



Pupil Premium 2016/17 Academic Year

In Sept 2011, the Government introduced the Pupil Premium - a funding allocation for students receiving (or have received in the past 6 years - 'Ever 6') free school meals - with the intention to close the gap and promote inclusion between this group of students and others within the school.

Pupil Premium funding is allocated to WSAPC on the basis of current and projected numbers of eligible pupils. It is made up of an allocation by the Local Authority in agreement with the DfE, monies allocated to the Virtual School in respect of Children Looked After (CLA), and monies received when an existing pupil becomes eligible for Free School Meals. This also includes the Ever6 funding allocation.

This report reflects the aims and values of our school mission statement, which is to provide a caring and positive environment where all young people are valued and supported through a personalised curriculum, which challenges and inspires individuals to achieve their full potential. This is reflected in WSAPC's commitment as a school and the aspirations of our staff to address and overcome socio-economic factors - or any other external factor - which may hinder pupil progress and attainment, and ultimately affect their life chances.

Eligibility

Total number of pupils on roll as of 16/06/17	358	
Total number of PP / PPP pupils supported during academic year 2016/17 (492 pupils on roll)	59.55% (293 Pupils)	
Total percentage of pupils on roll at 16/06/17 eligible for PP/PPP	60.89% (218 Pupils)	
	As at 16/06/17	Over 2016/2017
Total FSM as of 16/06/17	27.65% (99 Pupils)	27.44% (135 Pupils)
Total Ever6 as of 16/06/17	52.23% (187 Pupils)	48.58% (239 Pupils)
Total Looked After as of 16/06/17	7.26% (26 Pupils)	11.99% (59 Pupils)

Income Received

FSM / Ever 6	103,962
Looked After	23,345
Total	127,307

Directed to	Pupil Premium used for	Amount allocated (£)	Summary of intervention	Intended outcomes	Monitoring and Evidence
Whole School	Small Group Learning across the Curriculum	£82,988.00	Specialist TA's / HLTA's to provide support to pupils across all curriculum areas with specific focus on literacy, numeracy, attendance and behaviour.	<ul style="list-style-type: none"> • Pupils engage in learning across the curriculum and show accelerated progress and expected/better than expected to that of their non PP peers • Support strategies implemented to improve attendance and behaviour across all sites and support pupils to engage with their learning. 	<ul style="list-style-type: none"> • Termly SIMS reporting to show progress / attainment as good as or better than their non PP peers. • Behaviour Logs to show fewer incidents and improved behaviour and attendance levels. • Pupil Passports and termly attendance and ClassDojo / Behaviour Matrix reports to show progress in behaviour and attendance.
APC Worthing, Lancing, Crawley and Burgess Hill	Dedicated counsellor to provide counselling services	£9,176.00	Pupils receive counselling sessions through self or teacher referral	<ul style="list-style-type: none"> • Pupil premium pupils have the opportunity to discuss and resolve personal issues that may prevent a barrier to their learning. 	<ul style="list-style-type: none"> • Termly attendance and progress reporting to show progress for pupil premium pupils as good as or better than expected when compared with their peers. • Pupil Passports, Behaviour Matrix and/or ClassDojo reports show improvement in attitude, engagement, self-confidence and self-awareness.
Whole School	Cook and Eat	£12,703.30	To provide the platform for life skills in cookery and food preparation and a daily healthy, balanced meal for all pupils.	<ul style="list-style-type: none"> • Pupil premium pupils take part in cookery lessons which equip them with the skills to plan and prepare healthy, balanced meals. • Pupil premium pupils eat a healthy, balanced meal every day. 	<ul style="list-style-type: none"> • Learning walks, work scrutiny and lesson observations show evidence of pupil premium pupils taking part in cookery lessons. • Centre timetables show lunch breaks for all pupils and staff where pupils eat the food prepared in lessons.
Whole School	Resources, equipment, uniform	£1,913.56	Purchasing of resources for specific identified pupils	<ul style="list-style-type: none"> • Pupil premium pupils have access to specific items identified to support their learning such as a laptop. • Pupil premium pupils have support to purchase APC uniform as required. 	<ul style="list-style-type: none"> • Centre budget records show when an item has been allocated to come from pupil premium funding. • All pupil premium pupils are dressed in APC uniform.

