

## Context Information - Academy

Delta St Wilfrid's Academy is an all-through (KS2-4) Alternative Provision (PAN 125) 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 primary and secondary 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 (79%).

Pupils' eligible for Pupil Premium currently stands at 75% in KS2 (compared to National Average of 25.7% in mainstream primary schools and 67.4% in Alternative Provisions) and 75% 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, particularly from Y3-9. Doncaster Local Authority commission 30 places across KS2 & 3, to provide day 6 provision for permanently excluded pupils, and preventative, 6-weekly assessment placements, following which students are reintegrated back into school or more appropriate longer term provision.

Upon entry, all students undergo a robust programme of baseline assessments to ensure that teaching and learning, along with pastoral support, is accurately matched to meet need.

KS4 places are directly commissioned by mainstream schools, and bespoke pathways identified for each learner.



- 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%
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