

# Pupil Premium Allocation for Disadvantaged Students 2020 - 2023

## 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,

#### 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
3. Set our success criteria

<b>1. Whole-school ethos on attainment for all</b>	<b>2. Addressing behaviour and attendance</b>	<b>3. High quality teaching for all</b>	<b>4. Meeting individual learning needs</b>	<b>5. Deploying staff effectively</b>	<b>6. Data driven and responding to evidence</b>	<b>7. Clear, responsive leadership</b>
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## Statement of Intent

At Wath Academy, 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.

We know that outstanding teaching and leadership and a relentless focus on improvement will make a real difference at Wath Academy. Research highlights compelling evidence that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged students make changes to practice that is evidence based. As a result of this, we have used evidence from the following areas to support our planning to improve standards for disadvantaged and for all students at our Academy:

- The Education Endowment Foundation (EEF) Teaching Toolkit
- Comparison of our performance against the 'Families of Schools'
- The National Foundation for Educational Research (NFER) into the practice of schools that are successful in raising the attainment of disadvantaged students, as well as those which aren't so successful and the seven 'building blocks of success' common to the most effective schools.
- OFSTED update 2014 on Pupil Premium Progress
- DfE guidance on Improving attendance
- National Education Trust practical guide on Pupil Premium
- Teaching School Council recommendations
- Teach First Leading Together programme

## What is Pupil Premium?

Pupil Premium is a grant given to the Academy by the Department for Education as support for those children who receive free school meals (FSM6), along with children who have parents in the armed forces, those in Looked After Children or those who have been adopted. The extra funding was made available to schools and academies to help them eliminate the gaps in performance (attainment and progress) and in securing positive progression routes after 16/18 years old.

The Pupil Premium strategy at Wath Academy has been shaped with the aim of improving student progress and to 'close the gap' between the progress that disadvantaged students make in school compared with their non-disadvantaged peers nationally. Within this document, you will find a summary of the actions taken to address the barriers to learning that our most disadvantaged students face. This strategy is shaped in line with advice taken from our external Pupil Premium Review carried out by a national chartered review organisation in 2015 and subsequent guidance from within Maltby Learning Trust.

Wath Academy is ethnically predominantly white British. There are 1035 students on roll (at time of writing including the sixth form) of which 296 students are identified as eligible for Pupil Premium support in Year's 7 to 11 and a further 20 students in Year 12.

The Pupil Premium budget is vital to affecting our learners' lives and enables us to build strong relationships with the community and our Pupil Premium families, including those hidden by the constraints of the Pupil Premium criteria. We use the money to support children's learning and make Sir Thomas Wharton Academy's provision more accessible than it has ever been and subsequently improve outcomes and life chances for our disadvantaged young people.

**Students at Wath Academy who are disadvantaged 2021/2022:**

	Whole school	Year 7	Year 8	Year 9	Year 10	Year 11
% of disadvantaged students	27%	27%	30%	22%	27%	32%
Number of students	421	91	90	70	80	90

**Pupil Premium Grant and student numbers over 3 years**

Pupil Premium Grant	Approximate number of pupils	Average Per PP pupil (£)	Total grant (£)
2020 - 2021	399	955	381,045
2021 – 2022	421	970 (Projected)	408,560 (Projected)
2022 – 2023			

**The national allocation for 2020 - 2021 is as follows:**

In receipt of free school meals in the last 6 years (EFSM6)	£955
Looked After Children (LAC)	£2,345
Adopted	£2,345
Children of armed forces personnel	£310

Students in receipt of free school meals in Y12 and Y13 receive a bursary linked to their attendance at school.

The Department for Education has stated that schools “are free to spend the pupil premium as they see fit”. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the performance tables, which show the performance of disadvantaged students compared with their peers. The new Ofsted inspection framework requires the academy to publish online and in the annual report to parents/carers the attainment of student groups, in particular those that attract pupil premium.