Crawley, Chichester, Lancing,	Enrichment	£6,865.00	Angling for Education, Community Golf, Albion in the Community, Sports Leadership L3 Course	<ul style="list-style-type: none"> Pupil premium pupils take part in enrichment activities on top of the core curriculum identified as being beneficial to their needs and interests. 	<ul style="list-style-type: none"> Pre and post activity questionnaires show progress in engagement and skills. Reporting such as PASS and ClassDojo show improvements in attitude and attendance.
Whole School	Specifically Targeted Interventions	£4,555.50	One to One tutoring/mentoring	<ul style="list-style-type: none"> Pupil premium pupils identified as in need of additional support engage in one-to-one sessions and show accelerated progress and expected/better than expected to that of their non PP peers Support strategies implemented to improve attendance and behaviour across all sites and support pupils to engage with their learning. 	<ul style="list-style-type: none"> Termly SIMS reporting to show progress / attainment as good as or better than their non PP peers.
Lancing	Dramatherapy Sessions	£3,263.00	KS3 and 4 pupils take part in a 10 week Dramatherapy course	<ul style="list-style-type: none"> Pupils have the opportunity to explore personal issues and develop better self-esteem, self-awareness and coping strategies for stressful situations. 	<ul style="list-style-type: none"> The Behaviour Matrix and strengths and difficulties questionnaires show improved self-confidence, self-awareness, social interaction, behaviour and engagement in learning. These are completed week 1 and week 10 with a mid-term review.

Summary of Evidence and Impact

The large majority of our pupils are Pupil Premium boys.

