



Pupil Premium 2015/16 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 16/06/16	383
Total number of PP / PPP pupils supported during academic year 2015/16	439
Total percentage of pupils on roll at 16/06/2016 eligible for PP/PPP	87.2%
Total FSM	28.4% (109 Pupils)
Total Ever6	50.1% (192 Pupils)
Total Looked After	8.6% (33 Pupils)

Income Received

FSM / Ever 6	£81,873.50
Looked After	£25,964
Total	£107,837.50

Directed to	Pupil Premium used for	Amount allocated (£)	Summary of intervention	Intended outcomes	Monitoring and Evidence
Whole School	Small Group Learning across the Curriculum	£55,685.00	Specialist TA's / HLTA's to work with pupils across all areas of the curriculum with specific focus on literacy, numeracy, attendance and behaviour.	Pupils engage in learning across the curriculum and progress is accelerated to be 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.	Termly SIMS reporting to show progress / attainment as good 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 will show progress in behaviour and attendance.
Whole School	1:1 support via outreach teacher with focus on student engagement and integration to centre provision across APC (part funded 0.5 fte)	£24,775.00	Home visits to support learning across core curriculum.	Pupils engage in learning and show at least expected progress or better over the Key Stage as well as improved attendance.	SIMS reporting will show termly attendance and progress data.
APC Worthing, Crawley and Burgess Hill	Dedicated counsellor to provide counselling services £390 per week	£14,130.00	Pupils receive counselling sessions through self or teacher referral	Pupil premium pupils will have the opportunity to discuss and resolve personal issues that may prevent a barrier to their learning.	Termly attendance and progress reporting will show progress for pupil premium pupils at as good as or better than expected than their peers. Pupil Passports, Behaviour Matrix and/or ClassDojo reports will show improvement in attitude, engagement, self-confidence and self-awareness.
APC Littlehampton & Chichester	Prisoner talks – @ £250 each	£500.00	KS3 and 4 pupils are able to listen to the experiences of prisoners and ask questions about their time in prison.	Pupils are able to consider their own behaviours and risk taking and make better informed decisions about the consequences of their actions.	The termly Behaviour Matrix report in the Pupil Passport will show any improvement in behaviour and approach to learning.
Lancing	Dramatherapy Sessions	£2,280.00	KS3 and 4 pupils take part in a 10 week Dramatherapy	Pupils have the opportunity to explore personal issues and develop better self-esteem, self-awareness and	The Behaviour Matrix and strengths and difficulties questionnaires will show improved self-confidence, self-

			course	coping strategies for stressful situations.	awareness, social interaction, behaviour and engagement in learning. These are completed week 1 and week 10 with a mid-term review.
Whole school	Crick Software & Licences 2 @ £2003.75 for Clicker 6 and Write Online	£4,007.50	Computer software which allows teachers and pupils to have support in literacy	Successful use will improve attainment in English and across the curriculum, as well as reading age and general literacy.	Termly SIMS reporting will show progress and attainment for PP pupils as good as or better than their peers. See graphs for English progress data up to Summer 1 (below).
Whole school	Lego Education – Story Starter core set and More to Maths	£234.98	Pupils will have the opportunity to use Lego kits to support their learning in literacy and numeracy	Reading age and progress and attainment in English and Maths will improve in line with, or better than, their peers.	Termly SIMS reporting will show progress and attainment for PP pupils as good as or better than their peers. See graphs for English and Maths progress data up to Summer 1 (below).
Whole school	StarSpell Network with site licence	£289.00	Suitable for all ages, this website has spelling games and tasks to support the national curriculum.	Pupils’ reading ages and general literacy will improve and there allow greater access to the curriculum, improving attainment, engagement and self-confidence.	Termly SIMS reporting will show progress and attainment for PP pupils as good as or better than their peers. See graphs for English data up to Summer 1(below).
Whole school	Talisman and Totem reading schemes	£2,052.60	TAs and HLTAs use this young adult reading scheme with pupils who have literacy difficulties.	Pupils reading age and general literacy will improve and there allow greater access to the curriculum, improving attainment, engagement and self-confidence.	Termly SIMS reporting will show progress and attainment for PP pupils as good as or better than their peers. See attached for English data up to Summer 1(below).
Whole school	Pearson Education Primary KS1 & 2 Bug Club subscriptions and Rapid Reading online	£320.02	TAs and HLTAs use these online reading schemes with pupils who have literacy difficulties.	Pupils reading age and general literacy will improve and there allow greater access to the curriculum, improving attainment, engagement and self-confidence.	Termly SIMS reporting will show progress and attainment for PP pupils as good as or better than their peers. See graphs for primary English data up to Summer 1(below).
Whole school	Staff training – part funded - including Lego Therapy training via EPD credits, Mental Health Awareness, Therapeutic Work with Teenagers, Behaviour Management, Narrowing the Attainment Gap and	£1,675.00	All of the above interventions are supported by effective training and CPD for staff to ensure they have the most up to date skills and strategies when working with our pupils.	Staff have the skills and confidence required to best support the wide range of needs that our pupil premium pupils display. Pupil premium pupils are therefore making progress as good as or better than their non pupil premium peers and attendance data is also equitable or better because pupils feel well looked after and supported at APC.	Termly SIMS reporting will show attendance, progress and attainment for PP pupils as good as or better than their peers. Behaviour Matrix and ClassDojo reports in Pupil Passports will show improvement in self-awareness, engagement, behaviour and attitude to learning.

