

# 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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## Covid-19 Catch Up Premium

## Covid-19 Catch-up Premium Spending: Summary

### SUMMARY INFORMATION

Total number of pupils:	1487	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£118,960		

### STRATEGY STATEMENT

The Vision at Wath Academy is

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

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

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

We acknowledge that “Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid-19 Support Guide for Schools – June 2020)

Wath Academy catch up priorities include:

- A focus on catching up any lost learning due to National lockdown or individual isolation
- Closing the gap between disadvantaged and non-disadvantaged students
- Ensuring the needs of SEN students are effectively met despite the challenge of online learning
- Closing the gap between attainment and progress of boys and girls
- Ensuring higher ability students continue to access high challenge in order to achieve the highest grades
- A focus on the development of reading across Key Stage 3
- Fully support student wellbeing from the impact of the covid pandemic
- Ensure the continual social development of students despite the effects of the covid pandemic

Strategies in this document have been split into the following three categories:

Three- tiered approach	Strategies
Quality Teaching for all	<ul style="list-style-type: none"> <li>• High-quality teaching for all whether in school or from home in line with the MLT T&amp;L standard</li> <li>• Effective feedback</li> <li>• Planning for and implementation of effective, high quality remote learning with a focus on 100% live teaching for all</li> <li>• Focusing on professional development for staff</li> <li>• Quality of teaching and learning in school despite restrictions imposed by covid safe risk assessment</li> </ul>
Targeted academic support	<ul style="list-style-type: none"> <li>• High-quality one to one and small group tuition where necessary</li> <li>• Teaching Assistants and targeted support</li> <li>• Academic tutoring and mentoring</li> <li>• Planning for pupils with Special Educational Needs and Disabilities (SEND)</li> <li>• Delivery of content which is appropriately pitched and responsive to student need</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>• Supporting pupils' social, emotional and behavioural needs</li> <li>• Planning carefully for adopting a Social and Emotional Learning curriculum</li> <li>• Communicating with and supporting parents including those with students of different ages</li> <li>• Successful implementation of a high quality of education in challenging times</li> <li>• Identifying vulnerable learners and supporting their individual need</li> <li>• Raising the profile of mental wellbeing whilst home learning occurs</li> </ul>

## **Barriers to learning**

### **POTENTIAL BARRIERS TO FUTURE ATTAINMENT**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Lack of resilience and independence when studying</li> <li>• Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students</li> <li>• Poor literacy and numeracy skills</li> <li>• Low aspirations</li> <li>• Lack of confidence, character, grit, determination</li> <li>• Attendance</li> <li>• Poor Learning Habits</li> <li>• Lack of cultural stimulation</li> <li>• Lack of a suitable working space</li> </ul> | <ul style="list-style-type: none"> <li>• Lack of resources at home</li> <li>• Lack of exposure to a wider vocabulary</li> <li>• Lack of role models</li> <li>• Lack of parental support</li> <li>• Lack of enrichment opportunity</li> <li>• Distractions at home</li> <li>• Lack of technology to engage in lessons</li> <li>• Loss of learning during lockdown</li> <li>• Loss of social skills</li> </ul> |
|---|--|