Academic Year 2021 - 2022						
Year Group	7	8	9	10	11	Total
Number of students on roll Years 7-11	340	300	325	301	281	1547
Number of students eligible for Pupil Premium	91	90	70	80	90	421
% of Pupil Premium	27%	30%	22%	27%	32%	27% (Y7-11)
Pupil Premium Budget	408,560 (Projected)					

Year Group			Total
Number Pupil Premium Students			

**PUPIL PREMIUM PLANNED EXPENDITURE for Year 1 (2020 – 2021)**

1. Summary information					
School	Wath Academy				
Academic Year	2021 - 2022	Total PP budget (projected)	£408,560	Date of most recent PP Review	September 2021
Total number of students	1547 Y7-11 Y12-13	Number of students eligible for PP	421 Y7-11 Y12-13	Date for next internal review of this strategy	October 2022
Planned expenditure	£408,560	Contingency for in year	£15,000		

2. Current attainment (figures taken from most recent year)		
	Students eligible for PP (WA)	Students not eligible for PP (National average)
Progress 8 score average 2021 outcomes	-0.02	0.63
Attainment 8 score average 2021 outcomes	43.53	53.63
Basics 4+ 2021 outcomes	51%	75%
Basics 5+ 2021 outcomes	36%	55%

3. Barriers to future attainment (for students eligible for PP)	
<b>Academic barriers</b>	
A.	Low aspirations
B.	Lack of confidence, character, grit, determination
C.	Attendance below 'national for all students'
D.	Poor Learning Habits
E.	Lack of cultural stimulation
F.	Lack of exposure to a wider vocabulary
G.	Lack of role models
H.	Lack of enrichment opportunity
<b>Additional barriers (including issues which also require action outside school)</b>	
I.	Attendance of specific groups, poor social, emotional and mental health of some
J.	Lack of parental interest from some Pupil Premium families
K.	Lack of resources at home
L.	Underachievement at KS2 compared to non-Disadvantaged
M.	Distractions at home: Lack of suitable working space, support from parents
N.	Lack of sleep or poor nutrition

4. Intended outcomes (specific outcomes and how they will be measured)	Success criteria
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A.	Improve literacy and numeracy skills.	<ul style="list-style-type: none"> <li>• Increase the overall percentage of students achieving the basics measure as follows: <ul style="list-style-type: none"> <li>○ 4+ to 80% (8% above 2019 national results for non-disadvantaged students (Last validated data))</li> <li>○ 5+ to 60% (10% above 2019 national results for national non-disadvantaged students (Last validated data))</li> </ul> </li> <li>• To continue to close the gap between disadvantaged and non-disadvantaged students on each measure with rapidity over the next three years.</li> <li>• Develop and love of reading through 'reading for pleasure' to improve reading comprehension and metacognition across Key Stage 3.</li> <li>• Cross curricular teacher PLD programme for the improvement of numeracy skills.</li> <li>• Bespoke Achieve programme to effectively intervene with students and maximise performance in English and mathematics at GCSE.</li> <li>• Study skills and mentoring programme with sixth form students to maximise student outcomes.</li> <li>• Drive sixth form mentoring programme of year seven students.</li> </ul>
B.	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"> <li>• Deliver Character Education to widen the cultural capital of students and increase resilience through a 'never give up' culture.</li> <li>• 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.</li> <li>• Focused action cycles based upon outcomes.</li> <li>• Focused boys' improvement strategy.</li> </ul>
C.	<p>Improved outcomes for high ability and PP students:</p> <ul style="list-style-type: none"> <li>• Increase the Progress 8 score for higher ability students to above floor.</li> <li>• Rapidly close the gap between performance of higher ability PP and <ul style="list-style-type: none"> <li>○ non-PP students on key measures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Utilise pathways programme to ensure that all staff can identify and focus high-quality instruction on pupil premium students.</li> <li>• Identify students and modify classroom maps to ensure the classroom experience is optimised for these students.</li> <li>• Increase student attendance to enrich and inspire, either as a participant (at KS3) or as a student mentor (KS5).</li> <li>• Drive PLD programme for bespoke pupil premium pathways instruction.</li> <li>• Increase the proportion of high-quality teaching by embedding the lesson cycle through high-quality whole-school and departmental PLD.</li> <li>• Deliver departmental audits and improvement programmes related to pupil premium outcomes across KS3 - KS5 to secure high quality curriculum provision in all subject areas.</li> <li>• Robust Career Education Information Advice and Guidance (CEIAG) provision in place to meet the needs of students in all year groups.</li> <li>• Mentoring programme for all Y11 HA students.</li> <li>• Regular access to university and business links for students.</li> </ul>
D.	Improve attendance of PP and SEND students.	<ul style="list-style-type: none"> <li>• Attendance for all in line with national and the gap between disadvantaged and non-disadvantaged students close rapidly.</li> <li>• Provide SEMH support through the Behaviour and Inclusion Manager and counselling support through the Trailblazer project to support those with mental health issues.</li> <li>• Provide a high-quality alternative provision to ensure the successful education for selected students.</li> </ul>
E.	Engage Pupil Premium parents in their child's education	<ul style="list-style-type: none"> <li>• Increase the number of PP parents attending parents and information evenings to bring it in line with NPP parents.</li> <li>• Mentoring programme for Y11 PP students to provide close link between PP students and SLT.</li> <li>• Drive forward the boy's progress strategy, which includes a focus upon parents.</li> </ul>