	Evidencing Impact.				
Lancing / Chichester	Crackit Cricket / STEM / Rythmix	£2,500.00			

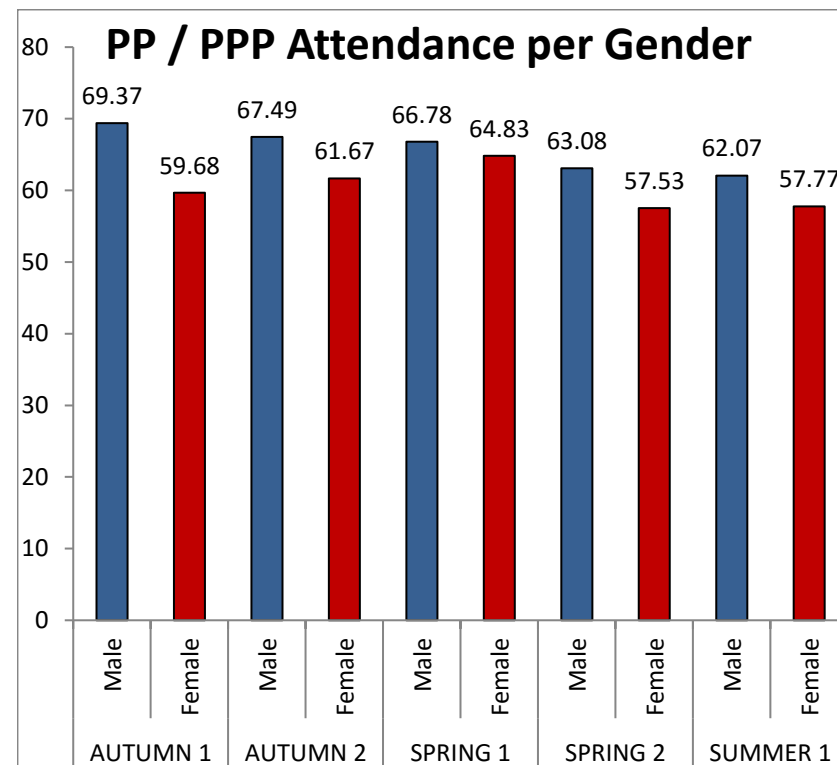
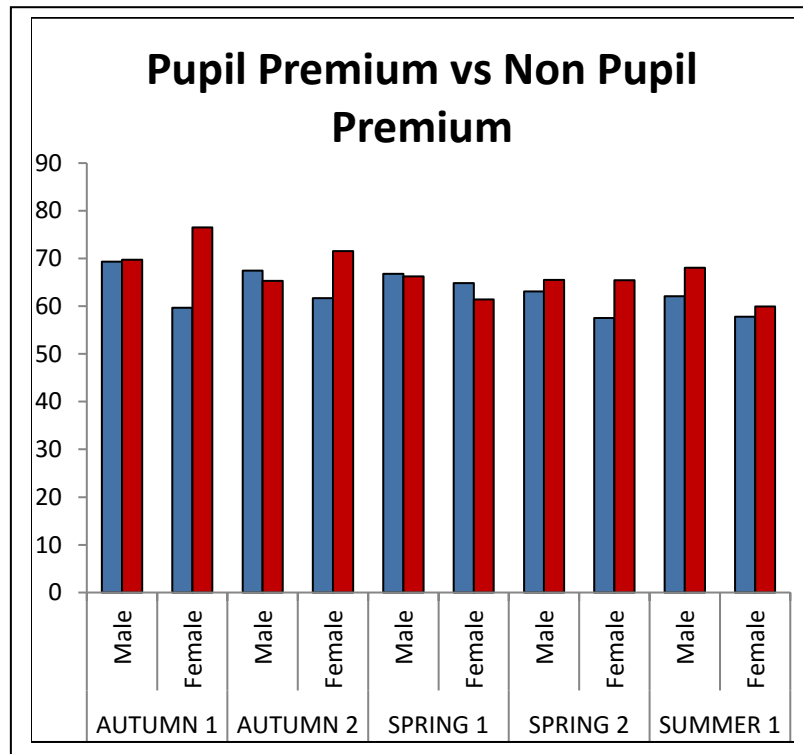
Summary of Evidence *(full detailed data can be obtained in additional reports)*