## Planned Expenditure for Current Academic Year

QUALITY TEACHING FOR ALL																					
Action	Identified Barriers	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Intended Impact against actual Impact	RAG															
PLD training for all staff on setting the highest expectations	<ul style="list-style-type: none"> <li>Lack of resilience and independence when studying</li> <li>Poor literacy and numeracy skills</li> <li>Low aspirations</li> <li>Lack of confidence, character, grit, determination</li> <li>Lack of cultural stimulation</li> <li>Lack of exposure to a wider vocabulary</li> </ul>	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p><b>EEF Rapid evidence assessment research for Distance learning</b> found that it is of paramount importance that students and staff have access to technology but can also use it effectively.</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>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Programme of lesson drop ins to be carried out by teaching and learning team and SLT.	AHO VP - T&L	<p><b>Ensure all lessons delivered by staff set the highest expectations for all students – Implementing a highest expectations mentality despite the gaps in learning and challenges of delivering learning remotely.</b></p> <p>Programme of lesson drop ins by T&amp;L team and SLT were carried out regularly, with feedback given to staff within 48 hours.</p> <p>Drop-ins were discussed at SLT, with further PLD needs and T&amp;L reminders discussed and planned into the whole school calendar as necessary.</p> <p>The majority of staff consistently show high expectations in the classroom, however this remains a priority to improve over the course of next academic year.</p>	
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Provide regular, effective lesson feedback in line with the MLT T&L standard remotely.	<ul style="list-style-type: none"> <li>Lack of resilience and independence when studying</li> <li>Poor literacy and numeracy skills</li> <li>Low aspirations</li> <li>Lack of confidence, character, grit, determination</li> <li>Lack of cultural stimulation</li> <li>Lack of exposure to a wider vocabulary</li> <li>Lack of technology to engage in lessons</li> </ul>	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p><b>EEF Rapid evidence assessment research for Distance learning</b> found that it is of paramount importance that students and staff have access to technology but can also use it effectively</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>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Purchasing of SISRA Observe software to ensure that findings from drop ins is recorded and centralised.	AHO VP - T&L	<p><b>Staff are aware of their own strengths and areas for development regarding live lesson delivery hence they engage in independent, group and facilitated PLD.</b></p> <p>Staff received live lesson drop-ins during school lockdown periods. Drop-ins continued in person when schools reopened. Feedback was given and discussed with all staff within 48 hours of the drop-in, with an email to summarise both strengths and areas for development.</p> <p>SLT and the T&amp;L team returned to staff to identify effectiveness of feedback and whether actions had been put in place to improve.</p> <p>Staff engaged in IRIS triads, staff PLD and development-focused deep dives.</p> <p>Due to inconsistent and unpredictable school operations due to Covid, SISRA Observe was purchased and set up but not launched. This will be moved to be launched in 2021/22.</p>	
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<p>Ensure access to live online learning for all students isolating</p>	<ul style="list-style-type: none"> <li>Lack of technology to engage in lessons</li> <li>Poor literacy and numeracy skills</li> <li>Lack of resilience and independence when studying</li> <li>Poor Learning Habits</li> <li>Lack of a suitable working space</li> <li>Lack of parental support</li> <li>Distractions at home</li> <li>Loss of learning during lockdown</li> </ul>	<p>EEF Rapid evidence assessment research for Distance learning found that teaching quality is more important than how lessons are delivered e.g clear explanations, scaffolding and feedback.</p> <p>It also found that peer interaction helps to motivate students to learn as opposed to downloading work and working alone.</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>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Homework</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Homework	Very Low	Moderate	<p>AHO to lead on provision of quality live online learning – Staff CPD to be provided. Guides to teaching and learning to be implemented.</p> <p>SWE to review the amount of students unable to access online learning and provide laptops or internet dongles to enable them to access work from home.</p>	<p>MSW VP Curriculum + PP / IGR – AVP data / SWE- AAVP / AHO VP T&amp;L / CST AAVP T&amp;L</p>	<p><b>Ensure 100% of students can access a quality teaching and learning provision when unable to access the academy due to covid.</b></p> <p>Laptops and dongles were provided to all students who required resources to access live learning.</p> <p>Students of key workers were given a safe, secure environment in the Academy to access online learning throughout the school day.</p> <p>Phonecalls and home visits were carried out by PYLs to ensure all students were able to access and fully engage with online learning during lockdown.</p> <p>AHO and T&amp;L team have delivered PLD for delivering high quality teaching and learning online.</p> <p>Drop-ins occurred throughout the lockdown period to feedback on the quality of T&amp;L throughout the Academy.</p>
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<p>Purchase whiteboards in planners and pens to aid assessment without walking around the class</p>	<ul style="list-style-type: none"> <li>Lack of resilience and independence when studying</li> <li>Low aspirations</li> <li>Lack of confidence, character, grit, determination</li> <li>Poor Learning Habits</li> <li>Loss of learning during lockdown</li> </ul>	<p>Evidence that Rosenshine’s Principles of Instruction support learning of students through input, support and challenge at each stage.</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>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	<p>CPD training on assessment strategies including the use of whiteboards.</p>	<p>AHO VP T&amp;L – CST AAVP T&amp;L</p>	<p><b>Ensure assessment of students to inform tasks and deliver challenge for all in all lessons.</b></p> <p>Whiteboards in planners purchased and will continue to be in planners going forward.</p> <p>PLD delivered to all staff on regulat use of assessment for learning.</p> <p>Deep dives and drop ins show that staff are not yet using assessment for learning consistently or effectively. This will be a focus for next academic year.</p>									
