

# Pupil Premium Allocation for Disadvantaged Students 2020 – 2023 (2020- 2021 Review)

## Wath Academy



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

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

#### Essential understanding of the Pupil Premium

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

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

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

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

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

**Section 3 – 2020 – 2023 Overview of barriers which have a detrimental impact on progress:**

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

**Section 4 - Below is an review of the spending of the £400,560 pupil premium for 2020/2021 as part of the three year PP spending plan. The plan aims to remove barriers and ensure our disadvantaged pupils excel. The plan will be reviewed aging by September 2022 yearly and amended appropriately. All strategies included form part of a three-year plan to raise the attainment of disadvantaged students:**

Area of Intervention	Identified Barriers	Rationale	Cost PA (£)	Staff Responsible	Intended Impact	Lessons Learned												
1. Implementing and embedding our new academy Vision and Key Drivers.	<p>Low aspirations</p> <p>Lack of confidence, character, grit determination</p> <p>Attendance below ‘national for all students’</p> <p>Learning Habits</p>	<p>The embedding of our new Vision and Key Drivers. These are rooted in high expectations, no excuses and world-class learning. This were created with the input of all staff and students. The Vision and Key Drivers underpin everything that happens within the academy.</p> <p>This is part of our whole school ethos and aids the academy in consciously avoiding stereotyping disadvantaged students by referring to them as a group (Supporting the Attainment of Disadvantaged Pupils, DfE; November 2015). This vision sets the highest expectations for all students.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> <li>• additional whole school ‘motivational speaker sessions’.</li> <li>• new assembly programme package to embed the vision</li> <li>• the embedding of the ‘vision’ around the school, particularly the new classrooms: signage, photo boards, quotes, displays etc.</li> <li>• a % salary of new senior leader role who will lead the enrichment and character education curriculum</li> </ul> <p><b>EEF Research</b></p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Behaviour Interventions	Moderate	High	Parental Engagement	Moderate	Moderate	25,000	Executive Principal, Principal	<p>Continue to develop the aspirations, self-esteem and growth mind set of our disadvantaged students through the use of motivational speakers.</p> <p>Continue the progress 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>This programme has been rolled out fully throughout 2020-21.</p> <p>Kevin Micher has lead on the character education programme to support the embedding of Key Drivers and Matt Messias has supported small group interventions later in the year. Generic indicators show this to be a success in the early stages.</p> <p>Progress 8 performance remains broadly static from 2020 results with a Progress 8 score of -0.01 compared to 0.02 in 2020 CAG but still vastly improved on the -0.56 progress from 2019 validated data. (We must remain cautious that we are not comparing like for like data due to CAG and TAG processes).</p> <p><b>Next Steps</b> – Continue the programme and review against priority areas including underperforming PP cohorts and PP students with low iLl.</p>
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<p><b>2. Character Education</b></p>	<p>Low Aspirations</p> <p>Lack of confidence, character, grit determination</p> <p>Attendance below 'national for all students'</p> <p>Learning Habits</p> <p>Cultural Stimulus</p> <p>Lack of role models</p>	<p>The new 'character building' curriculum is to be fully embedded across all year groups via our assembly and tutor time programme. This is based on the work '7 steps to happiness' and 'goal setting' work by Kevin Mincher (motivational speaker) about raising aspirations, having hope, aiming high, improving grit and determination and excelling in life. This program includes training students and staff to share information and learn how to work collaboratively. Confidence and self-awareness are vital to support the growth of metacognition and independent learning. "Your qualifications get you the interview, but your character gets you the job."</p> <p>The premium will be used to part fund the continued running and delivery of this curriculum:</p> <ul style="list-style-type: none"> <li>• Cost of motivational speaker</li> <li>• Character education days including staff CPD</li> <li>• Academic mentoring delivery</li> </ul> <p><b>EEF Research</b></p> <table border="1" data-bbox="566 667 1537 856"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and self-regulation	Low	High	<p>£11,000</p>	<p>Vice Principal and Associate Assistant Vice Principal</p>	<p>Develop the 'character' of our disadvantaged students.</p> <p>Improve hope, aspiration, ambition, grit and resilience.</p> <p>Increase the number of students applying to Russell Group Universities and Oxbridge.</p> <p>Increase the number of disadvantaged students who are 'Fully Invested' within the Investment in Learning measure.</p> <p>Improve the attendance of disadvantaged students</p>	<p>The Character Education programme has been fully delivered throughout the year including during times of lockdown where students have been supported to ensure they have access to IT.</p> <p>The success of this has been highlighted as particularly difficult to measure. In an attempt to quantify gains we have devised a 51-point questionnaire to complete biannually. We now have data that we can measure impact against in December 2021. From the data we have also identified significant areas for development when comparing PP and NPP cohorts.</p> <p>The number of students attending Russell Group Universities and Oxbridge was in line with the previous year.</p> <p>Increase in number of disadvantaged students attaining the 'Fully invested' measure in the investment for learning rose by 3 percentage points from LC1 to the final LC measure in academic year 2020-21</p> <p>Attendance compared to last year was lower, however attendance at Wath Academy for the academic year 2020-21 was at 93.5%, this is significantly higher than the reported national average throughout the year. Attendance of PP students was 89%, this was above the national average reported through the year.</p> <p><b>Next Steps</b> – Continue the programme and review against priority areas including underperforming PP cohorts and PP students with low IIL.</p>
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<p><b>3. Competition-based house system.</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Lack of cultural stimulation</p> <p>Lack of role models</p> <p>Lack of enrichment opportunity</p>	<p>The premium funds 31% of the running and delivery costs of our competition-based house system. The vision for our house system is 'building teamwork, confidence and community through competition'.</p> <p>Instilling the confidence for all students to earn as many points as possible for their house through competition.</p> <p>The cost covers:</p> <ul style="list-style-type: none"> <li>• The resources for the House assemblies</li> <li>• House system marketing and signage</li> <li>• The running costs e.g. competitions, enrichment opportunities</li> </ul> <p><b>EEF Research</b></p> <table border="1" data-bbox="566 1598 1537 1759"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Arts participation</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Sports participation</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and Self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Arts participation	Low	Moderate	Sports participation	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and Self-regulation	Low	High	<p>£4,000</p>	<p>Assistant Vice Principal</p>	<p>Ensure participation levels per competition increase through improved advertising of events.</p> <p>Improve the character, grit and determination of our disadvantaged students.</p> <p>Maintain 100% participation of at least one house event throughout the year.</p>	<p>2020-21 has produced significant issues with the participation in house competition and events due to lockdowns and bubble system within the Academy. Participation for PP students was set at 21.08% compared to 37.64% for NPP. There was no previous data to compare this with.</p> <p>While data is not available from prior years we can see there is currently a participation gap between PP and NPP students of 8% for taking part in at least three house competitions. We also have 27% PP students in KS3 and 4 while 21% of participants come from the PP cohort. We will continue the aim to eradicate this gap by the end of the three-year PP spend cycle.</p> <p><b>Next Steps</b> – Increase diversity and amount of competitions. Implement a tracking system that can accurately evaluate the participation of PP students.</p>
