

Context Information - Academy

- St Wilfrid's Academy is an all-through (KS2-4) Alternative Provision that provides full and part-time education and support for children and young people who, for a variety of reasons, are unable to access mainstream curriculum education and require a bespoke package.
- The Academy serves a range of schools, both within the Delta Academies Trust and other LA maintained schools across Doncaster and one academy in Nottinghamshire.
- The overwhelming majority of students referred to St. Wilfrid's Academy are from a White British background. The majority of students referred are male (86.3%).
- Pupils' eligible for Pupil Premium currently stands at 80% in KS2 (compared to National Average of 25.7% in mainstream primary schools and 67.4% in Alternative Provisions) and 74.5% in KS3 & KS4 (compared to 28.3% in mainstream secondary schools and 66.4% in Alternative Provisions).
- St Wilfrid's Academy has a transient cohort. Permanently excluded pupils are admitted on the sixth day following exclusion because Doncaster Local Authority have an SLA to commission such places; preventative placements may be emergency ones to support mainstream schools and reduce permanent exclusion; the assessment place may be for the purposes of collating evidence for an EHCP request. Groups can change regularly, which must be taken into consideration when analysing any data.
- The Service Level Agreement with Doncaster LA procures 27 secondary commissioned places and a further 10 primary places. The SLA also includes commissioned day 6 provision for KS3 places. Upon entry, all students undergo a robust programme of baseline assessments to ensure that teaching and learning is accurately matched to meet need.
- KS4 places are directly commissioned with mainstream schools, and bespoke pathways identified for each learner. Students' prior attainment is well below national: Cohort 2017 have an APS of 25.45, compared to the National Average of 28.4.
- 100% of the student cohort are on the SEND register for SEMH, 7 have statements/EHCPs. Students present with significant, and sometimes complex, learning and emotional needs. Our baseline data indicates that, upon entry, the majority of our students have very low reading ages and have substantial deficits in learning. Prior to referral, many exhibited highly challenging behaviour, persistent absence and an inability to access mainstream pedagogy. The aspirations of many parents is low with many between employment and a number suffering generational unemployment: these parents have often been identified as hard to reach by the referring home academy. The literacy need of our students is identified as a key barrier to learning. Our students have a range of SEND needs including:
 - ASD students 5/ 4.3%
 - Social and emotional mental health 102/87.2%
 - Moderate Learning difficulties 15/12.8%
 - Specific learning difficulties 2/1.7%
 - Hearing Impaired 1/0.85%
 - Speech, Language and Communication Needs 4/3.4%
 - Visually Impaired 1/0.85%