sciences)	7.5		16	3.9			23	7			16	12	55	38	29	15	18	10	15	10	17	8	
Science 55+ (from all Sciences)	34.1		37.8	13.5	47		47	23			57	33	71	86	62	43	41	25	48	32	47	32	
Science 44+ (from all Sciences)	55.5		52.1	21.2	66		67	42			77	54	92	94	79	60	59	38	68	50	73	44	
Science 11+ (from all Sciences)	98		99.6	98.2			100	99			98	96	100	100	99	99	99	96	98	96	100	99	

Attainment Key

6% or more above the 2019 NA

Within 5% of the 2019 NA

Between 5.1 % and 14% below the 2019 NA

14% or more below the 2019 NA

Investment in Learning

Cohorts	No. of students	Attitude and Effort	Oracy	Homework	Response to feedback	Overall
All	286	3.0	2.9	2.6	3.0	2.9
HA	120	3.2	3.0	2.9	3.2	3.1
MA	102	2.9	2.9	2.5	2.9	2.8
LA	28	2.9	2.7	2.5	2.9	2.8
PP	104	2.8	2.7	2.4	2.9	2.7
PP - HA	27	3.1	3.0	2.8	3.2	3.0
PP - MA	40	2.7	2.7	2.2	2.8	2.6
PP - LA	16	2.8	2.7	2.2	2.8	2.7
NPP	182	3.1	2.9	2.7	3.1	3.0
NPP - HA	93	3.2	3.1	2.9	3.2	3.1
NPP - MA	62	2.9	2.9	2.7	3.0	2.9
NPP - LA	12	2.9	2.8	2.7	2.9	2.9
Boys - All	138	2.8	2.8	2.4	2.9	2.8
Boy - PP	53	2.7	2.7	2.1	2.7	2.6
Boy - NPP	85	2.9	2.9	2.6	2.9	2.8
Boys – HA	54	3.0	3.0	2.5	3.0	2.9
Boys – HA PP	10	3.0	3.1	2.5	3.1	2.9
Boys – MA	51	2.8	2.9	2.5	2.9	2.8
Boys - LA	17	2.7	2.7	2.2	2.7	2.6
Girls - All	148	3.1	2.9	2.8	3.1	3.0
Girls - PP	51	3.0	2.8	2.6	3.0	2.8
Girls - NPP	97	3.2	3.0	2.9	3.2	3.1
Girls – HA	66	3.3	3.0	3.1	3.3	3.2
Girls – HA PP	17	3.2	2.9	3.0	3.2	3.1
Girls – MA	51	3.0	2.8	2.6	3.0	2.8
Girls - LA	11	3.1	2.8	2.7	3.0	2.9
SEND K - All	26	2.9	2.7	2.5	2.9	2.8
SEND K – CI	16	2.9	2.7	2.7	2.9	2.8
SEND K – CL	13	2.7	2.6	2.0	2.7	2.5
SEND K – SEMH	7	2.7	2.6	2.2	2.8	2.6
SEND K - SP	1	2.4	1.8	1.7	2.2	2.1
SEND - EHCP	10	2.6	2.5	2.2	2.6	2.5

RAG	Average Score
	≥ 3.2
	$3.2 > x \geq 2.8$
	$2.8 > x \geq 2.5$
	< 2.5

iiL	Score
Fully Invested	4
Engaged	3
Partially Engaged	2
Disengaged	1

	Cohort / Measure	Specific Measure
Strengths	Attainment	<p>Attainment 8 significantly above national for PP students inclusive of girls, HA, MA, LA</p> <p>PP Attainment 8: 39.5 (2.1 increase from 2024)</p> <p>HA PP Attainment 8: 72.5 (16.2 increase from 2024) – Now sits above HA attainment for all cohort</p> <p>MA PP Attainment 8: 43.3 (5.1 increase from 2024)</p> <p>LA PP Attainment 8: 32.7 (8.3 increase from 2024)</p> <p>Girls PP Attainment 8: 40.8 (4.3 increase from 2024)</p> <p>BASICS</p> <p>4+ PP 51% (13% increase from 2024)</p> <p>5+ PP 31% (5% increase from 2024)</p> <p>Geography 7+: 30% (10% increase from 2024)</p> <p>3D Design 7+: 21% (8% increase from 2024)</p> <p>Food & Nutrition 7+: 33% (19% increase from 2024)</p> <p>Psychology 7+: 35% (12% increase from 2024)</p> <p>Maths 5+: 64% (9% increase from 2024)</p> <p>Photography 5+: 83% (7% increase from 2024)</p> <p>English Lang 4+: 76% (3% increase from 2024)</p> <p>Geography 4+: 73% (12% increase from 2024)</p>