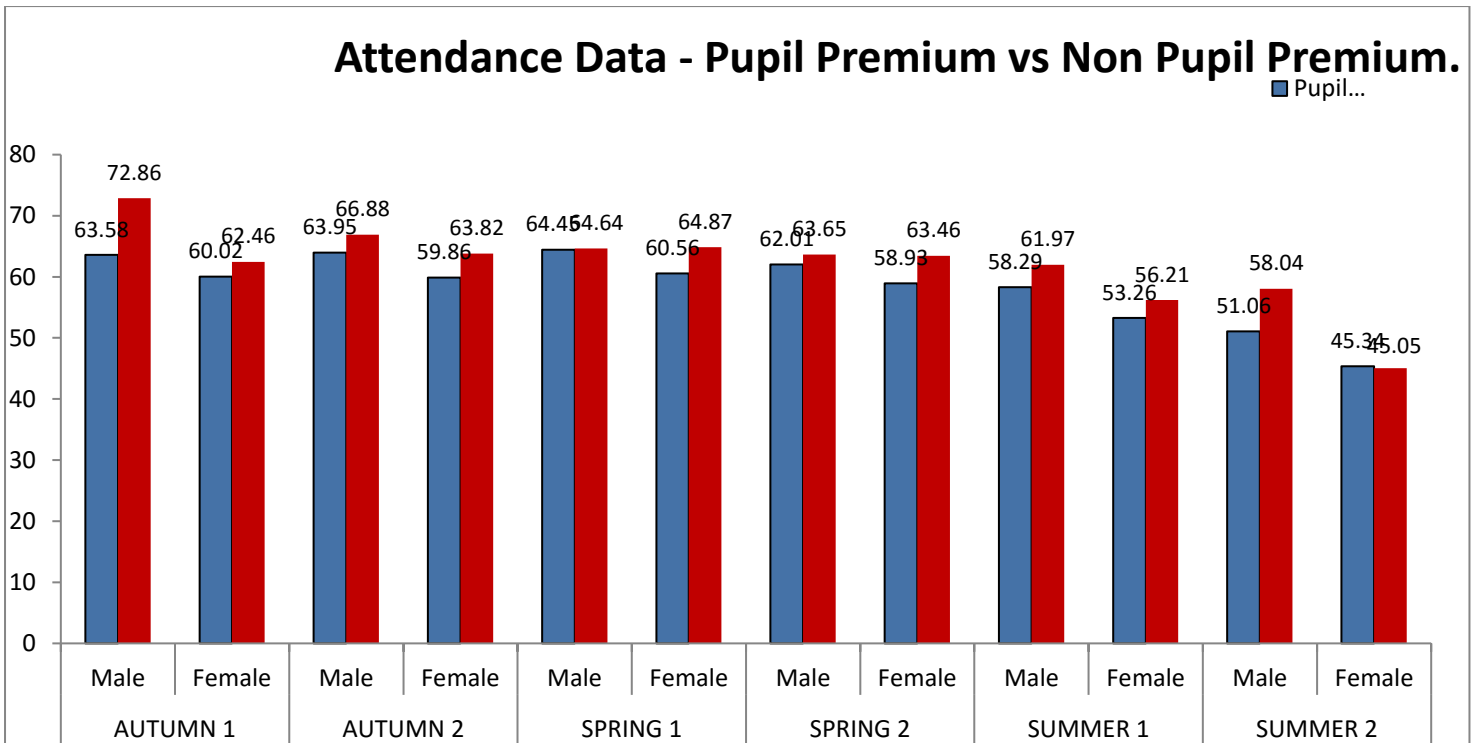
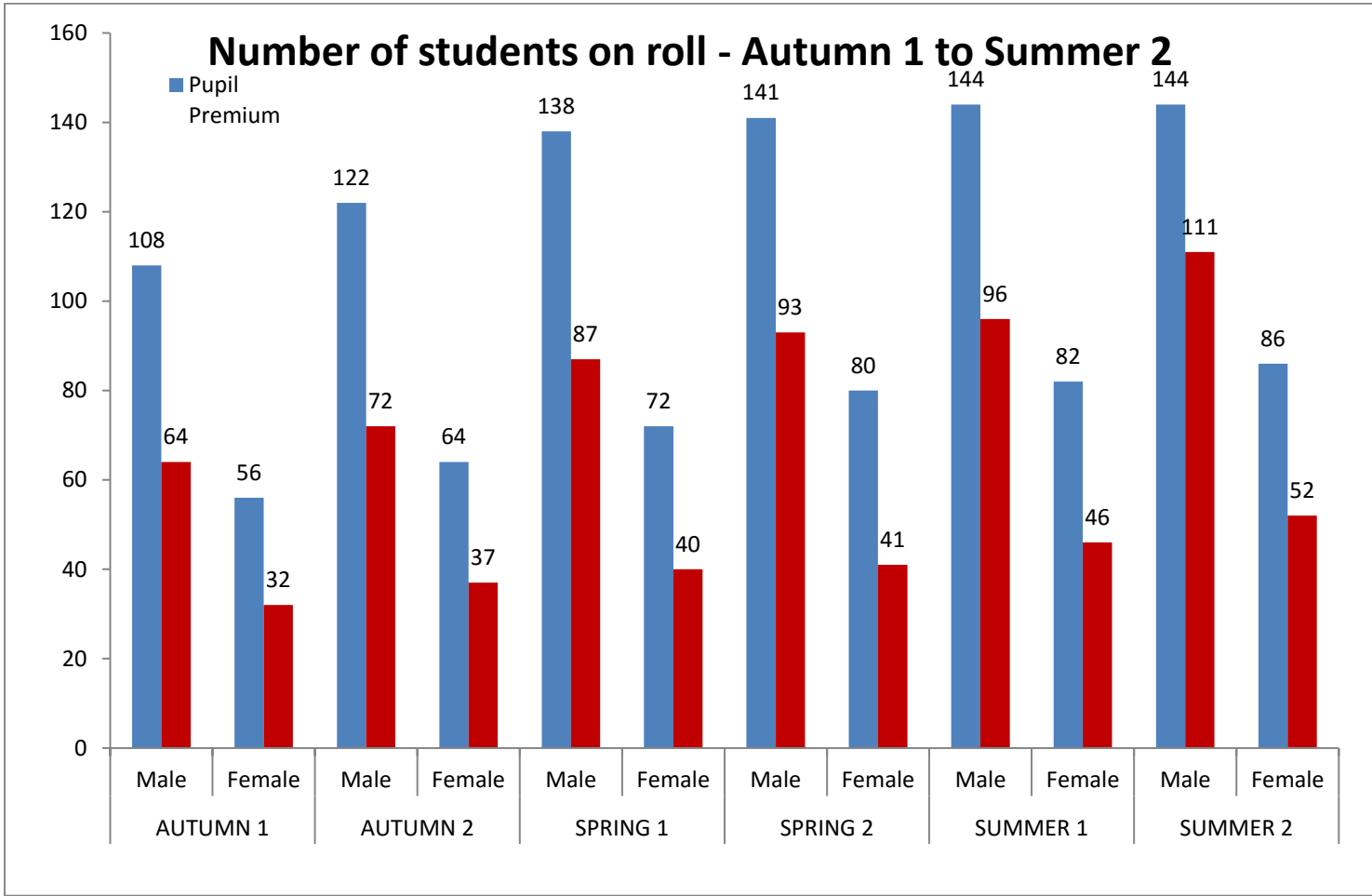
We continue to work very hard on improving attendance and although Pupil Premium attendance is lower for both genders as across the year there has been continued effort in supporting pupils and their families in achieving good attendance as well as a broad and balanced curriculum offer to encourage pupils to attend regularly. Improving attendance continues to be a focus of the whole school Quality Improvement Plan and all staff have appraisal targets linked to improving attendance. It is a focus for one of the new Deputy Heads from September 2017. We set ourselves challenging targets for attendance and it is pleasing to see that pupil premium pupils, especially boys who make up a large percentage of our cohort are achieving over 60% attendance early in the year. The aim is to balance this improving attendance across the year and over both genders.