**Planned expenditure**

**Academic year** 2021 - 2022

The three headings enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of education for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>															
<p><b>Improving the quality of teaching and learning</b></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 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="753 1203 1718 1383"> <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&amp;L analysis.</p> <p>Embed high quality curricula with clear departmental planning to support all students, including Pupil Premium students.</p> <p>Delivery of lesson content encourages oracy and reading comprehension to improve outcomes.</p> <p>Ensure all curriculum plans challenge students to access higher level terminology and subject content.</p> <p>High-quality provision for SEND students including individualised instruction and small group tuition.</p> <p>Use of IRIS triads to focus on pedagogy and practice in the classroom with a clear focus on PP pathway strategies.</p> <p>Weekly T&amp;L drops ins provide immediate feedback to staff on the quality of education they are providing and how they can improve pedagogy and practice.</p>	<p>Vice Principal and Associate Assistant Vice Principal</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022.</p>
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<p><b>Improving literacy levels and reading ability</b></p>	<p>Improvement in the reading ages of disadvantaged students.</p> <p>Improved outcomes for disadvantaged students.</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="756 903 1715 1081"> <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>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>Key stage 3 Step up class focusses on development of literacy and numeracy.</p>	<p>Vice Principal / Literacy Lead</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022.</p>
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Mentoring	Moderate	High																		

<p><b>Improving numeracy and mathematical ability</b></p>	<p>Improved outcomes in maths for disadvantaged students</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> <p><b>EEF Research</b></p> <table border="1" data-bbox="744 1373 1709 1591"> <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>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>Cross curricular links extended in order to develop numeracy skills in different contexts via staff PLD.</p>	<p>Principle / Head of Maths</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022. Termly.</p>
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<p><b>Votes for Schools</b></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>'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><b>EEF Research</b></p> <table border="1" data-bbox="759 1024 1715 1167"> <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>Associate Assistant Vice Principal</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022.</p>
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<p><b>Breakdown</b></p> <p><b>1. Improving the quality of Teaching and Learning - £23,500</b></p> <ul style="list-style-type: none"> <li>IRIS system - £1,500</li> <li>Resources – Staff CPD - £4,000</li> <li>Proportion of AAVP salary with focus on T&amp;L - £18,000 (24%)</li> </ul> <p><b>2. Improving literacy levels and reading ability - £15,189.79</b></p> <ul style="list-style-type: none"> <li>Lucid Exact Test - £875</li> <li>Dyslexia Screener Annual Liscence &amp; Portfolio - £554</li> <li>NGRT - £6,150</li> <li>YARC - £238</li> <li>Read Write Inc. - £2,336.50</li> <li>Lexonik - £3,350</li> <li>Accelerated Reader - £720</li> <li>Books - £966.29</li> </ul> <p><b>3. Improving numeracy and mathematical ability - £1,200</b></p> <ul style="list-style-type: none"> <li>Purchase of Hegarty Maths - £1,200</li> </ul> <p><b>4. Votes for School - £2,000</b></p> <ul style="list-style-type: none"> <li>Covering a proportion of the VfS package</li> </ul>					<p><b>Total budgeted costing</b> £39,889.79 + £3000 contingency</p>												

ii. Targeted support																				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?															
<b>Y11 Achieve Programme</b>	<p>Significantly improve the progress &amp; performance of our disadvantaged students.</p> <p>Individual Math and English progress pillars in line with national.</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</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"> <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 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>	Vice Principal and Assistant Associate Vice Principal	At each data collection and final review August 2022.
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Feedback	Low	Moderate																		
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<p><b>Alternative Provision Base</b></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>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><b>EEF Research</b></p> <table border="1" data-bbox="744 646 1709 835"> <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>Vice Principal</p>	<p>At each data collection and final review August 2021.</p> <p>Half-termly.</p>
Intervention	Cost	Impact																		
Behaviour interventions	Moderate	Moderate																		
Mentoring	Moderate	Low																		
Social and emotional learning	Moderate	Moderate																		
Individualised Instruction	Low	Moderate																		