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<p><b>4. Implementation of rigorous 'attendance and punctuality' systems.</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Attendance below 'national for all students'</p> <p>Underachievement at KS2 compared to Non-Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of sleep or poor nutrition</p>	<p>Pupils have to be in school and able to pay attention before they can access learning. More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p><u>Attendance strategies:</u></p> <ul style="list-style-type: none"> <li>Attendance and punctuality at Wath Academy is now led by a Vice Principal, an Associate Assistant Vice Principal has also been appointed with a sole focus of attendance. Part of the premium is used to part fund these salaries.</li> <li>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'.</li> <li>Daily visits home by attendance team to students with absences, longer term medical and students who are a cause for concern. ACL/SBR also works with families (pupil premium focus) conducting visits to those who may not engage as well over the phone or come in to school to meet. ACL directs home visits for attendance team and arranges for students who are visited to return into school later that day.</li> <li>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.</li> <li>Conduct card system to improve punctuality.</li> <li>CPD for Tutors all staff are working to improve attendance.</li> <li>Additional attendance officer – We now have three members of staff in our attendance team.</li> <li>'Rewards for all' for good attendance e.g. chocolate bars for 100% weekly attendance, based on student voice.</li> </ul> <p><u>EEF Research</u></p> <table border="1" data-bbox="566 1205 1525 1348"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Behaviour Interventions	Moderate	High	Parental Engagement	Moderate	Moderate	<p>£60,000</p>	<p>Assistant Headteacher</p>	<p>Increase disadvantaged attendance to be in line with the national average of non-disadvantaged students.</p> <p>Decreased number of disadvantaged PA students.</p> <p>Improve punctuality of all students.</p>	<p>Attendance of PP students was 89% compared to non-PP at 95.3%. The gap between PP and non-PP has widened during the pandemic.</p> <p>PP attendance of 89% is above that of reported national averages for all students during the pandemic.</p> <p><b>Next Steps</b> - PYL's due to be back involved in home visits this year increasing the push on attendance.</p> <p>The attendance team will coordinate their visits. This allows for a more targeted approach which has greater impact.</p> <p>The Conduct card system will be re-launched this year and students will be given a negative comment if they are late to lesson.</p> <p>Attendance pyramid will again be back up and running from September 2021. This will allow for a more interactive and visual approach to the delivery of the tutor time attendance session.</p> <p>Tutor time session every week led by tutors.</p> <p>New attendance badges used for each year group from September 2021. Potentially students could have 5 badges if they manage 100% attendance for the 5 years.</p>
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<p><b>5. Behaviour system</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Attendance below 'national for all students'</p> <p>Poor Learning Habits</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to Non-Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of sleep or poor nutrition</p>	<p>Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> <li>• Consequences behaviour system (simple, clear, 100% system)</li> <li>• Staff CPD and constant refinement</li> <li>• Active support – Good, constant, active presence around the academy.</li> <li>• 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.</li> <li>• Pastoral support provided by both the AYL and PYL. These staff also form relationships with families in order to break down any barriers.</li> </ul> <p><u>EEF Research</u></p> <table border="1" data-bbox="560 772 1522 884"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behaviour Interventions	Moderate	High	Mentoring	Moderate	High	<p>£22,000</p>	<p>Vice Principal and Associate Assistant Vice Principal</p>	<p>Improved Investment in Learning scores for disadvantaged students.</p> <p>Improved behaviour will reduce any lost learning time, leading to increased understanding in lessons.</p> <p>Decrease in FTEs of disadvantaged students.</p>	<p>Number of individual PP student FTEs at 11.1% compared to 26.69%.</p> <p>Number of '1 or more FTE (PP)' at 6.4% compared to national figure of 4.93%</p> <p>Number of '2 or more FTE (PP)' at 2.9% compared to national figure of 5.11%.</p> <p>Removal data is currently stable but the slight rise has been attributed to a raise in standards in the Academy and length of lessons making removals more likely.</p> <p>C3 has gone from 39% PP to 43% from 2019-20 to 2020-21.</p> <p>C5 has gone from 40% to 56% from 2019-20 to 2020-21 even accounting for a slight increase in PP numbers this is not going to account for the increase in comparison to NPP students.</p> <p><b>Next Steps</b> – Continue to monitor behaviour using the weekly data sheet.</p> <p>Implement the new academy report system.</p> <p>Implement the PP student mentor system.</p>
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<p><b>6. Improving the quality of teaching and learning</b></p>	<p>Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of cultural stimulation Lack of exposure to a wider vocabulary Lack of role models</p>	<p>The Implementation of the 'Wath teaching and learning standard' will rapidly improve the quality of T&amp;L and marking at the academy. This will ensure a consistently high standard of 'quality first teaching'.</p> <p>Tuesday Period 6 CPD for all staff (39 weeks) - CPD which embeds these standards is to be regularly offered to continue to drive the highest expectations and further improve the quality of feedback and learning dialogue between teacher and student. Specific CPD will be delivered focusing specifically on, pace challenge, Oracy, high achieving disadvantaged students, disadvantaged boy's literacy and disadvantaged SEN to fully embed effective and proven strategies throughout the academy.</p> <p>Staff are provided with a research based, impactful teaching and learning book which plays a significant part in staff CPD.</p> <p>This funding is also used to develop the quality of whole school teaching and learning. The 'drop-ins' programme is ensuring that our 'teaching and learning' team are driving forward the quality of 'day in day out' teaching and learning.</p> <p>We have run a rigorous IRIS triad programme which involves all staff.</p> <p>This premium will also be used to part fund the salaries of staff who lead in the key areas above.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="560 919 1525 1108"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Mastery Learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Mastery Learning	Low	Moderate	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	<p>£28,000</p>	<p>Vice Principal and Associate Assistant Vice Principal</p>	<p>Improving the quality of teaching and learning for our disadvantaged students leading to improved outcomes.</p> <p>Improved outcomes for disadvantaged students</p>	<p>The percentage of teachers that deliver lessons consistently at or better than the teaching and learning standards has increased from 66% in 19-20 to 85% in 2021.</p> <p>951 'drop-ins' completed by SLT. All staff receive developmental, verbal and written actionable feedback. Further 'drop-ins' completed within faculties.</p> <p>100% of staff engaged in IRIS – the teacher self-reflection tool.</p> <p><b>Next Steps –</b> Continue to monitor/ develop teaching and learning through weekly drop ins. Continue to deliver reactive PLD to all staff Implement Sirsa observe to more effectively monitor the whole academy areas for development and strengths.</p>
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<p><b>7. Improving literacy levels and reading ability</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Lack of role models</p>	<p>American research suggests that richer families experience 45 million words, whilst working class families and families on welfare experience just 20 and 13 million words respectively. Although the research comes from America this highlights the need to expose our disadvantaged students to a wider range of vocabulary.</p> <p>The fund will be used to purchase:</p> <p>Lucid Exact Test – This tests students in order to establish access arrangements for examinations.</p> <p>Dyslexia Screener Annual Licence &amp; Portfolio – Used to identify any specific need.</p> <p>NGRT - To test, bi-annually, reading ability and put intervention in place for those with a reading age below their chronological age</p> <p>YARC - Identifies difficulties with word recognition, reading fluency or reading comprehension</p> <p>Read Write Inc. – Reading intervention to engage students with low reading ages in reading and writing.</p> <p>Lexonik – Phonics based literacy tool used to improve vocabulary and literacy</p> <p>Accelerated Reader – a programme designed to ensure students are reading reading-age appropriate books designed to enhance overall reading ability</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="557 961 1525 1140"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Metacognition and Self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Metacognition and Self-regulation	Low	High	Social and emotional learning	Moderate	Moderate	Mentoring	Moderate	High	<p>£15,189.79</p>	<p>Assistant Vice Principal / SENCO</p>	<p>Improvement in the reading ages of disadvantaged students.</p> <p>Improved outcomes for disadvantaged students.</p>	<p>All students in Year 7, 8 and 9 have completed the NGRT reading assessments. Giving clear nationally standardised data from which reading interventions can be measured.</p> <p>Reading Data added to all live files. Allowing to staff to target strategies/ support.</p> <p>PLD sessions delivered to staff on reading – Academy standardised strategies for improving reading in lessons have been introduced.</p> <p><b>Next Steps –</b></p> <p>Second round of NRGT data to be recorded September 21 for all Y7, Y8, Y9. Impact of strategies measured against this data.</p> <p>Whole school reading strategy to be fully implemented.</p>
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Social and emotional learning	Moderate	Moderate																			
Mentoring	Moderate	High																			