	Cohort / Measure	Specific Measure	Action
Identified Areas for Development	Disadvantaged	<p>Attainment 8 PP: 39.5</p> <p>Attainment 8 PP Boys: 38.0</p> <p>PP students achieving 5+ Grade 5s: 27%</p>	<ul style="list-style-type: none"> Exams & Intervention Programme commenced in September to ensure targeted and accurate intervention throughout the academic year. SLT Period 5 duty rota to ensure sharp starts, full and active engagement in every lesson. Enrichment option of independent study with tailored subject sessions ran by subject teachers to begin in HT3. PP Pathway allocated to students for each subject, focus on underachieving PP cohort and support students in small groups. Parental meetings and regular phone calls from AYL/PYL for all underperforming PP students. Behaviour report for PP students whose investment in learning is a concern. Matt Messias intervention working on strategies to improve attitude, motivation, self-belief towards exams. Reward incentives for attending 100% of the holiday intervention sessions. Reward incentives during the weekend interventions during exams. 'Challenge for All' to be focused on in Year 11 SLT drop ins. Year 11 team mentoring with low iL scores. Working lunch room with computers to aid revision and homework.

PP Review of Data 2025/26

Pupil Premium Review of Actions 2024/25

1.1

During the academic year 2024/25, the Academy sustained its significant investment in teaching and learning. A full and carefully structured programme of professional learning and development (PLD) was delivered, with a clear and explicit focus on raising standards for pupils eligible for the Pupil Premium (PP). This programme placed strong emphasis on classroom circulation, the provision of timely and constructive feedback, and the development of reading and comprehension skills as core priorities. To strengthen delivery, IRIS technology was employed across carefully established peer groups, allowing staff to share practice, observe colleagues, and engage in reflective discussions. The impact of this approach is evident in Sistra Observe data, where notable improvements have been recorded in relation to feedback, questioning, lesson pace, and the level of challenge presented to learners. The positive effects of reading strategies are also well documented in the Reading Report presented to governors, which draws on evidence from both Sistra drop-ins and NGRT testing.

1.2

As referenced above, the systematic embedding of reading strategies has had a substantial and measurable impact on the reading attainment of PP pupils. Progress is now consistently monitored using NGRT assessments, enabling the Academy to track outcomes at an individual and cohort level with precision. A strategic decision was taken during 2024/25 to discontinue NGRT in favour of Sparx Reader, which has proved to be a highly effective tool. Since its introduction, improvements in reading ages have been recorded across all year groups and every sub-cohort, including boys, girls, and pupils from low, middle, and high prior attainment groups. This progress demonstrates the inclusivity and scalability of the strategy. For 2025/26, Sparx Reader will be extended to Year 11 pupils, and Sparx Maths will be introduced to complement the literacy focus with a parallel emphasis on numeracy.

1.3

The 'Votes for Schools' initiative remained firmly embedded within the tutor-time programme during 2024/25. However, a comprehensive review was undertaken in response to concerns that pupil-led sessions varied in quality and that time constraints within the tutor schedule limited opportunities for in-depth exploration of issues. The findings of this review have shaped a revised approach, which places greater emphasis on teacher input to drive quality and ensure consistency. This adjustment seeks to preserve the spirit of pupil engagement while guaranteeing that sessions remain purposeful, relevant, and impactful.

1.4

Progress in numeracy during 2024/25 was led by the Maths Department, which has taken a prominent role in raising the profile of numerical skills across the Academy. Actions have been carefully monitored and evaluated to ensure effectiveness. Looking ahead, the focus for 2025/26 will be on strengthening cross-departmental collaboration, embedding numeracy into a broader range of subjects, and maintaining a sharper level of scrutiny around impact. The introduction of Sparx Maths is expected to be transformative in equipping pupils with stronger foundational numeracy skills and improving outcomes across the curriculum. Due to the success of Sparx reader in raising literacy levels as measured by NGRT standardised reading scores. We have also introduced sparks numeracy to the programme for 2025/26.

1.5

Professional development continued to be a strong feature of Academy life in 2024/25, with a well-received programme of sessions delivered throughout the year. For 2025/26, further PLD sessions have been scheduled both after school and within INSET days, expanding opportunities for staff development. Additional optional sessions are also available, ensuring that early career teachers, new staff, and those participating in mentoring have access to tailored support. This commitment to ongoing professional learning underscores the Academy's focus on building capacity and expertise within its teaching body.

