



WSAPC Pupil Premium Report 2019/20

SUMMARY INFORMATION

Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	September 2021
Total number of pupils:	400	Total pupil premium budget:	£109,177.00 <i>(£97,650 19/20 + £11,527 18/19 CF)</i>
Percentage of pupils eligible for pupil premium:	55.5%		

STRATEGY STATEMENT

Pupil Premium is additional finance given to publicly funded schools in England, targeted specifically to raise the attainment of disadvantaged pupils to close the gap between them and their peers. The funding is allocated to educational establishments on the basis of children registered as eligible for free school meals at any point in the last 6 years, and for children who have been registered as being in care for 6 months or longer, or were adopted from care. At WSAPC, Pupil Premium is received for pupils who are singularly registered. The amount funded per eligible pupil for 19/20 is:

- £935 Secondary
- £1,345 Primary

At WSAPC we strive to give our pupils a fresh approach to learning in our alternative provision setting. We encourage our pupils to continue their educational journey both within the time they are with us and when they are ready to move on to other schools and establishments.

We firmly believe that education is a lifelong process and acknowledge that there may have been obstacles and past events that have blocked our pupils' educational progress. With this in mind, we recognise that we need to address both the social and emotional needs of our pupils alongside and in conjunction with their educational needs.

ASSESSMENT INFORMATION

As we progressed through the first two terms of this school year, the number of pupils eligible for Pupil Premium support grew in all age phases: the majority of Key Stage 1 and 2 pupils were eligible for PP funding. 16 of the 24 learners on roll in the Autumn term were eligible, this grew to 18 of 24 in the spring term. Key stages 3 and 4 followed a similar pattern, increasing from 22 out of 37 to 47 of 71 in Key stage 3, and from 53 of 97 to 60 of 106 in Key Stage 4.

All pupils are assessed on entry by SENCO/HLTA providing reading, writing, Spelling ages and PASS scores. Teachers submit Teacher Assessed pupil targets based on baseline information and class assessments.

Targets:

- Primary pupils are given a teacher assessed target against age expectations, evidenced through in class performance.
- Key Stage 2 validated scores generate the pupil's GCSE pathway and 'where they were going' target.
- Teachers generate the pupil's WSAPC GCSE Target, 'Where they are heading now'.

Assessment:

Three assessment weeks are built into the school calendar.

Pupils will be assessed as being:

- Above Target (exceeding expectation)
- On+ (Making Good Progress)
- On (Making satisfactory progress)
- Below (Making unsatisfactory progress)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic and External barriers:

- A. Erratic attendance due to changing or challenging home circumstances.
- B. Low levels of literacy and numeracy preventing access to the curriculum
- C. Multiple moves to education settings
- D. SEMH needs of the pupil.
- E. Poor behaviour in classes.
- F. Pupils not having enough teacher intervention.
- G. Crime/exploitation outside of school.
- H. Pupils not having enough confidence.
- I. Pupils not having enough motivation.
- J. Sanction practices.
- K. Previous school experience.
- L. Poor parental influence

INTENDED OUTCOMES 2019/20

Specific Academic outcomes		Success criteria
A	Pupil premium students in KS1 and KS2 to make expected levels of progress in literacy and numeracy.	Pupil premium students are either on target or achieving at greater depth
B	Pupil premium students in KS3 and KS4 to make expected levels of progress in literacy and numeracy.	Pupil premium students are either on target or achieving at greater depth.
C	To use small group learning and specialist TA support to increase engagement of pupil premium students.	A reduction in behaviour incidents recorded for pupil premium students.
Wider outcomes		
D	This school believes in providing a varied, balanced, and healthy lunch-time meal to all students. All students dine with their peers and staff to support social engagement and relationship building.	This is done through our Cook and Eat Programme where the young people are involved in every aspect from planning and preparation to cooking and serving of the meal. Students working towards accreditation in the subject.
E	Deliver a counselling service to students across all sites of the alternative provision college.	Part funded by PP. Further support the SEMH needs of the pupils. Help identify barriers to learning.
F	Additional allocation to support pupil premium students.	Additional tutoring/ attendance/ reintegration support/ external agencies.