<p><b>8. Improving numeracy and mathematical ability</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Lack of role models</p>	<p>Poor numeracy skills can have a significant impact on people's lives:</p> <p><b>Employment</b> People with poor numeracy skills are more than twice as likely to face unemployment</p> <p><b>Wages</b> Recent data by the OECD show a direct relationship between wage distribution and numeracy skills</p> <p><b>Money</b> Good numeracy is linked to a range of positive financial behaviours including saving frequency and keeping up with bills</p> <p><b>Health</b> 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><b>Social, emotional and behavioural difficulties</b> Children with these problems are more likely to struggle with numeracy, even taking into account factors such as home background and general ability</p> <p><b>School exclusions</b> Pupils beginning secondary school with very low numeracy skills are more likely to face exclusion</p> <p><b>Truancy</b> 14-year-olds who have poor maths skills at 11 are more than twice as likely to play truant</p> <p><b>Crime</b> A quarter of young people in custody have a numeracy level below that expected of a 7-year-old. Similarly, 65% of adult prisoners have numeracy skills at or below the level expected of an 11-year-old</p> <p>The fund will be used to purchase Hegarty Maths. The programme provides students with the opportunity to watch mathematical methods being modelled before attempting to answer questions which they also receive feedback on. This programme plays a significant role in the mathematics homework and revision strategies.</p> <table border="1" data-bbox="560 1346 1525 1562"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Metacognition and Self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Homework</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Mastery Learning</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Metacognition and Self-regulation	Low	High	Feedback	Low	Moderate	Homework	Low	Moderate	Mastery Learning	Low	Moderate	<p>£1,200</p>	<p>Principal, Head of Maths</p>	<p>Improved outcomes in maths for disadvantaged students</p>	<p>Maths performance of PP students (-0.12) was broadly in line with CAG grades from 2020 (-0.03). This showed a sustained improvement from last validated data in 2019 (-0.29).</p> <p>Data continues to show underperformance of PP (-0.12) student compared to NPP (0.37). With a small reduction in the gap between the two cohorts (2020 = -0.51; 2021 = -0.49). The gap between PP and NPP maths performance remains greater than validated data from 2019.</p> <p>Next Steps – Continue to implement numeracy strategy across the academy.</p> <p>Grow links with other academies to promote best practice and share expertise.</p> <p>Increase early identification of students to receive additional support for numeracy</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><b>9. Satchel:One</b></p>	<p>Low aspirations</p> <p>Poor Learning Habits</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of resources at home</p>	<p>The use of Satchel:One is aimed to improve the quality of homework set by staff for students. All homework is now set via Satchel:One and is aimed at either prepping students for upcoming learning or embedding recent learning. This will ensure that homework has a beneficial impact on learning.</p> <p>This App based program allow staff to set homework electronically, either assignments, tests and quizzes. Students are able to hand in work to the class teacher or submit homework online. Completion of homework is logged in the App and is available to be seen by teachers, students and parents with students and parents receiving reminders of deadlines for homework.</p> <p>Students will be set homework in line with the school policy and show my homework allows leaders to quickly quality assure how staff follow the policy also the quality of work set. Improved homework completion will lead to increased e-praise points.</p> <p>Reports are also available to leaders including the completion rate of groups of students, such as disadvantaged.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="560 737 1525 917"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Homework</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Mastery Learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Feedback	Low	Moderate	Homework	Low	Moderate	Mastery Learning	Low	Moderate	Parental Engagement	Moderate	Moderate	<p>£7,500</p>	<p>Associate Assistant Vice Principal</p>	<p>Increased setting of homework to embed learning/prepare learning will improve the knowledge and understanding of students.</p> <p>Increased completion rate of homework will improve students learning leader to improved outcomes</p> <p>Students to develop their independent learning.</p>	<p>The data shows that there is a gap on the PP and NPP completion rate and on average there is 15% less PP students that complete homework although this does fluctuate throughout the year.</p> <p><b>Next Steps</b> – AYLs and PYLs to identify consistent re-offenders and regularly meet with parents.</p> <p>Re-open the homework club each day after school.</p>
Intervention	Cost	Impact																			
Feedback	Low	Moderate																			
Homework	Low	Moderate																			
Mastery Learning	Low	Moderate																			
Parental Engagement	Moderate	Moderate																			