Intervention	Cost	Impact																					
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<p>Tracking of home learning engagement</p>	<ul style="list-style-type: none"> <li>Lack of resources at home</li> <li>Lack of a suitable working space</li> <li>Distractions at home</li> <li>Attendance</li> <li>Poor Learning Habits</li> <li>Low aspirations</li> <li>Lack of resilience and independence when studying</li> <li>Lack of cultural capital leading to low aspiration and</li> </ul>	<p>DFE research paper (Feb 2015) concluded that in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS4.</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>Moderate</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Homework</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour Interventions	Moderate	Moderate	Homework	Very Low	Moderate	<p>Create an attendance tracking system which tracks students log in details on Microsoft Teams. System then used to identify cohorts of students who are not engaging in online learning to allow for strategy planning.</p>	<p>MTA – AAVP CST AAVP T&amp;L</p>	<p><b>Ensure attendance to learning remines high for all students, maintaining high attainment outcomes.</b></p> <p>Home learning was tracked formally and effectively throughout lockdown periods.</p> <p>Attendance was <span style="background-color: yellow;"> </span> throughout period of lockdown in January 2021 to March 2021, which, based on published stated by CST, was well above average.</p> <p>PYLs and AYLs made calls and home visits to ensure home learning engagement.</p>						
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	<ul style="list-style-type: none"> <li>underperformance of Higher Ability Students</li> <li>Lack of sleep or poor nutrition</li> <li>Lack of technology to engage in lessons</li> <li>Loss of learning during lockdown</li> <li>Loss of social skills</li> </ul>				Behaviour system was put in place to ensure students were required to show fully engagement in all lessons.															
Purchase of visualizers for staff in departments where this can aid the online learning and also modelling during social distancing	<ul style="list-style-type: none"> <li>Lack of resilience and independence when studying</li> <li>Low aspirations</li> <li>Lack of confidence, character, grit, determination</li> <li>Poor Learning Habits</li> <li>Loss of learning during lockdown</li> </ul>	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p>EEF report Feedback as Low cost high impact strategy.</p> <p><u>EEF Research</u></p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Digital Technology</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	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	Digital Technology	Moderate	Moderate	Metacognition and self-regulation	Low	High	Department training bespoke to subject areas on how to effectively use the visualisers in each subject.	AHO VP T&L – CST AAVP T&L	<p><b>Ensure 100% of students can access a quality teaching and learning provision when unable to access the academy due to covid. Also to ensure students can view good quality modelling under covid restrictions.</b></p> <p>Purchase of webcams for all classrooms allowed for modelling to be used during lockdown periods.</p> <p>Visualisers purchased for departments to aid online learning and modelling at a distance in the classroom.</p>
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Metacognition and self-regulation	Low	High																		
Focus on Rosenshine strategies leading to all students knowing more and remembering more of the common curriculum being taught	<ul style="list-style-type: none"> <li>Lack of resilience and independence when studying</li> <li>Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students</li> <li>Poor literacy and numeracy skills</li> <li>Low aspirations</li> <li>Lack of confidence, character, grit, determination</li> <li>Lack of cultural stimulation</li> <li>Lack of exposure to a wider vocabulary</li> <li>Loss of learning during lockdown</li> <li>Loss of social skills</li> </ul>	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p>Data from Academy QA process will support strategies used</p> <p><u>EEF Research</u></p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Devote PLD to these strategies, Feedback for all staff in QA processes including unannounced drop ins every week (around 25) to focus on identified aspects of Rosenshine’s principles. Weekly agenda item at SLT meeting, report produced on T&L for Governors (T&L kip).	AHO VP T&L – CST AAVP T&L  MSW VP – Curriculum	<p><b>Evidence-based strategies are supporting students’ learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students’ to maximise learning and retain key subject knowledge.</b></p> <p>Rosenshine’s Principles book was purchased for every classroom teacher.</p> <p>PLD was devoted to exploring strategies and training staff to deploy them effectively.</p> <p>Drop-ins occurred throughout the year regularly, by SLT and the T&amp;L team, as well as middle leaders within their departments.</p> <p>T&amp;L was discussed every week in depth at SLT, identifying strengths and areas for development in these strategies throughout the Academy.</p>			
Intervention	Cost	Impact																		
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Purchase and training for Teams to deliver	<ul style="list-style-type: none"> <li>Lack of resilience and independence when studying</li> <li>Low aspirations</li> </ul>	<p>DFE research paper (Feb 2015) concluded that in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS4.</p> <p><u>EEF Research</u></p>	Give home learning responsibility to VP and include the	MSW VP Curriculum + PP / IGR – AVP data /	<b>Ensure 100% of students can access a quality teaching and learning provision when unable to access the academy due to covid.</b>															