Attendance

- Pupil Premium boys and girls require more support than their non-pupil premium peers over the year to improve their attendance
- CLA boys and girls require more support than their non-pupil premium peers over the year to improve their attendance
- Over the year attendance has fallen for both pupil premium and non-pupil premium girls and boys with the drop more significant for boys
- Percentage attendance over the year is on the whole lower for PP girls than non PP girls

Pupil Premium

Non- Pupil Premium



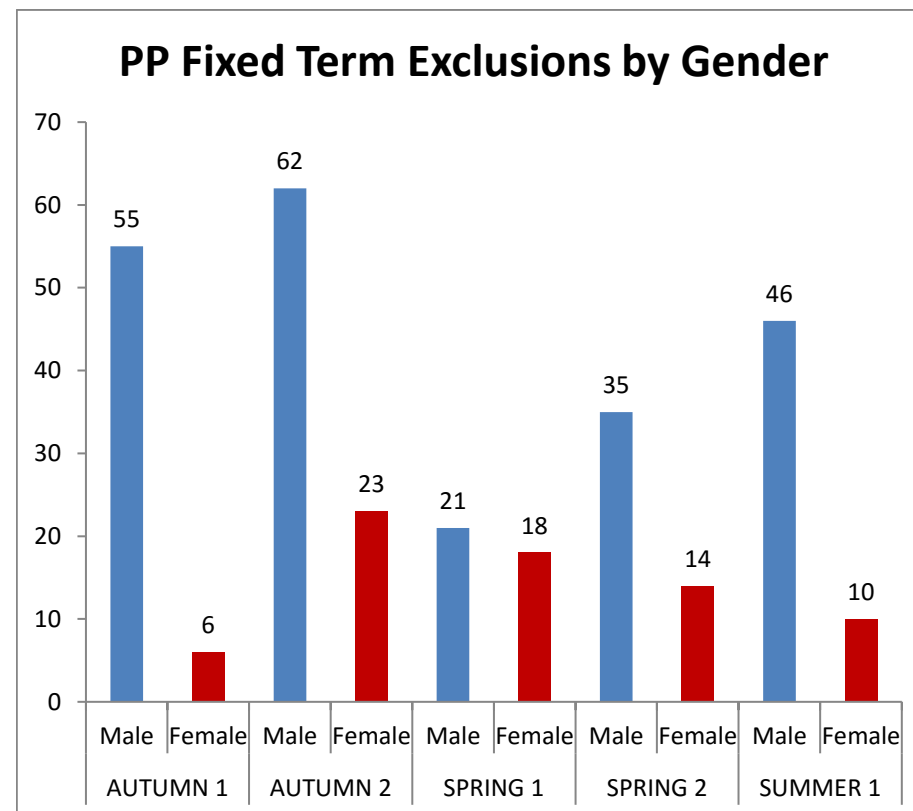
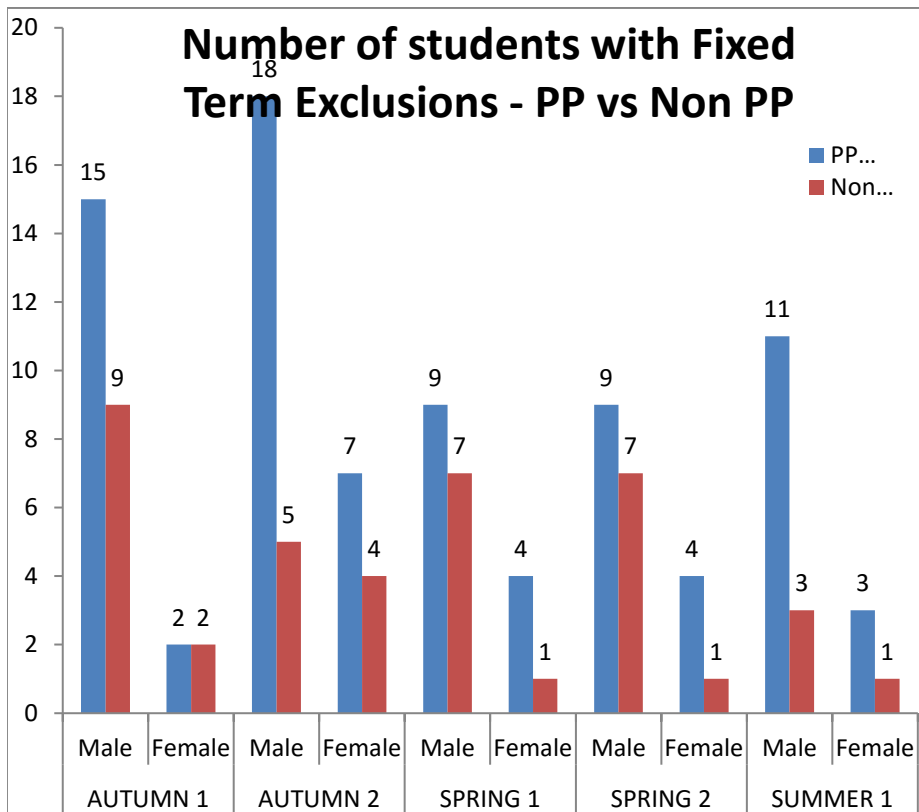
Actions for 2016/17