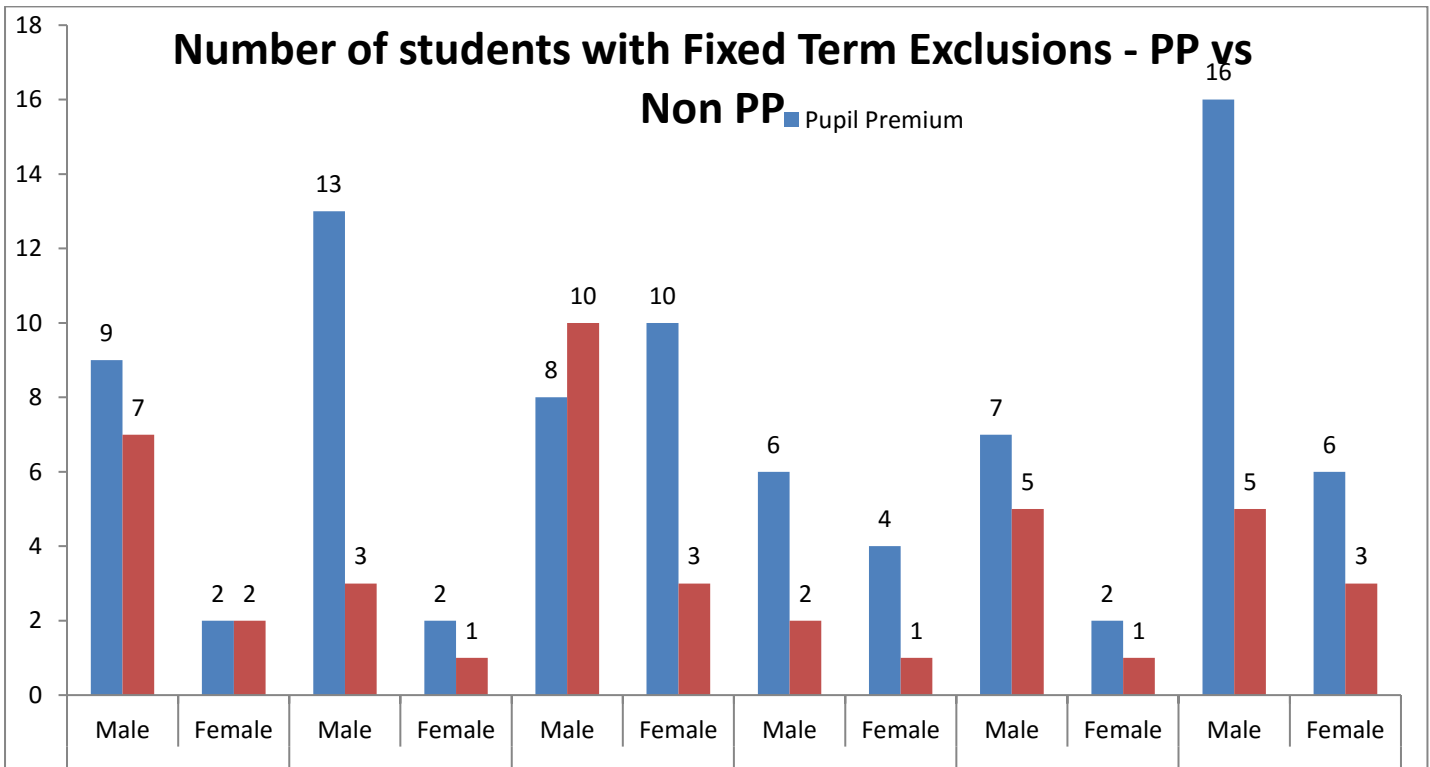
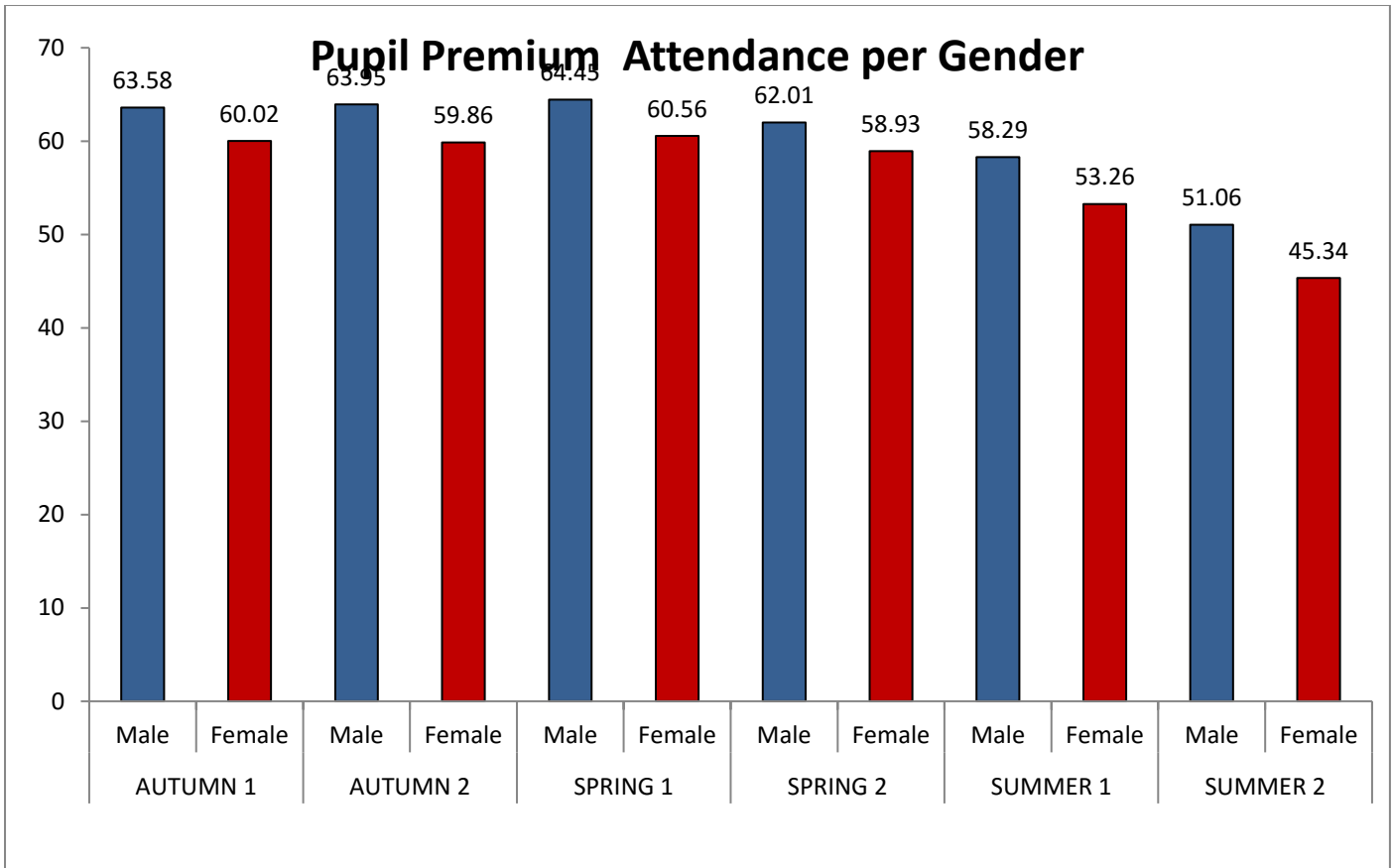
It is pleasing to see that as the year goes on there are fewer FTEs as the pupils respond to the teaching and learning from APC. The start and the end of the year have more FTEs so for 17/18 these times of year should have a strong focus on behaviour management. For the majority of the year male Pupil Premium pupils account for a large majority of the fixed term exclusions with more Pupil Premium pupils having a fixed term exclusions than their non-Pupil Premium counterparts across both genders. It should be borne in mind that we have many more Pupil Premium pupils than non PP. It is encouraging to see that the longer pupils are with us the fewer FTEs we see with the boys between the autumn and spring terms. Pupil Premium boys (especially) require more intensive behaviour support in the first term to reduce FTEs. This information is shared with Heads of Centre who work closely with pupils, staff and outside agencies to support positive behaviour management in centres and keep FTEs as low as possible. Initiatives such as the behaviour management working party and staff briefings, where individual pupils and strategies to support their behaviour are discussed are helping to reduce the number of fixed term exclusions. Although over the majority of the year there has been a higher number of fixed term exclusion sessions for Pupil Premium pupils, both male and female, the behaviour management working party continue to develop strategies to share across centres in order to support consistent and positive behaviour management.