Review of expenditure from 2019/20

PREVIOUS ACADEMIC YEAR				
Total amount: £109,177.00				
QUALITY OF TEACHING FOR ALL				
Action	Intended outcome	Impact	Next Steps	Cost
<p>Use of INSET days, CPD, subject meetings and daily debriefs to ensure quality teaching.</p> <p>Ensure all staff have the opportunity to share good practice and liaise with their Subject leads.</p>	<p>Pupil premium students in KS1 and KS4 to make expected levels of literacy and numeracy.</p>	<p>The impact on key stage 1 PP pupils can be seen in the progress data collected across the two terms of the year; there were 5 eligible pupils out of 6 sitting in this key stage and represented in the data.</p> <p>All of the eligible pupil were assessed as being on target and making progress in English (Reading, Writing and Spoken) and Maths.</p> <p>Again, in Key Stage 2 we see the majority of PP pupils being assessed as on target in the same areas; 11 of 15 pupils are eligible in this range of data. The progress rates in these key stages mirror the progress in 2018/19.</p> <p>In key stage 3 we see slower progress in English with 20 of 47 being assessed as on</p>	<p>PP students in KS1 and KS2 to access Reading interventions to support</p> <p>Use SEND/SEMH intervention sessions to support to increase engagement of PP students across numeracy and literacy.</p> <p>Use online learning resources to enable further access to learning opportunities at School and at home.</p> <p>Target reading interventions across KS3 & KS4, to enable wider access to the full curriculum.</p> <p>Use SEND/SEMH interventions to increase engagement of all students.</p> <p>Use Pass data (PASS is a</p>	

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		<p>target; performance in Maths is good and more PP pupils are on target, 26 of 47. Key Stage four sees more PP pupils assessed as on target in English and Maths, 30 of 60 and 37 of 65 respectively.</p> <p>We see better performance for these learners from 2018/19 in both subject areas and key stages to demonstrate the impact. Non-PP pupils narrowly perform better in all secondary key stages.</p>	<p>nationally benchmarked psychometric assessment specifically designed to spot attitudinal or emotional issues in children) to monitor change.</p> <p>Use the Strength and difficulties questionnaire (SDQ)</p> <p>Use online learning resources to enable further learning opportunities at school and home.</p> <p>Use of subject leads in curriculum planning and assessment to target progress:</p> <p>KS3 & KS4 eligible pupils to make expected / better than expected progress in math's through Subject Lead targeted resources.</p> <p>English Subject lead to drive further developments in access to reading and literacy interventions supported SEND strategy across KS3 & KS4/</p> <p>Subject Leads to develop creative opportunities for assessment and cross curriculum project work across the curriculum.</p>	<p>£48,310</p>
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<p>Pivotal training – Approach to behaviour management. Whole school training - To embed innovative approaches to ensure teachers at the classroom level remain in charge of the incident.</p>	<p>To use behaviour strategies to improve the learning environment. This training should lead to a reduction in Fixed Term Exclusions across the school.</p>	<p>There was an increase in FTE across the school as we moved through the autumn term and beyond Christmas. However, decreases were demonstrated for both sets of pupils (PP & Non-PP), part of which would be expected as pupils settle and engage post admission.</p> <p>At the start of Spring 1 a whole school behavioral CPD strategy was launched which contributed to a decrease in FTE's alongside pupil / parental concerns in relation to COVID 19.</p>	<p>To further develop strategies and embed good practice to reduce FTE across cohorts of all pupils including those eligible for Pupil Premium</p> <p>Use SEND/SEMH intervention to increase engagement of PP students and to develop behaviour strategies to reduce FTEs.</p> <p>Focus support on those pupils receiving regular FTEs and increase their engagement in learning.</p> <p>Whole school CPD to further embed behaviour strategies and the use of restorative justice as a tool to reduce FTE.</p> <p>Signpost pupils to a variety of external agencies to access external support.</p>	
<p>Targeted Support</p>				
Action	Intended outcome	Impact	Next Steps	
<p>Use small group learning and specialist TA support to address student behaviours and academic progress.</p>	<p>To identify those who need additional intervention.</p>	<p>The attendance of Pupil Premium Pupils generally remains static across the year. Whilst the data shows a slight decrease in PP attendance this counteracted by a significant increase in PP admissions. This falls in line with attendance and admission</p>	<p>To improve attendance of all pupils with impact measures set against Pupil Premium v non Pupil Premium.</p> <p>Leadership supported by Attendance Officers to monitor PP status as part of their ongoing</p>	