<p><b>10. Votes for Schools</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Lack of enrichment opportunity</p>	<p>‘VotesforSchools’ is a program delivered through tutor time two morning a week. It explores current affairs and allows all students to engage in learning that goes beyond the school gates. The platform uses child and youth focused topics to capture the interests of students across the school. The diversity of topics ensures all students have ample opportunity to discover an interest or subject that they may not have been introduced to previously.</p> <p>‘VotesforSchools’ sessions help to support a wide range of skills that contribute to character development in students. These include tolerance, empathy, oracy, confidence and resilience. Through weekly debate and discussion, students are given a safe space to explore social and political issues.</p> <p>This allows the building of skills such as tolerance, respect, compassion, listening to others and hearing views that are opposed to their own or those of their family/friends. Through relevant topics spread over the course of the academic year, students cover a range of subjects that support their understanding of physical and mental health. They also explore the contributing factors in society that impact their holistic health.</p> <p>‘VotesforSchools’ directly aligns with the government’s ‘Prevent Duty. ‘VotesforSchools’ provides weekly content that enables students to engage with controversial topics and discuss moral dilemmas. This supports them in building the skills that will enable them to be resilient in their communities. By directly addressing topics around equality, such as LGBT inclusion, as well as topics directly linked to extremism, students are also developing the skills to understand these issues in an unbiased and objective way, often challenging views held by other influences in their lives.</p> <p>This year a further emphasis is placed on public speaking. Students now have a dedicated section within their planners to write a speech which they will perform to their peers.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="560 1056 1525 1199"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Metacognition and Self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Metacognition and Self-regulation	Low	High	Parental Engagement	Moderate	Moderate	<p>£1,500</p>	<p>Associate Assistant Vice Principal</p>	<p>Improved engagement in current affairs to raise pupils’ awareness of the wider world</p> <p>Increased opportunities for students to work together and develop their Oracy skills (inc. Public speaking).</p> <p>Increased confidence in presentational Oracy skills evident through ‘Oracy’ Investment in Learning category.</p>	<p>The votes for school programme has been fully implemented during lockdown and throughout the academy year. All students have received two tutor periods per week where they have completed the content of the Votes For School curriculum.</p> <p>Students have been able to study topics developing their cultural capital and understanding of current events. Supporting them to develop the scaffolding required to build future learning upon.</p> <p>Review of Votes for Schools lessons through the SLT lesson observation programme have highlighted the success of this initiative. Outcomes are broad and will take the full three years of the plan to fully assess but initial indicators are positive.</p> <p><b>Next Steps</b> – Continue to ensure that students are exposed to a range of topical issues.</p> <p>Ensure that all students deliver speeches as part of VfS to develop their public speaking skills.</p>
Intervention	Cost	Impact																
Aspiration Intervention	Moderate	Low																
Metacognition and Self-regulation	Low	High																
Parental Engagement	Moderate	Moderate																