In English it is very pleasing to see the vast majority of Pupil Premium pupils making expected or better than expected progress in line with or better than their non-pupil premium peers. There is a small number of Pupil Premium pupils making below expected progress at KS3 and KS4. Interventions such as the Totem and Talisman reading schemes and one-to-one literacy sessions continue to be used as support. The majority of pupil premium girls and boys are working above or at a similar level to their non-pupil premium peers. Targeted intervention such as one-to-one and daily literacy sessions are in place for pupil premium pupils working below expected progress.

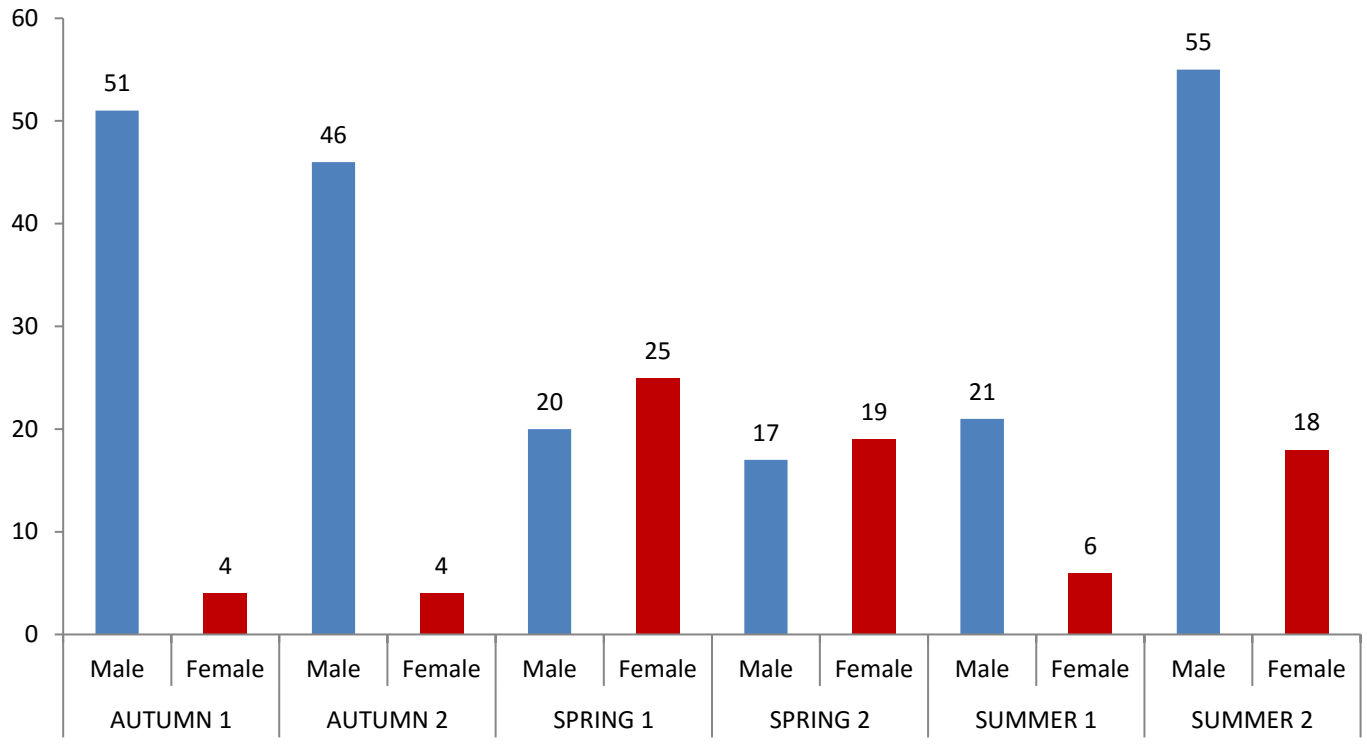
In maths interventions such as Numeracy Ninjas and daily numeracy sessions are proving effective in supporting progress across the board. Targeted interventions from SAM Learning have been introduced and are being developed further from September 17. It is pleasing to see that the large majority of pupils are making expected and better-than-expected progress. Targeted interventions as mentioned above are in place to support those making below expected progress. Robust assessment is used across APC and will be developed further during the academic year 17/18.

