



## Pupil Premium Allocation for Disadvantaged Students 2020 - 2023

### NFER Building Blocks for Success

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



## Statement of Intent

At Sir Thomas Wharton Academy, we will provide inspirational and engaging learning experiences in a secure environment promoting self-discipline, the motivation to work hard and to support all of our students to achieve aspirational outcomes. We have high aspirations for every student and expect every student to be the best.

We pledge to enable all of our young people to achieve and celebrate, through secure progression routes, a breadth of high-quality experiences that will provide them with qualifications, skills and personal qualities to be successful and competitive in a global economy.

We know that outstanding teaching and leadership and a relentless focus on improvement will make a real difference at Sir Thomas Wharton Academy.

From research, we know there is compelling evidence that demonstrates 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 Sir Thomas Wharton 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.

Sir Thomas Wharton 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.

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

Pupil Premium Grant	Approximate number of pupils	Average Per PP pupil (£)	Total grant (£)
2019 - 2020	267	935	235,569
2020 - 2021	296	935	287,455
2021 – 2022	335	935	297,960

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

In receipt of free school meals in the last 6 years (EFSM6) £935  
Looked After Children (LAC) £1900

Adopted  
Children of armed forces personnel

£1900  
£300

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.

<b>Academic Year 2021 - 2022</b>						
<b>Year Group</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>Total</b>
<b>Number of students on roll Years 7-11</b>	209	199	195	164	183	950
<b>Number of students eligible for Pupil Premium</b>	76	80	78	45	56	335
<b>% of Pupil Premium</b>	36%	40%	40%	27%	31%	35%
<b>Pupil Premium Budget</b>	297,960					

<b>Year Group</b>	<b>12</b>	<b>13</b>	<b>Total</b>
<b>Number Pupil Premium Students</b>	12	11	23

## PUPIL PREMIUM PLANNED EXPENDITURE for Year 1 (2021 – 2022)

1. Summary information					
School	Sir Thomas Wharton Academy				
Academic Year	2021 - 2022	Total PP budget	£297,960	Date of most recent external PP Review	7 <sup>th</sup> July 2021
Total number of students	1050	Number of students eligible for PP	335 Y7-11 23 Y13	Date for next internal review of this strategy	July 2022
Planned expenditure	£286,296	Contingency for in year	£11,664		

2. Current attainment (figures taken from most recent year with nationally validated public examinations)		
	Students eligible for PP (STWA)	Students not eligible for PP (national average)
Progress 8 score average 2019 outcomes	-0.90	0.13
Attainment 8 score average 2019 outcomes	38.12	50.14
Basics 4+ 2019 outcomes	56%	71%
Basics 5+ 2019 outcomes	33%	50%

3. Barriers to future attainment (for students eligible for PP)	
<b>Academic barriers</b>	
A.	Poor literacy and numeracy skills
B.	Lack of resilience and independence when studying
C.	Lack of cultural capital leading to low aspiration and underperformance of students
<b>Additional barriers</b> (including issues which also require action outside school)	

D.	Attendance of specific groups, poor social, emotional and mental health of some
E.	Lack of parental interest from some Pupil Premium families

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improve literacy and numeracy skills (Pathway 2 to 4 focus).	<p>Increase the overall percentage of students achieving the basics measure as follows:            4+ to 76% (4% above 2019 national results for non-disadvantaged students)            5+ to 55% (5% above 2019 national results for national non-disadvantaged students)            The gap closes between disadvantaged and non-disadvantaged students on each measure with rapidity over the next three years.            Students develop a love of reading through 'reading for pleasure' to improve reading comprehension and metacognition across Key Stage 3.            Implementation of cross curricular teacher PLD programme for the improvement of numeracy skills is evidenced through learning cycle.            Continuation of the bespoke Achieve programme effectively intervenes with students and maximises performance across all subject areas.            Study skills and mentoring programme with sixth form students maximises student outcomes at KS3 and KS4 and improves student confidence.            Post 16 Mentoring programme of year seven students improves literacy and numeracy skills of students who join the Academy below expectation.</p>