<p><b>Behaviour support unit</b></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>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="750 401 1709 583"> <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 students in BSU provision.</p> <p>Tracking of attendance data for selected students accessing the BSU.</p> <p>Tracking behaviour data for C3 removals and C4, C5 sanctions picked up by students accessing BSU support.</p> <p>Entry to exams and success in outcomes for students in BSU provision.</p> <p>Destinations figures for selected students accessing the BSU – number of students that become NEETs.</p>	<p>Assistant Vice Principal</p>	<p>At each data collection and final review August 2021.</p> <p>Half-termly.</p>
Intervention	Cost	Impact																		
Aspiration Intervention	Moderate	Low																		
Behaviour Interventions	Moderate	High																		
Mentoring	Moderate	High																		
Small group tuition	Moderate	Moderate																		
<p><b>Student support teams</b></p>	<p>Improve student attendance and behaviour</p> <p>Improved outcomes for students</p> <p>Improved investment in Learning</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><b>EEF Research</b></p> <table border="1" data-bbox="750 1583 1709 1730"> <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 Vice Principal</p>	<p>At each data collection and final review August 2021.</p> <p>Half-termly.</p>			
Intervention	Cost	Impact																		
Behaviour Interventions	Moderate	High																		
Mentoring	Moderate	High																		
Parental Engagement	Moderate	Moderate																		

<p><b>Transition (including early transition 5-week programme for vulnerable disadvantaged pupils)</b></p>	<p>Reduction in behaviour points and FTEs of disadvantaged students joining us from primary schools.</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="744 615 1709 764"> <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 early intervention for SEN students with greatest needs.</p>	<p>Principal, Associate Assistant Vice Principal</p>	<p>Half-termly.</p> <p>Following final transition events in June 2021</p>
Intervention	Cost	Impact															
Behaviour interventions	Moderate	Moderate															
Parental engagement	Moderate	Moderate															
Social and emotional learning	Moderate	Moderate															
<p><b>Using data to ensure all interventions are based on evidence.</b></p>	<p>Continue the progress &amp; upward trend of disadvantaged students.</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="744 1367 1709 1444"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Feedback	Low	High	<p>Provision and review of data at each Learning Cycle by SLT Lead for outcomes.</p> <p>Publication of LC data for use in departments, by SLT and reports to governors.</p> <p>SLT line management minutes with department and faculty leads evidencing the review of all intervention.</p> <p>Academic Year lead review of strategies implemented to raise outcomes in PP cohort.</p> <p>Pastoral Lead for PP review strategies implemented for PP students in behaviour and attendance and report to Vice Principal for outcomes.</p>	<p>Vice Principal, SENCO, Data Manager, AYLs, PP lead PYL.</p>	<p>At each data collection and final review August 2021.</p> <p>Weekly review in outcomes meeting.</p>						
Intervention	Cost	Impact															
Feedback	Low	High															
<p><b>Total Budgeted Cost</b> £217,670</p>																	