1.6

Lesson drop-ins and feedback opportunities continued to increase in frequency during 2024/25, contributing to a culture of reflective practice and professional dialogue. Monitoring of these activities, which tracks both the quantity and quality of drop-ins, is overseen by the Teaching and Learning team. Sistra Analytics provides the data framework to analyse patterns and trends, enabling leaders to identify strengths and areas for development. The system remains integral to the evaluation of teaching and learning initiatives, including the PP Pathways Teaching and Learning Strategy.

1.7

The Academy's homework policy was fully embedded across the year, supported by Satchel One software, which allows departments and senior leaders to track completion rates and ensure consistency. For 2025/26, expectations will be raised: the threshold for detention will reduce from non-completion of five pieces of homework to three. To ensure fairness and accessibility, the Homework Club continues to run daily after school, providing supervised study space, staff support, and full access to IT facilities. This ensures all pupils, including those eligible for PP, are able to meet expectations.

1.8

Personal development and the development of character remain central to the ethos of Wath Academy. These areas are consistently validated through external assessments such as Kite Marks, Quad Visits, and the findings of Ofsted. Funding has played a vital role in sustaining and enhancing these programmes, enabling the Academy to provide a responsive and high-quality personal development curriculum that complements academic achievement and prepares pupils for life beyond school.

Section 2: Targeted Academic Support

2.1

The 'Achieve' programme continues to be one of the Academy's most important strategies for preparing Year 11 pupils for final examinations. Every pupil was provided with a comprehensive revision and preparation package, including structured resources and opportunities for extended learning. Analysis of outcomes demonstrates that pupils who engaged fully with the programme achieved significant success in their exams. However, engagement within the PP cohort was inconsistent, particularly among those pupils identified within the APB and PA groups. The structure of the 'Achieve' programme will remain unchanged in 2025/26, but there will be a renewed focus on monitoring engagement closely and providing additional support to ensure that all PP pupils participate fully.

2.2

APB provision continues to play a critical role in supporting Academy culture by maintaining high standards of behaviour and ensuring all pupils, including those who might otherwise disengage, achieve qualifications that support progression into employment, training, or further education. In 2024/25, the Year 11 APB cohort was smaller than in previous years, and adjustments made to curriculum and delivery reduced the negative impact of this group on overall results compared with 2023/24. Looking ahead, further refinements will be made to the APB curriculum to strengthen provision and safeguard the Academy's culture and standards.

2.3

The Student Support Base has been essential in ensuring pupils remain in mainstream education, particularly during a challenging year. Numbers in this cohort were consistent with those in 2023/24, but outcomes were considerably stronger in 2024/25, reflecting the increasing effectiveness of the support provided. This provision will continue to be funded and developed to ensure its ongoing success.

2.4

The Student Support Team, working alongside the Support Base, played a crucial role in improving attendance, maintaining classroom engagement, and supporting academic achievement. Their work in 2024/25 was notably more effective than in 2023/24, demonstrating the impact of sustained investment. This strategy will remain in place going forward.

2.5

Transition has been a particular strength of the Academy during 2024/25. Every aspect of the transition plan was implemented, with qualitative feedback from pupils, parents, and staff proving extremely positive. The incoming Year 7 cohort for 2024/25 has been the best in the Academy's recent history in terms of both behaviour and attendance. Demand for places has reached record levels, reflecting the Academy's growing reputation. Communication and collaboration with local primary schools have also been stronger than ever, laying solid foundations for sustained success.

2.6

The provision of additional learning time through Period 5 sessions has become an integral part of the Year 11 offer. Although the precise quantitative impact is difficult to isolate, the strategy has fostered a strong culture of commitment to extended learning. Feedback from staff, pupils, and parents has been overwhelmingly positive, confirming that these sessions are seen as valuable and worthwhile. The Academy will continue this practice into 2025/26 as a key element of exam preparation.

2.7

Pupil Premium funding has enabled the Academy to continue delivering small group tutoring for PP pupils. With government funding for tutoring reducing year on year, the school's own investment has been essential in maintaining this provision. Without this allocation, access to additional tutoring for PP pupils would be significantly curtailed.

Section 3: Wider Strategies

3.1

Raising aspirations and self-esteem remains an ongoing priority within the Academy. Further branding work is planned for 2025/26 to reinforce the Academy's vision and key drivers, ensuring that they remain visible and influential across all aspects of school life. The programme of motivational speakers, including visits from high-profile figures such as Matt Messias, will continue, providing pupils with inspiration and tangible examples of resilience, achievement, and ambition.