B.	<p>Improve the performance of boys in external examinations by supporting them to become independent and resilient learners. (All pathways).</p>	<p>The delivery of Character Education widens the cultural capital of students and increases resilience through a 'never give up' culture. Y11 mentoring programme for "at risk" students regarding behaviour, mental health, careers planning, and building close links with parents, maximises school attendance, Achieve attendance and reduces instances of poor behaviour. Continued focus on BfL policy reduces FTE instances in boys. Focused action cycles based upon RAP information maximises outcomes. Focused boys improvement strategy improves all KPIs for boys across the Academy. Teacher PLD around 'Boys don't listen' improves engagement of boys across the curriculum.</p>
C.	<p>Improved outcomes for high ability and PP students (Pathway 4)</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 non-PP students on key measures</li> </ul>	<p>Utilise pathways programme to ensure that all staff can identify and focus high-quality instruction on pupil premium students. Identify pathway 4 students and modify classroom maps to ensure the classroom experience is optimised for these students.</p>

		<p>All pathway 4 students to attend enrich and inspire, either as a participant (at KS3) or as a student mentor (KS5). PLD programme for bespoke pupil premium pathways instruction is impacting on the quality of education in the classroom. Embedding of the lesson cycle through high-quality whole-school and departmental PLD, increases the proportion of high-quality teaching. Departmental audits and improvement programmes related to pupil premium outcomes across KS3 - KS5 secure high quality curriculum provision in all subject areas. Robust Career Education Information Advice and Guidance (CEIAG) provision in place meets the needs of students in all year groups. Academy achieves 0% NEETs and over 90% on ALL Gatsby Benchmarks. Mentoring programme for all Y11 HA students supports challenge. 100% of students access university and business links to raise aspiration. % of PP students attending P16 provision is equal, or higher, than % of PP in the Academy.</p>
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D.	Improve attendance of PP and SEND students (Pathway 3 focus).	<p>Attendance for all in line with national and the gap between disadvantaged and non-disadvantaged students close rapidly with particular focus on Pathway 3 students.</p> <p>SEMH support, through the Behaviour and Inclusion Manager, and counselling support through the Trailblazer project supports those with mental health issues particularly Pathway 3 students.</p> <p>Provide a high-quality alternative provision to ensure the successful education for selected students, particularly Pathway 3 students.</p> <p>The focus on Enrichment engages students to attend regularly.</p> <p>Attendance rewards and sanctions improve attendance, particularly of Pathway 3 students.</p>
E.	Engage Pupil Premium parents in their child's education (All Pathways).	<p>Increase the number of PP parents attending parents and information evenings to bring it in line with NPP parents.</p> <p>Mentoring programme for Y11 PP students provides close link between PP students and SLT and raises aspiration.</p> <p>Boys' progress strategy includes a focus upon parental links.</p> <p>Parental engagement with PCAB and coffee mornings is seen through regular contribution in meetings.</p>

**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**

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?						
<p>To effectively embed the assessment marking and feedback policy across the Academy.</p>	<ul style="list-style-type: none"> <li>To promote progress over time and close PP gaps in attainment compared to National averages for NPP.</li> <li>To ensure that the marking and feedback policy produces high-quality work that creates rigorous data that drives Academy progression.</li> </ul>	<p>Evidence from the Education Endowment Foundation (EEF) toolkit shows that effective feedback is the highest impact relative to cost to improve progress of PP students. See also Rowland (2015).</p> <table border="1" data-bbox="660 630 1115 734"> <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> </tbody> </table>	Intervention	Cost	Impact	Feedback	Low	Moderate	<p>Coherent policy of implementation and impact tracking across the Trust.                      Bespoke departmental policies for maximum impact.                      Departmental audit via middle leaders programme.                      Effective training of staff via PLD programme, with a clearly structured programme to deliver the next stages of the pupil premium pathways teaching and learning strategy.                      In-depth analysis of T&amp;L. Targeted responses via line management.                      Pupil premium data reflection and planning within every line management meeting.                      Pupil premium performance is an integral part of Quality Assurance (QA) cycle of evidence.                      The implementation of the MLT teaching and learning standard' will rapidly improve the quality of T&amp;L and marking at the academy. This will ensure a consistently high</p>	<p>ARI.</p>	<p>October 2021.                      December 2021.                      February 2022.                      May 2022.                      July 2022.</p>
Intervention	Cost	Impact									
Feedback	Low	Moderate									