<p><b>11. Y11 Achieve Programme</b></p>	<p>Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Underachievement at KS2 compared to Non-Disadvantaged</p>	<p>Our intense, rigorous intervention package ensure that our Y11 disadvantaged students are fully prepared for all aspects of Y11</p> <ul style="list-style-type: none"> <li>Weekend and holiday intervention to allow additional time for curriculum coverage and coursework completion</li> <li>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)</li> <li>Extension of the school day for Y11s (2:40 - 3:40 pm Mon, Wed, Thurs, Fri)</li> <li>Provide all students with all revision materials at the October revision festival</li> <li>Specific revision evenings for both students and parents (core subjects, how to revise, dealing with stress)</li> <li>Targeted students receive small group tuition Art</li> <li>PP Boys targeted through bespoke mentoring program</li> <li>Motivation strategy linking Investment in learning to student rewards such as a free ticket to the prom</li> </ul> <p><b>EEF Research</b></p> <table border="1" data-bbox="560 722 1525 909"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Extended school time</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Extended school time	Moderate	Low	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	<p>£98,000</p>	<p>Vice Principal and Assistant Vice Principal</p>	<p>Significantly improve the progress 8 performance of our disadvantaged students.  Individual Math and English progress pillars in line with national.</p>	<p>Much of the spend from the achieve programme has not been used as anticipated in 2020-21. The reason for this is the inability to run any residentials as a result of the Covid pandemic and removal of external public examinations.  The budget indicated in the 2020-21 plan has been used to complete, holiday and weekend interventions for examinations that did take place including vocational qualifications like PE. It has also been used to fund the intervention sessions that have taken place to reduce attainment gaps between PP and NPP students in the Academies internal testing for the TAG process. The positive results of this can be seen in the outcomes that maintain PP progress on -0.01, above national and above the last validated outcomes of -0.56 from 2019.  Extension of the Academy day in Y11, revision materials and all revision evenings have been delivered as planned. Art tuition, PP Boys mentor programme and motivation strategies have also been delivered.  <b>Next Steps</b> – Review the Y11 and Y13 strategies to identify strategy document to review the proposed spending.</p>
Intervention	Cost	Impact																			
Extended school time	Moderate	Low																			
Collaborative learning	Low	Moderate																			
Feedback	Low	Moderate																			
Individualised Instruction	Low	Moderate																			

<b>12. Alternative Provision Base</b>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Attendance below 'national for all students'</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to Non-Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of resources at home</p> <p>Lack of sleep or poor nutrition</p>	<p>Although we successfully support a large number of students with SEN, Mental Health needs and engage a variety of external agencies to further enable these students to access mainstream education, a small cohort of students have specific educational needs that require more specialist, individualised responses, including some onsite Alternative Provision.</p> <p>The academy feels that investing in these students within a specialist onsite external provision will give them the change of environment and alternative, bespoke curriculum they need short term to support them to make the best progress.</p> <p>Students study: Maths GCSE, English Literature and Language GCSE's and Science GCSE. Additionally, they study for a Certificate in Auto Maintenance, Art GCSE, BTEC Sport and have a work experience opportunity.</p> <p>These interventions will be constantly reviewed to ensure their continued effectiveness and modified if necessary.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="560 709 1525 898"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behaviour interventions	Moderate	Moderate	Mentoring	Moderate	Low	Social and emotional learning	Moderate	Moderate	Individualised Instruction	Low	Moderate	<p>£40,000</p>	<p>Vice Principal</p>	<p>Improved outcomes for students where there is a risk of significant underachievement</p> <p>Building good relations with students by an experienced member of staff will improve attendance of students and also their Investment in Learning.</p> <p>Provide an adequate route to post 16 education and training.</p>	<p>Overall students' attendance in the APB improved by 10% and was 17% above the PRU national average for attendance.</p> <p>Punctuality of the students significantly improved from 188 instances of Lateness (when students were in mainstream) to 29 lateness when in the APB.</p> <p>The number of behaviour incidents significantly decreased from 513 incidents (when students were in mainstream) to 61 incidents when the students were in the APB provision.</p> <p>100 % of students in Y11 secured a positive progression route into further education or employment.</p> <p><b>Next Steps –</b></p> <p>APB move into new premises September 21 – improving the vocational learning opportunities.</p> <p>Further develop the onsite curriculum – September 21</p> <p>Further develop the external provision and work experience opportunities – September 21.</p>
Intervention	Cost	Impact																			
Behaviour interventions	Moderate	Moderate																			
Mentoring	Moderate	Low																			
Social and emotional learning	Moderate	Moderate																			
Individualised Instruction	Low	Moderate																			

<p><b>13. Behaviour support unit</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p>	<p>Inclusion provision for students at risk of exclusion. A programme of intervention for those at risk of fixed term exclusions, repeats of FTE or permanent exclusions; linked with Behaviour Manager, Inclusion staff, safeguarding team and external agencies</p> <p>Behaviour manager to develop strategies to help support students to manage their behaviour to avoid disruption to learning. Students to work on English and Maths skills when accessing the Behaviour Support Unit</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="566 464 1531 646"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Small group tuition</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Behaviour Interventions	Moderate	High	Mentoring	Moderate	High	Small group tuition	Moderate	Moderate	<p>£25,000</p>	<p>Assistant Vice Principal</p>	<p>Improve student behaviour and remove barriers to learning for students in specific subject areas.</p> <p>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>Number of individual PP student FTEs at 11.1% compared to 26.69%.</p> <p>Number of '1 or more FTE (PP)' at 6.4% compared to national figure for NPP of 4.93% and 10.79%.</p> <p>Number of '2 or more FTE (PP)' at 2.9% compared to national figure of 5.11%.</p> <p>Attendance of PP students was 89% compared to non-PP at 95.3%. The gap between PP and non-PP has widened during the pandemic.</p> <p>PP attendance of 89% is above that of reported national averages for all students during the pandemic.</p> <p><b>Next Steps –</b></p> <p>BSU team – to work closely with APB provision (now based in the same provision), supporting the students who are at risk of escalating negative behaviour.</p> <p>Continue to monitor the behaviour/ attendance/ of all students in the academy, identifying students for intervention in the weekly behaviour meetings.</p> <p>Continue to run specific individual and group work interventions with targeted students. E.g friendships/ anger management/ anxiety.</p>
Intervention	Cost	Impact																			
Aspiration Intervention	Moderate	Low																			
Behaviour Interventions	Moderate	High																			
Mentoring	Moderate	High																			
Small group tuition	Moderate	Moderate																			