Evidence and Impact Graphs

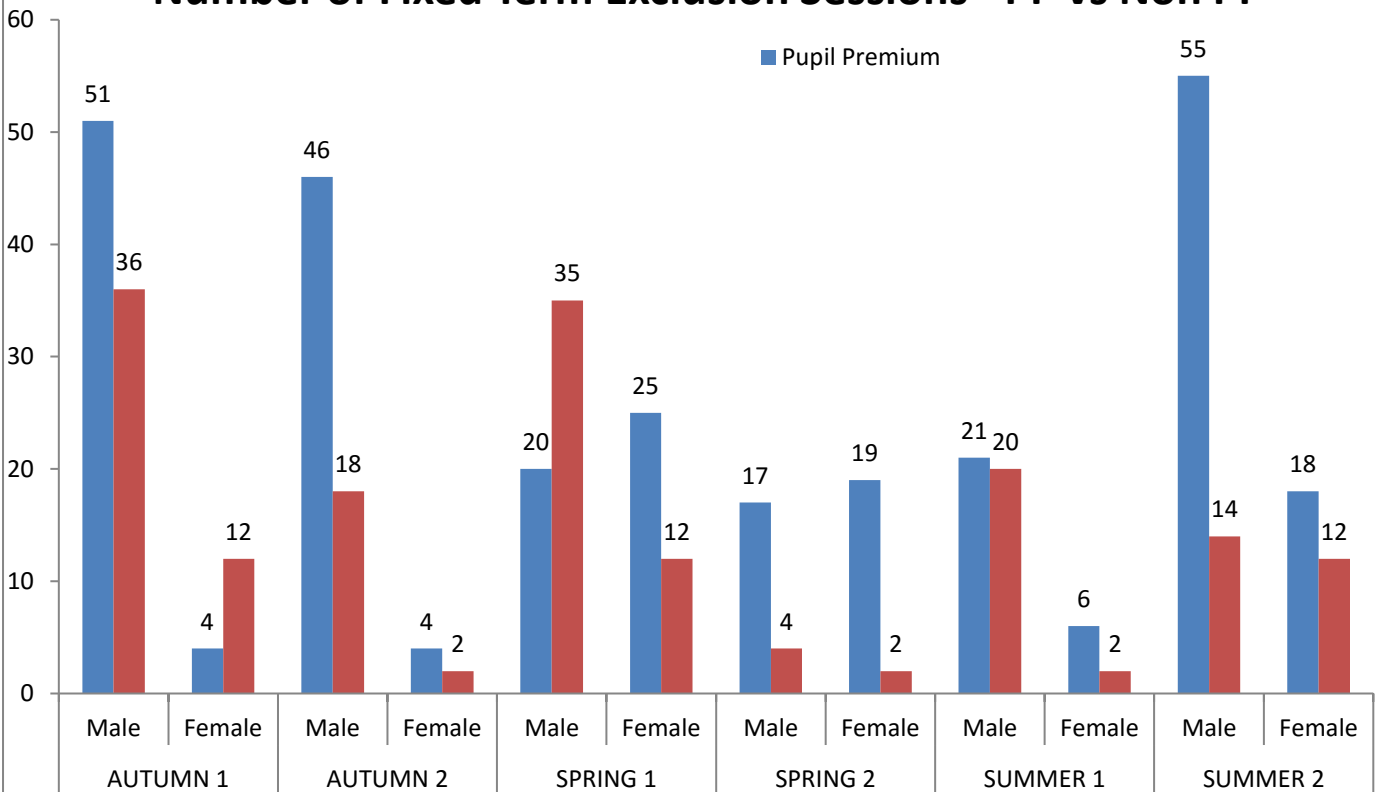




PP Fixed Term Exclusions by Gender

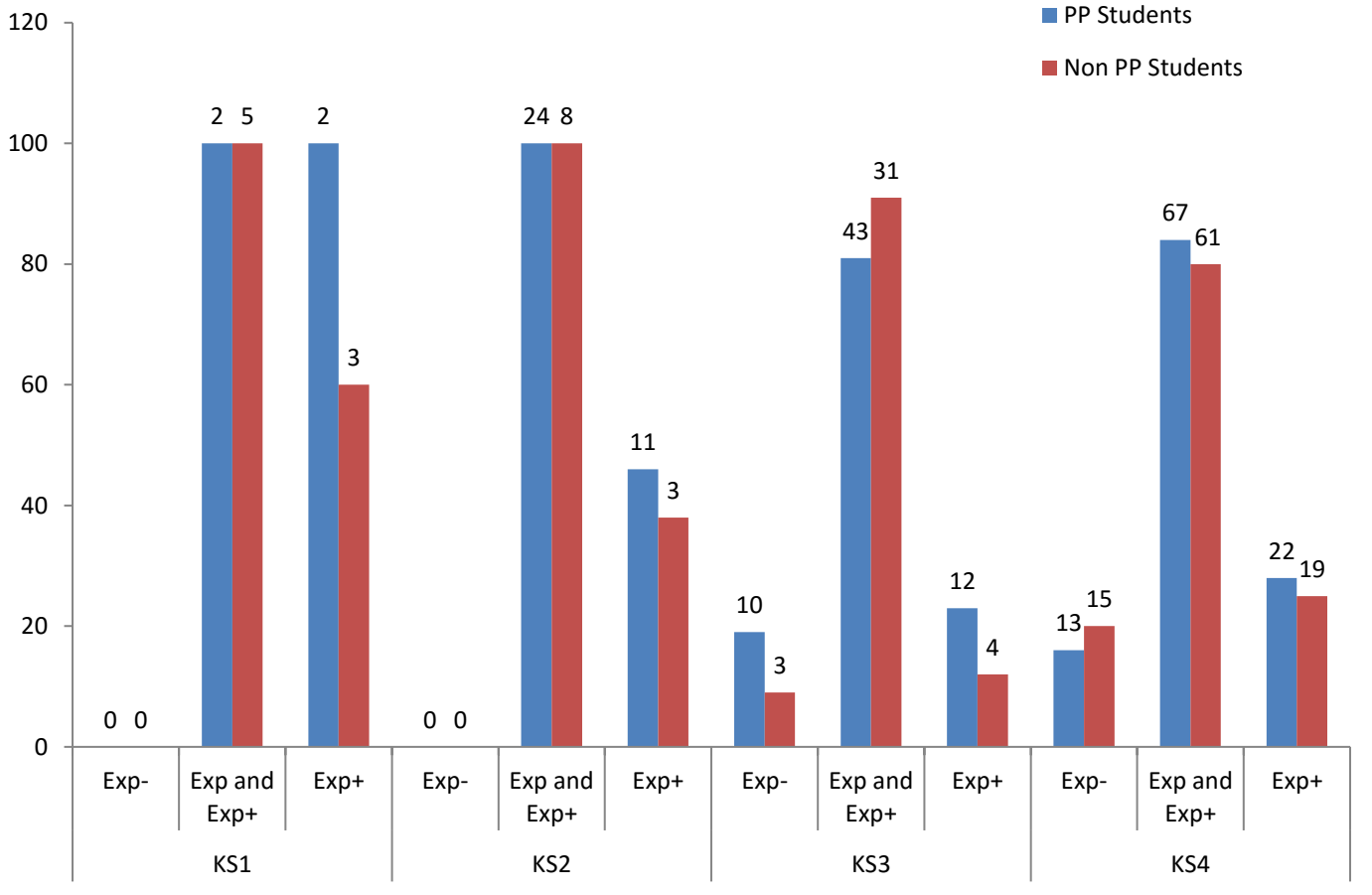


Number of Fixed Term Exclusion Sessions - PP vs Non PP



% of Pupils making expected (Exp) and better than expected (Exp+) progress from Summer 2 2016 - Summer 2 2017

% English Progress - PP vs Non PP



% English Progress - PP vs Non PP by Gender