<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>
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<p>To secure sound knowledge of key terminology and subject content</p>	<ul style="list-style-type: none"> <li>To ensure the curriculum is robust to deliver content and skills that build on prior knowledge in order to make effective progress towards specific end points</li> </ul>	<p>The new framework focusses on the need for a well sequenced curriculum that develops powerful knowledge through the use of key terminology and retrieval practice.</p> <table border="1" data-bbox="660 268 1111 459"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <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	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	<p>Curriculum intent that is coherent across subject areas with an aim to develop the 'whole child'. Embed high quality curricula with clear departmental planning to support all students, including Pupil Premium students.</p> <p>Individualised instruction within the lesson cycle of pupil premium pathways students. Ensure all curriculum plans challenge students to access higher level terminology and subject content. Knowledge retrieval individualised instruction for pathway 4 students during sharp start.</p> <p>Metacognition checklist and iZone individualised instruction for pathway 2 students.</p> <p>Review individualised instruction for pathway 3 students.</p> <p>Effective training of staff via PLD programme.</p> <p>Regular sharing of good practice.</p> <p>Integral part of QA cycle of evidence during lesson observations and ELEs.</p> <p>Embedding of key terminology and subject content via the lesson cycle.</p>	<p>ARI.</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022.</p>
Intervention	Cost	Impact												
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<p>To develop pedagogy and practice for effective wave 1 teaching, learning and assessment to promote progress.</p>	<ul style="list-style-type: none"> <li>To ensure all lessons are effective or highly effective across the Academy for all students.</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> <table border="1" data-bbox="629 518 1084 935"> <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>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	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>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. 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>ARI / MST.</p> <p>LCR</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022. Termly.</p>
Intervention	Cost	Impact																					
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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?						
To develop a culture of independent study	<ul style="list-style-type: none"> <li>• Improve progress of HAPs and PP students to bring in line with national averages</li> <li>• Students complete home study via Show My Homework</li> <li>• Homework completion is tracked weekly and homework incompletions are sanctioned appropriately. 100% of homework scheduled is set, completed and marked.</li> </ul>	<p>The evidence from EEF research shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is very important. Most impact is seen from short home works that are an integral part of learning for that day and are no longer than 1 to 2 hours per day.</p> <table border="1" data-bbox="631 707 1084 802"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Homework</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Homework	Low	Moderate	<p>Embedding of Show My Homework and bespoke homework curricula, through consistent, robust setting and tracking in each department.</p> <p>Knowledge test curricula homework embedded for humanities subjects.</p> <p>Embedding of iZone as part of the lesson cycle and consistent application across all subjects to foster independence with specific focus on Pathway 2.</p> <p>Regular use of the planner as a learning tool in assemblies, tutor time and in lessons.</p>	<p>ARI.</p> <p>MST.</p> <p>ARI.</p> <p>SSP.</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022.</p>
Intervention	Cost	Impact									
Homework	Low	Moderate									

<b>Total budgeted costing</b>	<b>£28,404</b>
<b>Breakdown</b>	
% of salary of T&L lead for Quality of Education and PLD director.	£15,000
Show my homework subscription	£9,888
IRIS annual cost	£3,516
<b>Contingency</b>	<b>£4,500</b>