<p><b>14. Student support teams</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to Non-Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of resources at home</p> <p>Lack of sleep or poor nutrition</p>	<p>The school has dedicated support staff (Pastoral Year Leaders) assigned to each year group. They aim to improve students' behaviour, attendance, Investment in Learning and outcomes. A proportion of the PYP salaries comes from the Pupil Premium Allocation.</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><b>EEF Research</b></p> <table border="1" data-bbox="557 800 1525 947"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behaviour Interventions	Moderate	High	Mentoring	Moderate	High	Parental Engagement	Moderate	Moderate	<p>£42,000</p>	<p>Assistant Vice Principal</p>	<p>Improve student attendance and behaviour</p> <p>Improved outcomes for students</p> <p>Improved investment in Learning</p>	<p>Number of individual PP student FTEs at 11.1% compared to 26.69%.</p> <p>Number of '1 or more FTE (PP)' at 6.4% compared to national figure for NPP of 4.93% and 10.79%.</p> <p>Number of '2 or more FTE (PP) at 2.9% compared to national figure of 5.11%.</p> <p>Removal data is currently stable but the slight rise has been attributed to a raise in standards in the Academy and length of lessons making removals more likely.</p> <p>C3 has gone from 39% PP to 43% from 2019-20 to 2020-21.</p> <p>C5 has gone from 40% to 56% from 2019-20 to 2020-21 even accounting for a slight increase in PP numbers this is not going to account for the increase in comparison to NPP students.</p> <p>Attendance of PP students was 89% compared to non-PP at 95.3%. The gap between PP and non-PP has widened during the pandemic.</p> <p>PP attendance of 89% is above that of reported national averages for all students during the pandemic.</p> <p><b>Next Steps</b> – Student Support Teams due to be back involved in home visits this year increasing the push on attendance.</p> <p>The attendance team will coordinate their visits with the Student Support Teams. This allows for a more targeted approach which has greater impact.</p> <p>Continue to identify students and use student support teams to provide for additional needs</p> <p>Implement the new academy report system.</p> <p>Implement the PP student mentor system.</p>
Intervention	Cost	Impact																
Behaviour Interventions	Moderate	High																
Mentoring	Moderate	High																
Parental Engagement	Moderate	Moderate																

<p><b>15. Transition (including early transition 5-week programme for vulnerable disadvantaged pupils)</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Attendance below 'national for all students'</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to Non-Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p>	<p>A selected group of pupils each year have a targeted, bespoke transition programme which gives them an insight into the academy. This enables them to become leaders when their peers arrive for a 3-day transition as they know the school and can promote the whole school ethos. These students are carefully identified to ensure the right package of support is in place, this has included evening tours (after the building is emptied of students) and visits to them within their primary setting.</p> <p>Wath Academy staff periodically visit primary schools in order to deliver sessions with a view to forming positive relationships with students, parents and the primary staff.</p> <p>Primary students also visit Wath Academy to experience our facilities and ease the fear of transitioning that some students feel.</p> <p>Transition is now strategically led by an Associate Assistant Vice Principal.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="560 682 1522 831"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Parental engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behaviour interventions	Moderate	Moderate	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	<p>£7,000</p>	<p>Assistant Vice Principal / SENCO</p>	<p>Reduction in behaviour points and FTEs of disadvantaged students joining us from primary schools.</p>	<p>The bespoke transition programme has run as expected in 2020-21. Including involvement from PYLs, SEN team, SLT and teaching Staff.</p> <p>All primary feeder schools have been visited by a member of SLT to deliver a presentation about WA, also to meet the students in each academy. WA has provided a languages teacher to primary academies that have requested tis support.</p> <p>Despite the challenges of Covid, a full three-day transition was delivered in WA. Student will also receive a final transition day on Friday 3<sup>rd</sup> September. The academy offered a further week of transition to the whole Y6 cohort.</p> <p><b>Next steps</b> - Transition will continue to run as planned in September 2020-21. The academy will look at growing the languages support and finding financial support from primary academies to run this in a more cost-effective manner.</p>
Intervention	Cost	Impact																
Behaviour interventions	Moderate	Moderate																
Parental engagement	Moderate	Moderate																
Social and emotional learning	Moderate	Moderate																