<p>blended learning for isolating students and students in school at the same time. Also home learning during lockdown periods.</p>	<ul style="list-style-type: none"> <li>Lack of confidence, character, grit, determination</li> <li>Poor Learning Habits</li> <li>Lack of resources at home</li> <li>Lack of parental support</li> <li>Distractions at home</li> <li>Lack of technology to engage in lessons</li> <li>Loss of learning during lockdown</li> <li>Loss of social skills</li> </ul>	<table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Digital Technology</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Digital Technology	Moderate	Moderate	<p>attendance team and pastoral support team. Record, attendance. Create caseload for attendance team and PYLs.</p>	<p>SWE- AAVP / AHO VP T&amp;L / CST AAVP T&amp;L</p>	<p>AHO and T&amp;L team have delivered PLD for delivering high quality teaching and learning online.</p> <p>Drop-ins were conducted for online lessons to identify strengths of online learning to be shared in future PLDs.</p> <p>Drop-ins were conducted for online lessons to identify areas for improvement to deliver further PLD.</p>
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<p>Continuation of regular homework setting to support literacy and numeracy skills development</p>	<ul style="list-style-type: none"> <li>Low aspirations</li> <li>Poor Learning Habits</li> <li>Lack of role models</li> <li>Distractions at home</li> <li>Lack of resources at home</li> <li>Loss of learning during lockdown</li> </ul>	<p>National evidence showed that younger students, in particular, fell behind with reading and numeracy skills during the first lockdown.</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>Moderate</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Homework</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour Interventions	Moderate	Moderate	Homework	Very Low	Moderate	<p>Effective review of reading data produced from NGRT.</p> <p>Whole school and departmental reading strategy documents produced.</p>	<p>AHO/GMA</p>	<p><b>High priority focus on reading, literacy and numeracy skills</b></p> <p>Reading PLD was delivered at the end of the summer term.</p> <p>The love of reading element of the curriculum intent was emphasised and shared again with staff.</p> <p>KS3 Co-Ordinator of English is now leading on Reading and has created a strategy plan to improve reading at Wath Academy.</p> <p>Review of NGRT reading data occurred and improvements and greater rigour have been put in place to ensure all students are effectively and rapidly tested to ensure most intervention can occur as soon as they begin Year 7.</p> <p>There was a large increase in the amount of homework set for students. During lockdown there was a focus on homework which could be completed away from a computer screen. Following parental feedback, departments have reviewed their homework policies to ensure that homework set is meaningful.</p> <p>More work needs to be done on whole school PLD and awareness of reading. Not all staff drive this or implement it in their day to day teaching. This will be a drive and focus for next academic year.</p>						
Intervention	Cost	Impact																					
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Homework	Very Low	Moderate																					
<p>Continued focus on Character Education through tutor</p>	<ul style="list-style-type: none"> <li>Low Aspirations</li> <li>Lack of confidence, character, grit determination</li> <li>Learning Habits</li> </ul>	<p>With 27% of our students being 'disadvantaged' the barriers which come with this cohort can prevent them from effectively engaging in learning, especially when routines change. Therefore Character Education in which grit, resilience, determination, work ethic and confidence are worked upon is essential.</p> <p><b>EEF Research</b></p>	<p>Focus on daily delivery of a planned Character Education program through</p>	<p>SWE</p>	<p><b>Students continue to develop Character and Cultural Capital to prepare for life in the wider world.</b></p>																		