**ii. Targeted support**

<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>
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<p>To improve the literacy and numeracy skills of students in Key Stage 3</p>	<ul style="list-style-type: none"> <li>To improve literacy and reading skills of KS3 students so that they can access the curriculum.</li> <li>To ensure students transitioning from Primary who are already behind their peers catch up quickly.</li> <li>All students are literate on leaving the Academy giving them the best opportunity to succeed in life.</li> <li>Students develop numeracy skills across a range of subject areas</li> </ul>	<p>Evidence from the EEF toolkit shows that metacognition and self-regulation strategies have high impact for low cost plus oral language interventions and reading comprehension have moderate impact on learning for low cost. The OFSTED update report of 2014 showed that the most successful schools ensure that students catch up with the basics of literacy and numeracy early in their Secondary school education.</p> <table border="1" data-bbox="645 528 1099 948"> <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>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	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>Leadership and delivery of 'Reading for pleasure' in Key Stage 3 classes through the English curriculum and use of the Library, new books purchased.</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>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>LST</p> <p>LST</p> <p>LST</p> <p>LST</p> <p>LCR/AGE</p> <p>LCR</p> <p>AGE</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022.</p>
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<p>To increase the percentage of students achieving Basics at Grade 4+, 5+ and 7+ in Key Stage 4</p>	<ul style="list-style-type: none"> <li>To ensure students have the skills required to access all other areas of the curriculum and prepare them for life-long learning.</li> <li>To increase parental involvement in preparing students for exams.</li> </ul>	<p>NFER findings show that more successful schools use data to identify students' learning needs at every opportunity – when students join the school, during regular reviews of progress and during day-to-day teaching. All students are required to achieve at least grade 5+ in English and Mathematics or they will be required to re-sit at Post 16. English and Mathematics skills give access to courses at Post 16. Evidence indicates those receiving good parental support perform better in the Academy.</p> <table border="1" data-bbox="645 639 1099 983"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Reading comprehension strategies</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Parental engagement</td> <td>Moderate</td> <td>Moderate</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	Reading comprehension strategies	Very Low	High	Parental engagement	Moderate	Moderate	Small group tuition	Moderate	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 to provide small group and individualised instruction.</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 and parents to support study skills.</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>Ensure all curriculum plans challenge students to access higher level terminology, comprehension and subject content.</p> <p>Additional action plan focussing specifically on boys' performance.</p>	<p>ACO / BWO</p> <p>BWO</p> <p>BWO</p> <p>MST</p> <p>BWO / MST</p> <p>ARI/MST</p> <p>BWO</p>	<p>At each data collection and final review August 2022.</p>
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<p>To increase the Progress 8 and Attainment 8 of higher ability students across the school.</p>	<ul style="list-style-type: none"> <li>To ensure students access higher grades across all subject areas and know what they need to do to improve.</li> <li>To improve higher order literacy skills through practice of extended answers and use of key subject terminology</li> </ul>	<p>2019 outcome data from STWA shows that higher ability students are underperforming in relation to target grades, particularly in Core and Ebacc subjects. OFSTED update report of findings across the country show a lack of support for Key Stage 3 higher ability students leading to underperformance at Key Stage 4. It also shows use of achievement data frequently to check whether interventions or techniques are working is more effective than just using the data retrospectively to measure impact.</p> <table border="1" data-bbox="645 639 1099 1054"> <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>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	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>Detailed tracking from Key Stage 3 of the performance of higher ability students and sub groups within this category e.g. High Attaining Pupils (HAP) and PP; HAP and SEND; HAP and boys.</p> <p>Progression of HA students through pathway 4 to pathway 1 via Pupil Premium Playbook.</p> <p>Progression of all Pupil Premium students through pathways system via Pupil Premium Playbook.</p> <p>Focus on challenge in the classroom and use of assessment objectives to focus students on accessing the higher grades via PLD programme.</p> <p>Exam technique sessions aimed at HAP students to support access to higher grade criteria e.g. how to write extended answers. Cross curricular links between English and History./Geography</p> <p>Focus on accessing the high difficulty questions in Triple/ Combined Science through links with Maths and extended writing, prep learning./homework tasks.</p>	<p>ACO</p> <p>MST</p> <p>MST</p> <p>ARI / MST</p> <p>MST / RSH / CRO</p> <p>CTY</p>	<p>At each data collection and final review August 2021.</p> <p>Fortnightly subject department meetings for all subjects.</p> <p>Half-termly.</p> <p>Half-termly.</p> <p>Half-termly.</p> <p>Half-termly.</p>
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Individualised Instruction	Low	Moderate																					