<p><b>16. Good quality Careers Education and Life Skills</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Lack of cultural stimulation</p> <p>Underachievement at KS2 compared to Non-Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p>	<p>Students are targeted to receive Careers education at different times through the year to supplement their curriculum. This takes many different forms and involves a large number of outside agencies to provide bespoke Careers advice and education to meet the individual's needs.</p> <p>Level 6 trained member of staff.</p> <p>The academy coordinates the following activities to enhance student awareness of careers and the steps students need to take to allow them to follow a chosen career path:</p> <ul style="list-style-type: none"> <li>• Careers Fair to all years showcasing a wide range of employers and higher education providers</li> <li>• Get Up to Speed STEM events</li> <li>• Specific assemblies focussing on Wath alumni students showing careers possible to students at Wath.</li> <li>• HeppSY provision, providing links to higher education through university taster days/revision days</li> <li>• Work Shadowing days where students shadow an appropriate adult during their normal day of work</li> <li>• Careers Café present at Y8 and Y11 parents evening to provide support to students and parents</li> </ul> <p>Specific 'Life Skills department deliver a 5-year curriculum 1 hour per week.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="560 957 1522 1066"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Parental Engagement	Moderate	Moderate	<p>£15,000</p>	<p>Assistant Vice Principal</p>	<p>The careers provision aims to increase aspirations and awareness of our students of the opportunities available and equip them with the means of following a chosen career path.</p> <p>The 100% achievement of all GATSBY benchmarks</p> <p>Continued reduction in NEETs.</p>	<p>The careers fair did not run as an event in the academy in 2020-21 due to covid restrictions on large gatherings. This was replaced by the careers team providing careers support and guidance remotely.</p> <p>Planned STEM events still took place however many of these were delivered remotely by the providers as was the case with the use of HeppSY.</p> <p>Due to the challenges of covid, the academy provided a careers coordinator that provided all Y11 students bespoke careers interviews and follow ups for all RONI, SEN and PP students.</p> <p>All Y9 students were provided a programme of careers information advice and guidance prior to selecting options.</p> <p><b>Next Steps</b> – The academy will continue to run the careers programme as planned. Form September 2021 we will also include a careers advice drop in for all students, including those that have left the academy, the aim is to eliminate all NEET students.</p>
Intervention	Cost	Impact													
Aspiration Intervention	Moderate	Low													
Parental Engagement	Moderate	Moderate													
<p><b>17. Meals</b></p>	<p>Lack of sleep or poor nutrition</p>	<p>Allocated through the PYLs and SLT to specific students identified as high risk (either through known access to St John's food bank or other family circumstances). This fund ensures vulnerable students have access to a meal at lunchtime or at some time throughout the day.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="560 1255 1522 1371"> <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>£1,500</p>	<p>Principal, Assistant Vice Principal, SENCO</p>	<p>No disadvantaged students to go hungry due to lack of care or resources at home.</p> <p>Improvement of disadvantaged student's attendance to be in line with non-disadvantaged.</p>	<p>In 2020-21 the meals budget was used as planned. The fund allocated to this programme was supplemented by £1,500 from the PP budget as planned.</p> <p><b>Next Steps</b> – Moving forwards the academy will continue to budget from this support to PP students.</p>
Intervention	Cost	Impact													
Parental engagement	Moderate	Moderate													
Social and emotional learning	Moderate	Moderate													
<p><b>18. Compassionate Resource</b></p>	<p>Lack of resources at home</p> <p>Lack of sleep or poor nutrition</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><b>EEF Research</b></p> <table border="1" data-bbox="560 1654 1522 1770"> <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>£3,000</p>	<p>Principal</p>	<p>No disadvantaged students to go without any equipment or kit which would prevent attendance or progress.</p>	<p>In 2020-21 the compassionate resource budget was used as planned. The fund allocated to this programme was supplemented by £3,000 from the PP budget as planned.</p> <p>Examples of this support include the provision of bus passes, equipment and uniform to families burdened by, home upheaval, family crisis, severe debt and delays to state support.</p> <p><b>Next Steps</b> – Moving forwards the academy will continue to budget from this support to PP students.</p>
Intervention	Cost	Impact													
Parental engagement	Moderate	Moderate													
Social and emotional learning	Moderate	Moderate													

<p><b>19. Using data to ensure all interventions are based on evidence.</b></p>	<p>Attendance below 'national for all students'</p> <p>Poor Learning Habits</p> <p>Underachievement at KS2 compared to Non-Disadvantaged</p>	<p>Part funding of our data system (4 matrix) which allows all data to be easily accessible and useable by all staff. This enables school leaders to respond effectively and share the rationale for improvements more effectively with all staff, the package includes CPD for all staff. Interventions and strategies are evidence driven, allowing staff to effectively track progress using the most accurate data and make evidence-based decisions.</p> <p>The implementation of 'CPOMS' and Provision Map to efficiently track and monitor need and spend.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="557 499 1525 575"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Feedback	Low	High	<p>£1,170.21</p>	<p>Principal, SENCO, Data Manager</p>	<p>Continue the progress 8 upward trend of disadvantaged students.</p>	<p>4 matrix has continued to be central to the tracking systems used in the academy including monitoring of PP students to implement improvement strategies.</p> <p>CPOMS was used effectively by the Safeguarding team – the use of this platform will be extended this academic year.</p> <p><b>Next Steps</b> – Continue to review the effectiveness of 4 matrix and CPOMS.</p>
Intervention	Cost	Impact										
Feedback	Low	High										

**Contingency Plan for disadvantaged students should a national or local lockdown be enforced**

In order to fund these initiatives allocated spend from the Achieve programme can be redistributed as if we are in a local or national lockdown we will be unable to run this strategy.