3.2

Character Education has continued to develop during 2024/25. Following changes introduced in previous years, delivery has shifted away from external providers towards a tutor-time model coordinated internally by a designated lead. This has allowed the programme to become more embedded in the Academy's culture, while still responding flexibly to the needs of pupils. The primary challenge has been ensuring sufficient time is allocated within a busy tutor timetable, but adjustments have been made to maximise opportunities. The programme will be sustained and enhanced further in 2025/26.

3.3

The House competition system has been one of the Academy's most successful initiatives of 2024/25. Engagement levels reached record highs, with large numbers of pupils actively participating in competitions and events. Funding for the system will continue, with particular emphasis on maximising PP engagement to ensure pupils benefit fully from the opportunities provided.

3.4

Attendance and punctuality have been identified as major determinants of pupil outcomes. In 2025/26, the Academy will introduce three new PP-specific strategies designed to secure sustained improvement:

- Re-Connect: one-to-one tutoring for PP pupils with severe absence or school refusal linked to mental health, delivered by staff with additional allocation time.
- AYL/PYL Incentivised Groups: targeted groups of 20 PP pupils (10 boys and 10 girls) per year group, with £100 provided each half-term to fund incentive programmes.
- PP Attendance Prizes: recognition for both perfect attendance and significant improvements, including separate prize draws exclusively for PP pupils.

These strategies will be closely monitored throughout the year, with progress reviewed and documented in the PP Attendance Plan.

3.5

The behaviour system has been effective in maintaining a calm and purposeful working environment across the Academy during 2024/25. However, PP pupils remain disproportionately represented in behaviour and suspension data, as detailed in the Behaviour KPI report. Addressing this imbalance remains a priority, and further investment in behaviour support and preventative strategies will be made during 2025/26.

3.6

A comprehensive programme of careers education and guidance was delivered during 2024/25. This included work experience opportunities for Year 10 and Year 12 pupils, a Careers Day with workshops and mock interviews, and multiple university visits. With two qualified Careers Advisers in post, every pupil received tailored careers meetings, with PP pupils given additional targeted support. This personalised approach ensured that pupils were well informed and able to make appropriate choices about their next steps. Careers education will continue to be prioritised in 2025/26.

3.7

All funding allocated to student meals was fully utilised in 2024/25. This support remains essential in ensuring that no pupil is disadvantaged and that every pupil is able to access nutritious meals during the school day. The provision will remain a priority in 2025/26.

3.8

The Compassionate Resource Fund was also fully spent in 2024/25. This funding plays an important role in supporting the most vulnerable pupils and will remain a priority moving forward.

3.9

Targeted small-group support delivered through PP funding has had a clear qualitative impact. Feedback from pupils has been strongly positive, with many expressing increased confidence and improved understanding of subject content. This successful strategy will enter its second year in 2025/26.

3.10

Training for staff has continued to place strong emphasis on mental health, which has been central to achieving the Wellbeing Gold Kitemark and the Inclusion Quality Mark (IQM). The strategies and initiatives that led to these achievements will remain in place, as maintaining high-quality wellbeing provision is essential for both academic and personal development outcomes.

3.11

Enrichment opportunities were delivered to all pupils in 2023/24 for the first time and this practice continued successfully in 2024/25. It will remain a key focus in 2025/26. While after-school enrichment uptake has improved, further progress is needed, and additional efforts will be directed towards widening participation and sustaining engagement across the year.

3.12

Careers Information, Advice and Guidance (CIAG) was delivered to an exceptionally high standard in 2024/25. Every pupil received at least one careers interview, with multiple interviews arranged for PP pupils or those with specific needs. The programme also included careers fairs, guest speakers, work placements, mock interviews, and visits to higher education providers. This comprehensive approach ensured that PP pupils received bespoke support at key transition points. Funding for 2025/26 will maintain this high standard of delivery and ensure that all pupils continue to benefit from world-class CIAG provision.

3.13

No review for this section of the plan – the Swimming funding is a new initiative identified because of the contextual need and general benefits of ensuring all students can swim. Ensuring disadvantaged students gain essential life-saving skills and confidence through free swimming lessons, addressing inequality in access to provision. This is particularly vital given the school's proximity to a large lake, where water safety is a key safeguarding concern. Swimming also promotes health, resilience, and wider participation, supporting students' personal development and wellbeing