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?									
To ensure that disadvantaged students and boys are provided with a toolkit for successful learning at Key Stage 4.	<ul style="list-style-type: none"> <li>To support students' revision/consolidation of learning.</li> </ul>	<p>EEF toolkit shows that the development of metacognition and self-regulation skills has a high impact on learning for a low cost. Disadvantaged student families often cannot afford to purchase revision and learning materials to support revision.</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <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	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	<p>Enable students to be more independent learners through the use of the planner. KS4 focus on production and use of knowledge organisers and self-regulation of learning/revision. The use of these is integral part of lesson time to build long-term memory skills. Provide study support materials, at regular intervals, prior to trial examinations, available on website. Live trial sessions in core subjects to show students how to access assessment criteria in exams. Provide free revision guides for targeted students at KS4 as identified in departmental development plans. Train staff on the effective use of knowledge organisers. Empowering students to produce their own knowledge organisers in preparation for exams. Character Education programme</p>	MST / ARI / middle leaders	Half-termly
Intervention	Cost	Impact												
Individualised Instruction	Very Low	Moderate												
Metacognition and self-regulation	Low	High												
				SSP	Termly									

SSP

<b>Total budgeted costing</b>	<b>£149,927</b>
<b>Breakdown</b>	
% of leadership staffing for Achieve, PP and Character Education leads	£68,414
KS4 Intervention costs including revision guides/materials/sessions	£25,000
Reading tests	£2,200
Y7 to 11 Planners	£10,000
P16 planner	£3000
Live trial photocopying	£3000
CEIAG	
Step up provision Y9	<b>Funding provided by Heppsy</b> £12,000
HAP examiner/speaker sessions	£1,000
English theatre productions	£2,000
Catch up intervention cost Assistant SENDCo Band 2c	£6,828
Numeracy TLR 2c equivalent	£6,828
KS3 Literacy/Transition lead TLR 2b	£4,657
Library books	£3,000
<b>Contingency</b>	<b>£3,000</b>