time and assemblies	<ul style="list-style-type: none"> <li>Cultural Stimulus</li> <li>Lack of role models</li> <li>Loss of social skills</li> </ul>	<table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and self-regulation	Low	High	form time and assemblies each day both in school and during lockdown	<p>SWE created and deployed a highly effective Character Education programme.</p> <p>Drop-ins need to increase for tutor periods, to ensure high quality T&amp;L of Character Education.</p> <p>SLT and T&amp;L team need to identify strengths and areas for development of tutor time delivery. PLD needs to also mention and focus on delivery of the tutor programme.</p>
		Intervention	Cost	Impact															
		Aspiration intervention	Moderate	Moderate															
		Behaviour interventions	Moderate	Moderate															
		Social and emotional learning	Moderate	Moderate															
Metacognition and self-regulation	Low	High																	

**Total budgeted cost:** £20,000

**TARGETED ACADEMIC SUPPORT**

Action	Identified Barriers	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Intended Impact against actual Impact	RAG															
Additional 150 Hours of teaching for Y11 exam year group.	<ul style="list-style-type: none"> <li>Low aspirations</li> <li>Lack of confidence, character, grit, determination</li> <li>Poor Learning Habits</li> <li>Loss of learning during lockdown</li> <li>Loss of social skills</li> </ul>	<p>Gaps in curriculum identified by heads of department and within start to end point plans</p> <p>Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations (ROA, mocks and summer exams)</p> <p><u>EEF Research</u></p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>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	Parental meetings / information a and rational shared. SLT and Pastoral year leads chase up attendance to ensure 100% buy in. SLT drop in and QA of delivery.	MSW / SLI / IGR	<p><b>Ensure coverage of all examined content for all lessons and allow planned period of revision to take place.</b></p> <p>Information and rationale was presented to parents in an assembly by LRA/IGR/MTA/SLI.</p> <p>Year 11 additional hours were implemented and continued throughout lockdown periods online.</p> <p>Year 10 began additional hours in Term 3 to further ensure loss of learning is minimised.</p>	Green
Intervention	Cost	Impact																			
Extended school time	Moderate	Low																			
Collaborative learning	Low	Moderate																			
Feedback	Low	Moderate																			
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Review of 'Approach to Learning' of students and departments to implement interventions to address this.	<ul style="list-style-type: none"> <li>Low aspirations</li> <li>Lack of confidence, character, grit, determination</li> <li>Poor Learning Habits</li> <li>Lack of role models</li> <li>Distractions at home</li> <li>Lack of parental support</li> <li>Lack of resources at home</li> <li>Loss of social skills</li> </ul>	<p>Research shows that increased engagement leads to increased performance in school. Likewise, increased achievement leads to increased engagement. The converse of this effect is also observed (Lee, Byrk and Smith, 1993)</p> <p><u>EEF Research</u></p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behavioural Interventions</td> <td>Moderate</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	Behavioural Interventions	Moderate	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	Review of investment in learning data at each LC point. KIP document from LC data produced for governors LGC meetings and in Principal's report at RAC meetings. Action reviews weekly in Y11 meeting. SLT / Subject leader line management agenda item	MSW VP Curriculum / IGR AVP Data / MTA AAVP Y11 / PYL's SWE AAVP Behaviour	<p><b>Use teacher data of investment in learning to deliver impact where it is most required</b></p> <p>Investment in learning was reported throughout the year at each LC point.</p> <p>A renewed focus on AfL data will be shared with staff in September and prior to any data entry. The AfL grids have been simplified for student and staff understanding which should improve the consistency of data inputs.</p>	Orange			
Intervention	Cost	Impact																			
Behavioural Interventions	Moderate	Moderate																			
Feedback	Low	Moderate																			
Individualised Instruction	Low	Moderate																			

<p>Review provision in 'Step Up' programme to ensure support for all students with low reading scores</p>	<ul style="list-style-type: none"> <li>• Low aspirations</li> <li>• Lack of confidence, character, grit, determination</li> <li>• Poor Learning Habits</li> <li>• Lack of cultural stimulation</li> <li>• Lack of exposure to a wider vocabulary</li> <li>• Lack of role models</li> <li>• Loss of learning during lockdown</li> <li>• Loss of social skills</li> </ul>	<p>Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market (Dugdale and Clark, 2008a; Gross, 2008; Allen, 2011). – Underperformance must be addressed – EEF shows moderate impact</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="697 346 1662 609"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behavioural Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Oral language interventions</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Reading comprehension strategies</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Small group tuition</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	Behavioural Interventions	Moderate	Moderate	Feedback	Low	Moderate	Oral language interventions	Very Low	Moderate	Reading comprehension strategies	Very Low	High	Small group tuition	Moderate	Moderate	Individualised Instruction	Low	Moderate	<p>Report of reading ages for the 'Step Up' group.</p>	<p>LRA VP and Line manager for English department</p>	<p><b>Ensure gap in reading score for weakest students is narrowed.</b></p> <p><b>The students who benefit from this small group work will make rapid progress in literacy and overall attainment.</b></p> <p><b>LRA TO POPULATE THIS SECTION OF THE REVIEW.</b></p>	
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<p>SENCO to ensure that all students with an EHCP and/or SEN need receive the support they require in the event of home learning</p>	<ul style="list-style-type: none"> <li>• Lack of resilience and independence when studying</li> <li>• Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students</li> <li>• Poor literacy and numeracy skills</li> <li>• Low aspirations</li> <li>• Lack of confidence, character, grit, determination</li> <li>• Poor Learning Habits</li> <li>• Lack of cultural stimulation</li> <li>• Loss of learning during lockdown</li> <li>• Loss of social skills</li> </ul>	<p>Students with a SEN or EHCP have a bespoke support package, this will need adapting to ensure that they are able to make progress during online lessons.</p> <p>Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market (Dugdale and Clark, 2008a; Gross, 2008; Allen, 2011). – Underperformance must be addressed – EEF shows moderate impact</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="697 1018 1662 1281"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behavioural Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Oral language interventions</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Reading comprehension strategies</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Small group tuition</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	Behavioural Interventions	Moderate	Moderate	Feedback	Low	Moderate	Oral language interventions	Very Low	Moderate	Reading comprehension strategies	Very Low	High	Small group tuition	Moderate	Moderate	Individualised Instruction	Low	Moderate	<p>Continuous agenda item on the line management agenda of the SENCO</p> <p>Review of SEN and EHCP student progress.</p> <p>Regular contact with home</p>	<p>LRA &amp; SENCO</p>	<p><b>All students with an SEN or EHCP continue to make progress in line with what they would have in school.</b></p> <p>All SEN and EHCP students had ongoing support and resources throughout the lockdown period.</p> <p>Students who were identified as vulnerable were offered a place in the Academy alongside keyworker children.</p> <p>Weekly line managements between SENCO and LRA happened throughout the year.</p> <p>New SENCO appointed in Term 3.</p> <p>SEN K students in Y11 progress score: +2.7</p> <p>SEN EHCP students in Y11 progress score: +2.35</p>	
Intervention	Cost	Impact																									
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<p>Keyworker and vulnerable learner provision in place with specific support staff in place (including purchase of headphones with microphones)</p>	<ul style="list-style-type: none"> <li>• Lack of resilience and independence when studying</li> <li>• Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students</li> <li>• Poor literacy and numeracy skills</li> <li>• Low aspirations</li> <li>• Lack of confidence, character, grit, determination</li> </ul>	<p>We know that there is a lack of parental interest from some disadvantaged and vulnerable families and the poor social, emotional and mental health of some.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="697 1606 1662 1869"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behavioural Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Oral language interventions</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Reading comprehension strategies</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Small group tuition</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	Behavioural Interventions	Moderate	Moderate	Feedback	Low	Moderate	Oral language interventions	Very Low	Moderate	Reading comprehension strategies	Very Low	High	Small group tuition	Moderate	Moderate	Individualised Instruction	Low	Moderate	<p>Proactive daily contact with vulnerable families to ensure they access in school provision during lockdown or that they are regularly logging on and taking part in live lesson</p>	<p>AHO and Pastoral Team</p>	<p><b>Reduce attainment gap for SEND, PP and other vulnerable learners</b></p> <p>Students of key workers were given a safe, secure environment in the Academy to access online learning throughout the school day.</p> <p>Students who were identified as vulnerable were offered a place in the Academy alongside keyworker children.</p>	
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	<ul style="list-style-type: none"> <li>• Poor Learning Habits</li> <li>• Lack of cultural stimulation</li> <li>• Lack of role models</li> <li>• Lack of parental support</li> <li>• Lack of technology to engage in lessons</li> <li>• Loss of learning during lockdown</li> <li>• Loss of social skills</li> </ul>			<p>Headphones with microphones were purchased for every child who accessed the Academy during the lockdown periods.</p> <p>Support staff were timetabled in school throughout the lockdown to ensure support was provided for SEN and EHCP students.</p>	
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Total budgeted cost: £30,000