Area of Intervention	Identified Barriers	Rationale	Cost	Staff Responsible	Intended Impact	Lessons Learned
<p><b>Emergency Care Provision</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to Non-Disadvantaged</p> <p>Lack of role models</p> <p>Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of resources at home</p> <p>Lack of sleep or poor nutrition</p>	<p><b>Student Visits</b> PYLs, SEN team and safeguarding team to conduct targeted visits to vulnerable students to check on welfare and mental health.</p> <p><b>Regular phone calls</b> Maintain regular contact with vulnerable students to ensure they are engaging with Microsoft teams and check on their welfare.</p> <p><b>Online meetings between key staff and parents</b> Maintain levels of communication between the academy and families ensuring that all important planned meetings can still go ahead.</p> <p><b>Risk Assessments for at risk students</b> Students at risk identified and an appropriate risk assessment put in place by the relevant staff.</p> <p><b>Core Group meetings to continue virtually</b> Meetings to be held remotely to ensure usual levels or review and support are in place for vulnerable students.</p> <p><b>Online counselling</b> Our onsite counsellor will be able to continue to offer sessions to those students in need via Microsoft Teams.</p> <p><b>Tutor calls home</b> Tutors to call home at regular intervals to ensure all students have appropriate support with Microsoft Teams engagement.</p> <p><b>Registers</b> Registers to be taken to monitor online engagement with sessions. The attendance team will then follow up any issues.</p>	<p>Will be continually reviewed</p>	<p>DSL / SENCO SEN and Safeguarding Teams</p>	<p>No additional disadvantages to be suffered throughout the period of lockdown.</p> <p>Students maintain regular contact with the academy to ensure we fully met the needs of each child despite the challenges.</p>	<p>Due to the National Lockdown that took place in 2020-21 all planned systems were put into action.</p> <p>The academy developed a new system for accurately recording registrations during home lockdowns.</p> <p>Next Steps - Due to the success of actions put in place the academy intends to use these strategies in the next academic years contingency plan.</p>

<p><b>Microsoft Teams</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of role models Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of resources at home</p>	<p><b>Laptops allocated to vulnerable students who do not have access to digital devices</b> All students to have access to a laptop / Chromebook to ensure that they receive lessons over Microsoft Teams. A new survey will be conducted to find out who requires access to technology.</p> <p><b>Students to receive additional training on Microsoft Teams</b> Students to receive video tuition on how to operate the new functions of Microsoft Teams to ensure they can fully engage in every aspect of the lesson.</p> <p><b>Students to receive appropriate internet usage session</b> All students to access a session on appropriate computer/internet usage in which members of the safeguarding team will also share current risks to online usage.</p> <p><b>Increased training need on new functionality</b> Staff to receive CPD around the use of Microsoft Teams. This will also cover the new functionalities of the software.</p> <p><b>Staff CPD on appropriate usage</b> Staff to receive CPD around appropriate student usage of online software, the CPD will highlight signs of inappropriate student usage for them to look out for.</p> <p><b>TAs to sit in virtual teams lessons</b> TAs will be in virtual lessons as per their in-school support programme. They will then call the student they are supporting after the lesson to check understanding</p> <p><b>SLT presence in lessons</b> SLT will be dropping into lessons periodically to ensure engagement from students and quality of delivery from staff.</p>	<p>Will be continually monitored</p>	<p>Principal and Associate Assistant Vice Principal</p>	<p>All students to have access to every one of their lessons.</p>	<p>Due to the National Lockdown that took place in 2020-21 all planned systems were put into action.</p> <p>During lockdown 100% of PP students were provided full access to 100% of their lessons. This included the distribution of laptops and internet dongles to support the process. Where PP students struggles to access the support or had poor attendance, all were brought into the academy.</p> <p>Next Steps - Due to the success of actions put in place the academy intends to use these strategies in the next academic years contingency plan.</p>
<p><b>Satchal:One</b></p>	<p>Lack of resources at home</p> <p>Poor Learning Habits</p>	<p><b>All homework to be shared on Satchal:One</b> Students to have homework set in line with the Homework policy.</p> <p><b>Sharing of information with parents</b> Parents to be sent further communication to encourage their engagement with the homework platform. This will allow them to track their child's engagement in homework.</p>	<p>Will be continually monitored</p>	<p>Associate Assistant Vice Principal</p>	<p>All students complete all homework set</p>	<p>Satchel one was used for the setting of homework during lockdown as it is during normal working arrangements</p> <p>Next Steps – Use of Satchel One will be continued and reviewed throughout 2021-21.</p>
<p><b>Pastoral Provision</b></p>	<p>Low aspirations</p> <p>Lack of confidence, character, grit, determination</p> <p>Poor Learning Habits</p> <p>Lack of cultural stimulation</p> <p>Lack of exposure to a wider vocabulary</p> <p>Underachievement at KS2 compared to Non-Disadvantaged</p> <p>Lack of role models Distractions at home: Lack of suitable working space, support from parents</p> <p>Lack of resources at home</p> <p>Lack of sleep or poor nutrition</p>	<p><b>Parents Evenings</b> These will be offered remotely to ensure that parents still receive the detailed feedback required around their child's progress and investment in learning.</p> <p><b>Consequences System</b> The consequences system will continue to be enforced via online learning. Staff will call parents of any student who is disrupting the learning of others and inform the student's PYL.</p> <p><b>Attendance Team</b> The attendance team will continue to run reports on lesson registers completed by staff. This will inform further interventions and attendance team visits (if possible).</p>	<p>Will be continually monitored</p>	<p>Associate Assistant Vice Principal and Vice Principal</p>	<p>Maintain a good level of engagement for parents' evenings</p> <p>Conduct in online lessons is excellent</p> <p>Attendance to online sessions is in line with regular school attendance.</p>	<p>Parents' evenings continued throughout lockdowns and also through Covid restrictions. To support this the academy purchased a web based system to plan appointments and facilitate the meetings remotely.</p> <p>Consequences were run as they would be in a normal academic year and teachers had the ability to remove students from lessons and record this through the usual behaviour system.</p> <p>Online attendance was monitored through lockdown. This included the development of an online register due to the inflexibility of using SIMs from home. PYLs continued to monitor and follow up on attendance for all lockdown periods.</p> <p>Next Steps - Due to the success of actions put in place the academy intends to use these strategies in the next academic years contingency plan.</p>