**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?
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To improve attendance across the Academy with particular focus on PP, SEND and boys.	To ensure that students are present to enable them to learn. Reduce PA to below national, particular focus on Pathway 3.	The DfE publication on 'Improving attendance' states that one of the most effective ways that schools can improve achievement is by improving attendance. Even the very best teachers struggle to raise attainment of students who do not attend regularly.	Clear, robust tracking of student attendance down to vulnerable groups and individuals. Early intervention to target groups of students (Pathway 3) that are below national attendance or for students whose attendance dips during the year, including PA attendance bus, Friday 100% chocolate rewards.	MMC/NWA	October 2021. December 2021. February 2022. May 2022. July 2022.
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		The attendance of PP and SEND students is lower than national at STWA. Boys attendance and performance at KS4 at STWA is lower than girls.	Involvement of whole school push to raise attendance with high priority in briefings, staff meetings and staff bulletin. Link attendance to rewards and celebrations giving it a high- profile in house assemblies and Half Term Heroes. Regular contact with parents through MyEd App, use of key workers, CAMHS worker, safeguarding lead. Early Attendance Panel intervention with parents for those students whose attendance is a cause for concern (Pathway 3).  Mentoring of PP students and families via SLT link in Y11	NWA/DWO  MST	October 2021. December 2021. February 2022. May 2022. July 2022.
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<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>
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<p>To secure the work of the behaviour team and Inclusion Manager.</p>	<ul style="list-style-type: none"> <li>To ensure students with SEMH needs have full access to learning and support when in crisis, particular focus on Pathway 3.</li> <li>To improve attendance and reduce fixed term exclusions of those with SEMH needs and improve attendance of SEND students to bring it in line with NA,</li> </ul>	<p>In the 2014 OFSTED update, it stated that in successful schools, there is a very strong commitment, shared by staff and governors, to doing everything possible to remove any barriers that might hinder a student's development, such as attendance and behaviour. EEF research shows that Social and Emotional intervention have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on</p>	<p>To deliver high quality training to the new 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>Behaviour and Inclusion manager to deliver the National Reach project initiative with targeted students to meet the needs of SEMH students in Years 7 to 9.</p>	<p>MMC/PBE</p> <p>LCR</p> <p>LCR/PBE</p>	<p>Weekly</p> <p>October 2021. December 2021. February 2022. May 2022. July 2022.</p>
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	<p>particular focus on Pathway 3.</p>	<p>attainment. Research shows clearly that students from low-income backgrounds often perform better in school when provided with breakfast.</p> <table border="1" data-bbox="645 831 1097 951"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behaviour intervention</td> <td>Moderate</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behaviour intervention	Moderate	High	<p>Consistent use of BfL policy with wrap around support for SEMH students to reduce FTEs particularly in Pathway 3 boys.</p> <p>Healthy eating breakfast club in SEMH/SEND area for targeted students and Pathway 3 students in need.</p> <p>Targeted counselling support from Trailblazer project for SEMH students</p>	<p>PBE</p> <p>LCR</p> <p>LCR</p>	
Intervention	Cost	Impact									
Behaviour intervention	Moderate	High									



		Metacognition and Low regulation High self-regulation	Work experience for PP students in Year 10 and secure the Careers Quality Award.  Embed Character Education curriculum through tutor time and Lifeskills lessons.  To embed the work of the Student Voice group in school improvement.  To support students financially to engage with enrichment opportunities, music lessons, trips and food technology.  Rewards system for all students delivered.  Use of £7320 (from outside the PP funding) funding for extra-curricular transport.	SSP  MST  MST  CMA  YBO / JTH	As above.  As above.  As above.  As above.
<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>To secure student buy in to Enrichment and Extra- curricular activities.</p>	<ul style="list-style-type: none"> <li>To increase engagement in Extra curricular and Super curricular learning in order to build cultural capital and involve all students in the wider aspects of school life.</li> <li>To give all students opportunity to engage</li> </ul>	<p>Research conducted by the National Centre for Education Statistics found that participation in extracurricular activities have a positive correlation to the students' attendance, engagement, test scores, and expected educational goals. They help develop broader social skills, improve time management and also impress universities. Involvement increases</p>	<p>Re launch of PLEDGES through renewed planner pages, tutor time and house activities/competitions. Reference to list of activities students should attempt to engage with whilst at school e.g. theatre trip, visit a historical place, support a local charity. Support students financially to access Enrichment opportunities.</p>	<p>EHU/SSP and SALs.</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022.</p>
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	<p>with school trips, music lessons and food technology lessons.</p> <ul style="list-style-type: none"> <li>Secure the Arts Mark Award for the school, in order to help unlock the potential of the students, help to develop character and talent, and increase their knowledge and understanding.</li> </ul>	<p>students' sense of engagement or attachment to their school, and thereby decreases the likelihood of school failure and drop out (Finn 1993; Lamborn et al., 1992). Participation in extracurricular activities can lead to success in school.</p> <p>Research has shown that when students achieve well in the Arts it helps them to gain confidence in all areas, including academic achievement.</p> <p>OFSTED comments in schools that have achieved the Arts Mark evidence shows that it helps develop a more creative approach to teaching and learning while students achieved a tangible sense of achievement and success.</p> <p>Direct support of the PRIDE agenda.</p> <table border="1" data-bbox="629 782 1115 1109"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Arts participation</td> <td>Low</td> <td>Low (but necessary)</td> </tr> <tr> <td>Sports participation</td> <td>Low</td> <td>Low</td> </tr> <tr> <td>Outdoor learning</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Arts participation	Low	Low (but necessary)	Sports participation	Low	Low	Outdoor learning	Moderate	Moderate	<p>Two members of staff to attend the development day and work on the statement of intent and the case study for the Arts Award.</p> <p>Share the intent with students in assemblies and lessons. Regular review of progress.</p> <p>Direct link in with PRIDE and Pledges agenda to encourage participation. The Chair of Governors will be the direct strategic link to illustrate the benefits of the wider curriculum opportunity.</p>		
Intervention	Cost	Impact															
Arts participation	Low	Low (but necessary)															
Sports participation	Low	Low															
Outdoor learning	Moderate	Moderate															