**WIDER APPROACHES**

Action	Identified Barriers	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Intended Impact against actual Impact	RAG												
Transition assessments for all students concentrating on knowledge and skills that should have been developed during the lockdown	<ul style="list-style-type: none"> <li>• Lack of resilience and independence when studying</li> <li>• Poor literacy and numeracy skills</li> <li>• Low aspirations</li> <li>• Lack of confidence, character, grit, determination</li> <li>• Lack of cultural stimulation</li> <li>• Lack of exposure to a wider vocabulary</li> <li>• Lack of technology to engage in lessons</li> <li>• Loss of learning during lockdown</li> </ul>	<p>EEF report Feedback as Low-cost high impact strategy. Diagnostic tests will provide teachers with up to date knowledge student position enabling subjects to provide a suitable curriculum for achievement.</p> <p><u>EEF Research</u></p> <table border="1" data-bbox="697 1071 1662 1228"> <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>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	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	Review of all 39 Week plans and Covid gap mitigation plans within subjects.	MSW VP curriculum	<p><b>Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom.</b></p> <p><b>MSW TO POPULATE THIS REVIEW.</b></p>	
Intervention	Cost	Impact																
Extended school time	Moderate	Low																
Feedback	Low	Moderate																
Individualised Instruction	Low	Moderate																