<p><b>Breakdown of Costs</b></p> <p><b>5. <u>Y11 Achieve Programme - £98,000</u></b></p> <ul style="list-style-type: none"> <li>• Revision guides for all - £30,000</li> <li>• Holiday and weekend intervention cost - £20,000</li> <li>• Exam weekends (4 weekends during exams) - £30,000</li> <li>• Incentives for Revision - £6,000</li> <li>• Exam set up – PiXL strategies - £6,000</li> <li>• Art 1 to 1 tuition – Portfolio work - £4,000</li> <li>• Additional incentives based on the needs of the year group - £2,000</li> </ul> <p><b>6. <u>Alternative Provision Base - £40,000</u></b></p> <ul style="list-style-type: none"> <li>• Proportion of UPS staff teacher salary</li> <li>• Offsite Placements for ABP students</li> <li>• Resources for curriculum</li> </ul> <p><b>7. <u>Behaviour Support Unit - £25,000</u></b></p> <ul style="list-style-type: none"> <li>• Proportion of BSU Manager salary - £25,000</li> </ul> <p><b>8. <u>Student support teams - £46,500</u></b></p> <ul style="list-style-type: none"> <li>• Proportion of PYL salaries, allowing additional PYL (6 PYLs in KS3 and 4) - £42,000</li> <li>• Pastoral TLR - £2500</li> <li>• Pupil Premium TLR KS3 - £1000</li> <li>• Pupil Premium TLR KS4 - £1000</li> </ul> <p><b>9. <u>Transition - £7,000</u></b></p> <ul style="list-style-type: none"> <li>• Covering the costs of transition events both at Wath Academy and in the primary schools</li> </ul> <p><b>10. <u>Data systems - £1,170.21</u></b></p> <ul style="list-style-type: none"> <li>• Proportion of cost (SIMs CPOMs).</li> </ul>	<p>+£6000 contingency</p>
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iii. Other approaches																				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?															
<b>Implementing and embedding our new academy Vision and Key Drivers.</b>	<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>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" data-bbox="721 856 1685 1003"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration Intervention</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration Intervention	Moderate	Low	Behaviour Interventions	Moderate	High	Parental Engagement	Moderate	Moderate	<p>Review of speaker sessions and SLT assemblies.</p> <p>Academy branding and wall decorations.</p> <p>Review of impact using the academy review questionnaire.</p>	Principal	<p>October 2021. December 2021. February 2022. May 2022. July 2022.</p>			
Intervention	Cost	Impact																		
Aspiration Intervention	Moderate	Low																		
Behaviour Interventions	Moderate	High																		
Parental Engagement	Moderate	Moderate																		
<b>Character Education</b>	<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 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="721 1602 1685 1793"> <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>	Assistant Vice Principal and Associate Assistant Vice Principal	<p>Weekly October 2021. December 2021. February 2022. May 2022. July 2022.</p>
Intervention	Cost	Impact																		
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<p><b>Competition-based house system.</b></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>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="715 558 1673 722"> <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 Vice Principal</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022.</p>
Intervention	Cost	Impact																		
Arts participation	Low	Moderate																		
Sports participation	Moderate	Moderate																		
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Metacognition and Self-regulation	Low	High																		
<p><b>Implementation of rigorous 'attendance and punctuality' systems.</b></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>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><b>Attendance strategies:</b></p> <ul style="list-style-type: none"> <li>• 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.</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>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>Friday 100% chocolate rewards.</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 Vice Principal, AYLS, PYLs, Attendance team.</p>	<p>Weekly</p>															

		<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						
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Aspiration Intervention	Moderate	Low																		
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Parental Engagement	Moderate	Moderate																		
<p><b>Behaviour system</b></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>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><b>Strategies</b></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><b>EEF Research</b></p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>High</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behaviour Interventions	Moderate	High	Mentoring	Moderate	High	<p>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 Vice Principal</p>	<p>Weekly in SLT meetings and via data sheet</p>						
Intervention	Cost	Impact																		
Behaviour Interventions	Moderate	High																		
Mentoring	Moderate	High																		
<p><b>Satchel: One</b></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 use of Satchel: One is aimed to improve the quality of homework set by staff for students. All homework is now set via Satchel: One and is aimed at either prepping students for upcoming learning or embedding recent learning. This will ensure that homework has a beneficial impact on learning.</p> <p>This App based program allow staff to set homework electronically, either assignment, tests 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"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Homework</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Mastery Learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Parental Engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Feedback	Low	Moderate	Homework	Low	Moderate	Mastery Learning	Low	Moderate	Parental Engagement	Moderate	Moderate	<p>Completion of homework for PP students in line with their NPP peers.</p> <p>Increased quality and completion rates of HW by PP students as evidenced by work scrutiny carried out in department meetings and SLT in work scrutiny reviews.</p>	<p>Associate Assistant Vice Principal</p>	<p>All work scrutiny review of homework</p>
Intervention	Cost	Impact																		
Feedback	Low	Moderate																		
Homework	Low	Moderate																		
Mastery Learning	Low	Moderate																		
Parental Engagement	Moderate	Moderate																		