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<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>
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<p>To further improve parental engagement</p>	<p>To engage a higher proportion of parents of disadvantaged students with their child's learning in order to improve the P8 and A8 of PP students and boys</p>	<p>Research from Sutton Trust shows that involving parents from an early age is the best way to impact on student learning but that improving parental engagement at a later stage is much more difficult. Moderate impact for moderate cost can be achieved. The most positive results were from a trial which aimed to prompt greater parental engagement through text message alerts which delivered a small positive impact, and at very low cost. Research shows that we should consider; a flexible way of allowing parental engagement in short sessions; a way of making school more welcoming as parents often had a bad experience of school in the past; how we give practical support, advice and guidance to parents who are not confident in their ability to support their children's learning, such as simple strategies to help with reading.</p> <table border="1" data-bbox="629 1015 1081 1134"> <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>Use of My Ed app to update parents regularly and give positive reinforcement e.g. attendance at Achieve.</p> <p>Use of Show My Homework to embed home learning routines and support learning cycle.</p> <p>Online resources to support revision and independent study on Academy website</p> <p>Parent support/information sessions for Y11 and Y10 to show parents how students can revise</p> <p>Reading log continued from Primary in Year 7 to continue good reading habits</p> <p>Y11 mentoring programme with close SLT links to improve PP parental engagement</p> <p>Share reading test outcomes and suggested strategies with parents.</p> <p>Parental session to Year 7 and 8 parents 'support your child with reading and comprehension'.</p>	<p>BWO/CMA</p> <p>ARI</p> <p>BWO</p> <p>BWO</p> <p>FAL</p> <p>MST</p> <p>LST</p> <p>LST</p>	<p>October 2021. December 2021. February 2022. May 2022. July 2022.</p> <p>As above.</p> <p>As above.</p> <p>As above.</p> <p>As above.</p>
Intervention	Cost	Impact									
Parental engagement	Moderate	Moderate									

<b>Total Budgeting cost</b>	<b>£107,965</b>
Attendance Offer	£25,068
Behaviour/Inclusion Manager	£25,537
Transport costs/staff insurance for home visits	£500
PA Bus	£1,000
Classcharts	£4,700
Arts award & cover	£1,000
Breakfast club	£500
Music lessons + access to food technology	£5,000
Financial assistance for Enrichment/trips	£10,000
Transport for extra curricular activities	£10,000
Extra- curricular holiday club	£7,320 provided by external bid
Careers Quality Mark	£1500 assessment + £160 membership fee
House system	£3,000
Attendance rewards	£7,000
Whole school rewards	£8,000
Y11 Mock interviews paperwork	£300
Uniform	£4,000
Information sessions for parents	£700
<b>Contingency</b>	<b>£4,164</b>
	<b>£286,296</b>
<b>Overall cost of the plan:</b>	<b>£11,664</b>
<b>Reserve contingency for in year need:</b>	