<p>Protect all learning time with staff member in front of the class</p>	<ul style="list-style-type: none"> <li>• Lack of resilience and independence when studying</li> <li>• Poor literacy and numeracy skills</li> <li>• Low aspirations</li> <li>• Lack of confidence, character, grit, determination</li> <li>• Poor Learning Habits</li> <li>• Lack of cultural stimulation</li> <li>• Lack of exposure to a wider vocabulary</li> <li>• Loss of learning during lockdown</li> <li>• Loss of social skills</li> </ul>	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p><u>EEF Research</u></p> <table border="1" data-bbox="697 346 1668 499"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	<p>Ensure staffing in all departments covers all classes and protect teaching time from meetings and training.</p>	<p>MSW VP Curriculum / LRA Principal</p>	<p><b>Ensure that teachers are in front of classes as a priority will protect the standard of teaching and learning above all.</b></p> <p>Teachers of Wath Academy were used as cover in instances of staff absence.</p> <p>Cover supervisor roles have now been identified and staffed at the Academy to ensure consistency of cover staff when absence occurs.</p> <p>Staff who were isolating delivered their lessons to their classes through Teams, with an additional teacher in the classroom, to ensure subject knowledge and classroom culture were consistent.</p>			
Intervention	Cost	Impact																		
Collaborative learning	Low	Moderate																		
Feedback	Low	Moderate																		
Individualised Instruction	Low	Moderate																		
<p>Rewriting of all 39 Week plans taking into account alteration in finishing positions from 2019-20.</p>	<ul style="list-style-type: none"> <li>• Lack of resilience and independence when studying</li> <li>• Poor literacy and numeracy skills</li> <li>• Lack of confidence, character, grit, determination</li> <li>• Poor Learning Habits</li> <li>• Lack of cultural stimulation</li> <li>• Lack of exposure to a wider vocabulary</li> <li>• Loss of learning during lockdown</li> </ul>	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p><u>EEF Research</u></p> <table border="1" data-bbox="697 1054 1668 1243"> <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>Review of all 39 Week plans and Covid gap mitigation plans within subjects.</p>	<p>MSW VP curriculum</p>	<p><b>Ensure possible gaps created by lockdown and changes to specification issues are mitigated. All teaching is relevant the courses student are studying.</b></p> <p>Rewriting of all 39 week plans occurred in every department and were checked by line managers.</p>
Intervention	Cost	Impact																		
Extended school time	Moderate	Low																		
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Feedback	Low	Moderate																		
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<p>Ensure all staff are trained in the exam specification for their subject</p>	<ul style="list-style-type: none"> <li>• Poor literacy and numeracy skills</li> <li>• Poor Learning Habits</li> <li>• Lack of cultural stimulation</li> <li>• Lack of exposure to a wider vocabulary</li> </ul>	<p>Understanding the specification will lead to improvements in Teaching and Learning. Poor quality teaching and learning leads to lower outcomes according to NFER research.</p> <p><u>EEF Research</u></p> <table border="1" data-bbox="697 1654 1668 1808"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	<p>Use of department meeting time stipulated for all departments.</p>	<p>MSW</p>	<p><b>Safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the spec.</b></p> <p>The academy has an extensive number of exam board examiners. Staff have been encouraged to train as markers for their own PLD and for the benefit of their department.</p>			
Intervention	Cost	Impact																		
Collaborative learning	Low	Moderate																		
Feedback	Low	Moderate																		
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<p>Specific Exam programme for exam age students</p>	<ul style="list-style-type: none"> <li>• Lack of resilience and independence when studying</li> <li>• Poor literacy and numeracy skills</li> <li>• Poor Learning Habits</li> <li>• Lack of cultural stimulation</li> <li>• Lack of exposure to a wider vocabulary</li> </ul>	<p>Extra time is shown to add 2 months learning by EEF, for a moderate cost. Social and Emotional learning delivering +4 months with moderate impact and cost.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="697 289 1668 478"> <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>Review weekly in Y11 meeting.</p>	<p>MSW VP curriculum / IGR AVP data / MTA AAVP Y11 / SLI PYL Y11</p>	<p><b>Ensure that exam age students are prepared for examination series, having missed mocks in Y10 and 12.</b></p> <p>Students in Year 10 and Year 12 were given a rigorous experience of trial exams in Term 3 to ensure they were prepared for their exam year 2021/22.</p> <p>Year 11s were given a rigorous plan which allowed them to be assessed with integrity and exposed to exam regulations and processes.</p>						
Intervention	Cost	Impact																								
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Individualised Instruction	Low	Moderate																								
<p>Engage in trust wide training and support via the driver groups including curriculum and PP.</p>	<ul style="list-style-type: none"> <li>• Lack of resilience and independence when studying</li> <li>• Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students</li> <li>• Poor literacy and numeracy skills</li> <li>• Low aspirations</li> <li>• Lack of confidence, character, grit, determination</li> <li>• Poor Learning Habits</li> <li>• Lack of cultural stimulation</li> <li>• Lack of role models</li> <li>• Lack of parental support</li> <li>• Lack of technology to engage in lessons</li> <li>• Loss of learning during lockdown</li> <li>• Loss of social skills</li> </ul>	<p>This will enable us to use the shared experience of research based strategies to implement the most effective ideas in the Academy.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="697 730 1668 993"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	<p>HT meetings for Curriculum, Pupil Premium, Teaching and Learning.</p>	<p>LRA Principal, MSW VP Curriculum, AHO VP T&amp;L, IGR AVP Data.</p>	<p><b>Ensure that best practice is shared across the academy chain.</b></p> <p>Every driver group has been attended by at least one member of Wath Academy, with good practice shared by all.</p> <p>Visits across the Trust have occurred with senior leaders and middle leaders. This will continue into next academic year and beyond.</p>
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<p>Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime) Breakfast and lunch to be</p>	<ul style="list-style-type: none"> <li>• Lack of resilience and independence when studying</li> <li>• Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students</li> <li>• Low aspirations</li> <li>• Lack of confidence, character, grit, determination</li> <li>• Lack of cultural stimulation</li> </ul>	<p>Bimrose, J. and Barnes, S-A. (2006) 'Researching effective career guidance indicated that guidance is useful to students in supporting their transitions into and through professional learning and development, it brings about positive change(s); and provides support and safety. Tyers and Sinclair, 2005; Watts and Sultana, 2004 also highlighted the positive effects of guidance.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="697 1717 1668 1864"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>Low</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Feedback	Low	Moderate	Mentoring	Moderate	Low	<p>Recording of Careers interviews and reporting of current status against the Gatsby Benchmark. This will be reported using the Gatsby Compass and Compass plus tools</p>	<p>CSH, AAVP for Careers.</p>	<p><b>This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond</b></p> <p>All Year 11 students were given a 1:1 careers interview either in person, over Teams, or over the phone.</p> <p>The careers interviews with Year 10 students who are at risk of NEET also commenced in Term 3.</p>									
Intervention	Cost	Impact																								
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Mentoring	Moderate	Low																								