<p><b>Good quality Careers Education and Life Skills</b></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>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="715 957 1673 1068"> <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. High quality CEIAG provision to all year groups with the aim of providing at least 4 high quality interactions per student in their school career.</p> <p>Targeted high-quality careers and mock employer interviews for Year 11. Disadvantaged students and others are exposed to employers from different business sectors, university visits and talks.</p> <p>Work experience for PP students in Year 10 and secure the Careers Quality Award.</p> <p>Embed Character Education curriculum through tutor time and Life skills lessons.</p> <p>To embed the work of the Student Voice group in school improvement.</p> <p>To support students financially to engage with enrichment opportunities, music lessons, trips and food technology.</p> <p>Rewards system for all students delivered.</p> <p>Use of funding for extra-curricular transport.</p>	<p>Assistant Vice Principal</p>	<p>Half Termly</p>
Intervention	Cost	Impact												
Aspiration Intervention	Moderate	Low												
Parental Engagement	Moderate	Moderate												
<p><b>Meals</b></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>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="715 1413 1673 1524"> <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>	<p>Weekly</p>
Intervention	Cost	Impact												
Parental engagement	Moderate	Moderate												
Social and emotional learning	Moderate	Moderate												

<b>Compassionate Resource</b>	No disadvantaged students to go without any equipment or kit which would prevent attendance or progress.	<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="715 373 1673 485"> <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	No disadvantaged students to go without any equipment or kit which would prevent attendance or progress.	Principal, PYLs, safeguarding lead, SENCO.	Weekly
Intervention	Cost	Impact												
Parental engagement	Moderate	Moderate												
Social and emotional learning	Moderate	Moderate												

<p><b>Breakdown</b></p> <p><b>11. Implementing and embedding our new academy vision and key drivers - £25,000</b></p> <ul style="list-style-type: none"> <li>Motivational speakers including subscriptions to website resources - £7,000</li> <li>30% proportion of 'student planner' costs - £4,000</li> <li>New signage around the Academy - £6,000</li> <li>% of AAVP salary leading on 'Vision, signage, learning environment etc.' - £8,000</li> </ul> <p><b>12. Character Education - £11,000</b></p> <ul style="list-style-type: none"> <li>Growth Mindset and Mental Health First Aid Coach - £4,000</li> <li>Revision Strategies Coach - £2,500</li> <li>Lesson resources - £4,500</li> </ul> <p><b>13. Competition Based House System - £4,000</b></p> <ul style="list-style-type: none"> <li>House badges, House signage, House competition resources - £4,000</li> </ul> <p><b>14. Implementation of rigorous 'attendance and punctuality' systems - £59,000</b></p> <ul style="list-style-type: none"> <li>Additional Attendance officer - £20,000</li> <li>Attendance rewards - £7,000 (35% of total school attendance reward budget)</li> <li>PYL Attendance focus – Home visits – (6 x PYL salary with on costs) – 7% of their time - £20,000</li> <li>Proportion of AAVP salary (attendance focus) with on costs - £12,000</li> </ul> <p><b>15. Behaviour system - £22,000</b></p> <ul style="list-style-type: none"> <li>In-school Mental Health Practitioner (ATH) – Proportion of salary - £7,000</li> <li>Behaviour system infrastructure - £15,000             <ul style="list-style-type: none"> <li>Staff CPD</li> <li>Resources, photocopying, behaviour boards etc.</li> </ul> </li> </ul> <p><b>16. Satchel:One - £7,500</b></p> <ul style="list-style-type: none"> <li>Cost of Satchel:One - £7,500</li> </ul> <p><b>17. Good quality Careers Provision - £16,000</b></p> <ul style="list-style-type: none"> <li>Proportion of salary of 'Level 6 qualified Careers Mentor' - £15,000</li> <li>Careers Fair resources - £1000</li> </ul> <p><b>18. Meals - £1,500</b></p> <ul style="list-style-type: none"> <li>Fund used to ensure no student goes hungry</li> </ul> <p><b>19. Compassionate fund - £3,000</b></p> <ul style="list-style-type: none"> <li>Fund used to ensure all the basic needs of all students are met.</li> </ul>	<p><b>Total budgeted costing</b> £149,000</p> <p>+ £6000 contingency</p>
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**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
<b>Emergency Care Provision</b>	<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 of 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>	Will be continually reviewed	DSL / SENCO SEN and Safeguarding Teams	<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>
<b>Microsoft Teams</b>	<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</p> <p>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>	Will be continually monitored	Principal and Associate Assistant Vice Principal	All students to have access to every one of their lessons.

		<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>			
<b>Satchal: One</b>	<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>	Will be continually monitored	Associate Assistant Vice Principal	All students complete all homework set
<b>Pastoral Provision</b>	<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>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>	Will be continually monitored	Associate Assistant Vice Principal and Vice Principal	<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>