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		<p>patterns for non-Pupil premium pupils over the same period.</p>	<p>monitoring.</p> <p>Use SEND/SEMH intervention to increase engagement of PP students</p> <p>Use Pupil Attitudes to Self and School (PASS) to identify attitudes to attendance.</p> <p>Use Strengths and Difficulties Questionnaire to identify personality attributes that may affect attitudes to attendance.</p> <p>Attendance strategy to develop reward systems to encourage attendance.</p> <p>Attendance officers to deliver small group intervention in school to identify barriers to attendance.</p>	
OTHER APPROCHES				
Action	Intended outcome	Impact	Next Steps	Cost
<p>Deliver a counselling service to students across all sites of the alternative provision college.</p>	<p>Ensure there is counselling provision available.</p>	<p>All pupils have the opportunity to engage with school counsellor's dependent on need.</p>	<p>Implement a system to monitor impact.</p> <p>Look develop intervention and signposting depending on impact.</p> <p>Audit YMCA's offer and ensure delivery is consistent.</p>	

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			AHT's to work with counsellors on site to monitor impact of service on all students.	£58,631
The Cook and Eat Programme	To provide a varied, balanced and healthy lunch-time meal to all students. All students dine with their peers and staff to support social engagement and relationship building.	<p>All pupils have the opportunity to take part in the Cook and Eat program with a view to achieve / work towards a cookery accreditation such as BTEC, GCSE or ASDAN. Staff and pupils eat together in centres on a daily basis with food cooked by the pupils to develop social skills.</p> <p>Continues to ensure all pupils receive a healthy, well-balanced meal each day and develop the community of the centre through communal eating. Pupils plan and cook food for all to eat developing their cooking and independent living skills as well as benefiting the school community.</p>	<p>Continual revision of the cook and eat Programme by the subject lead for Food and Nutrition to increase engagement.</p> <p>To ensure accreditation is the same across all WSAPC sites to accurately measure academic progress across the school.</p>	



Planned expenditure for Academic year 2020/21

ACADEMIC YEAR 2020/21					
QUALITY OF TEACHING FOR ALL					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
PP students in KS1 and KS2 to access Reading interventions	to support engagement to the wider curriculum in order to close the gap in learning to meet the national levels of expected progress and increase pupil attainment outcomes.	Poor ability in reading limits access to a full curriculum, development of reading in this age group is vital to support expected progress throughout school years.	Use SEND/SEMH intervention sessions to support to increase engagement of PP students across numeracy and literacy. Use online learning resources to enable further access to learning opportunities at School and at home.	Phil Edkins SENDCO'S SLT	September 2021
SEND / SEMH interventions.	PP pupils across KS3 & KS4 progress towards expected or above in Maths and English	To enable eligible pupils with interventions that support accelerated progress and close the gap in learning on their peers. Data demonstrates lower performance in general across the curriculum for PP pupils, against their non PP counterparts.	Use SEND/SEMH interventions to increase engagement of all students	Phil Edkins SENDCO'S Subject Lead Teachers SLT	September 2021

TARGETED SUPPORT					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Target reading interventions across KS3 & KS4	wider access to the full curriculum	Poor performance in key stage three is to be addressed through direct reading intervention. Data indicates that direct reading intervention supports progress across all curriculum areas.	Use Pass data (PASS is a nationally benchmarked psychometric assessment specifically designed to spot attitudinal or emotional issues in children) to monitor change	Phil Edkins SENDCO'S George Fisher SLT	September 2021
Targeted engagement support focusing on Behaviour for Learning.	Improved pupil outcomes, attendance and appropriate community engagement	Data relating to hard to reach pupils evidences the need for a variety of approaches to encourage engagement where traditional learning approaches have not been successful.	Individualised pupil progress reports / intervention paperwork Attendance figures Pupil Outcomes PASS data	Helen Ellis AHT's Inclusion Plus Lead	September 2021
OTHER APPROACHES					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Student Counselling	Delivery of pupil wellbeing and emotional support, to promote positive outcomes	To support wellbeing, attendance and engagement – to support limiting the barriers to education.	Ensure there is counselling provision available. Ensure early identification of Need to ensure availability provision is equitable	SJ Replacement	September 2021
Cook and Eat Programme	To provide a varied, balanced and healthy lunch-time meal to all students. All students dine with	To address and promote healthy lifestyles choices and community spirit. Supporting wellbeing and attendance.	There is now a Subject lead in place to ensure a consistent approach is in place across all centres.	Anna Vallone SLT	September 2021



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	their peers and staff to support social engagement and relationship building.				
Total budgeted cost:				£113,700	

ADDITIONAL INFORMATION