<p>provided for pupils that meet before school or lunchtime.</p>	<ul style="list-style-type: none"> <li>Lack of role models</li> <li>Lack of parental support</li> </ul>				<p>Spreadsheets were created to ensure tracking of interviews and outcomes were effective and easy to find.</p> <p><b>MSW TO POPULATE THE GATSBY COMPASS REVIEW HERE.</b></p>																												
<p>A new interactive system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance</p>	<ul style="list-style-type: none"> <li>Lack of role models</li> <li>Lack of parental support</li> </ul>	<p>EEF reports Parental Engagement to add +3 months impact and has a moderate impact for a moderate effect.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="697 546 1668 621"> <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> </tbody> </table>	Intervention	Cost	Impact	Parental engagement	Moderate	Moderate	<p>Review of all parents evening, including feedback from parents and participation.</p>	<p>LRA Principal, CSC AAVP.</p>	<p><b>To maintain communication between the school and the parents regarding academic performance.</b></p> <p>Parents have responded positively with the new system for parents evening and would like to keep the format. We are currently planning to have an online parents evening and an in-person parents evening for each year group. This should maximise the attendance of parent attendance at parents evenings across the academic year.</p> <p>The time and allocation slots need to be looked at for some staff members and year groups. For example, a staff member who teaches 3 Year 7 classes, will not be able to see all parents in one online parents evening due to the inflexible 5 minute meeting slots.</p>																						
Intervention	Cost	Impact																															
Parental engagement	Moderate	Moderate																															
<p>Appointment of a new temporary Leader responsible for 'Covid Catch-up'</p>	<ul style="list-style-type: none"> <li>Lack of resilience and independence when studying</li> <li>Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students</li> <li>Poor literacy and numeracy skills</li> <li>Low aspirations</li> <li>Lack of confidence, character, grit, determination</li> <li>Poor Learning Habits</li> <li>Lack of cultural stimulation</li> <li>Lack of role models</li> <li>Lack of parental support</li> <li>Lack of technology to engage in lessons</li> </ul>	<p>Create additional leadership capacity required to fully support the academy's response to the pandemic. This will allow other leaders to maintain their focus on their areas of responsibility whilst working collaboratively with the new leader.</p> <p><b>EEF Research</b></p> <table border="1" data-bbox="697 1344 1668 1677"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <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>Digital technology</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Mastery Learning</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Digital technology	Moderate	Moderate	Mastery Learning	Very Low	Moderate	<p>Consistent line management of new staff member.</p> <p>Regular reviews against the Covid-19 response plan.</p> <p>Student attainment, attendance and behavior reviews.</p>	<p>DJA, LRA and AJA</p>	<p><b>Oversee the collective response to the Covid-19 pandemic.</b></p> <p><b>Oversee the implementation of the Covid-19 response plan.</b></p> <p><b>Students to maintain academic progress despite the challenges of Covid-19.</b></p> <p><b>Students to receive all required support to ensure they are not disadvantaged by the pandemic.</b></p> <p>AAVP for 'Covid Catch-Up' was appointed in Term 2.</p> <p>Consistent line management of AJA occurred by DJA.</p> <p>Reviews of the Covid Catch Up Plan occurred throughout the academic year, with further initiatives being planned, for example, Summer School.</p>	
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	<ul style="list-style-type: none"> <li>• Loss of learning during lockdown</li> <li>• Loss of social skills</li> </ul>				<p>All students had access to a full curriculum and teaching provision throughout the whole of 2021, which ensured they were not disadvantaged by the pandemic further.</p> <p>Students maintained academic progress despite Covid-19, seen in the 2021 Wath Academy outcomes.</p>	
Total budgeted cost:						£68,960