- More consistent reward system to be introduced to support improving attendance
- Enhanced attendance monitoring and follow up

Fixed Term Exclusions

- The average percentage of CLA boys excluded is 10.2% and girls is 11.4% (including all LAs)
- The average FTE is 3.5 sessions for PP boys and 3.6 sessions for PP girls
- The average FTE is 3.6 sessions for non PP boys and 6 sessions for non PP girls.
- The average FTE is 2.5 sessions for CLA boys and 4 sessions for CLA girls (including all LAs)
- The average percentage of PP boys excluded is 9.4%
- The average percentage of non pp boys excluded is 7%
- The average percentage of PP girls excluded is 5.6%

- The average percentage of non PP girls excluded is 4.4%

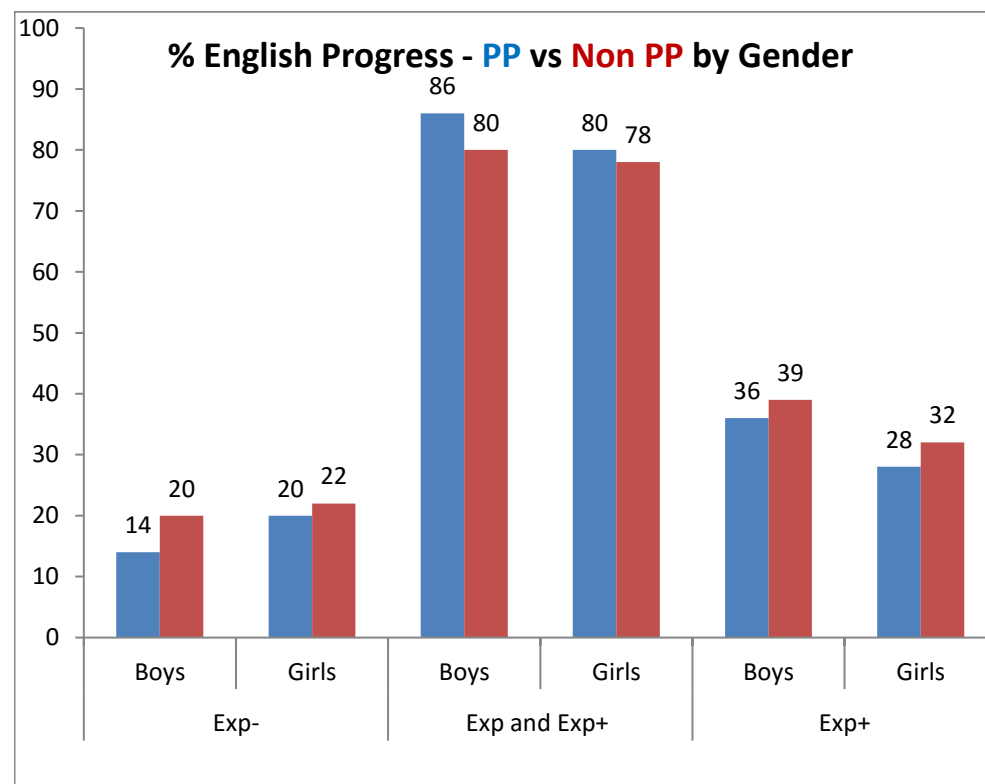
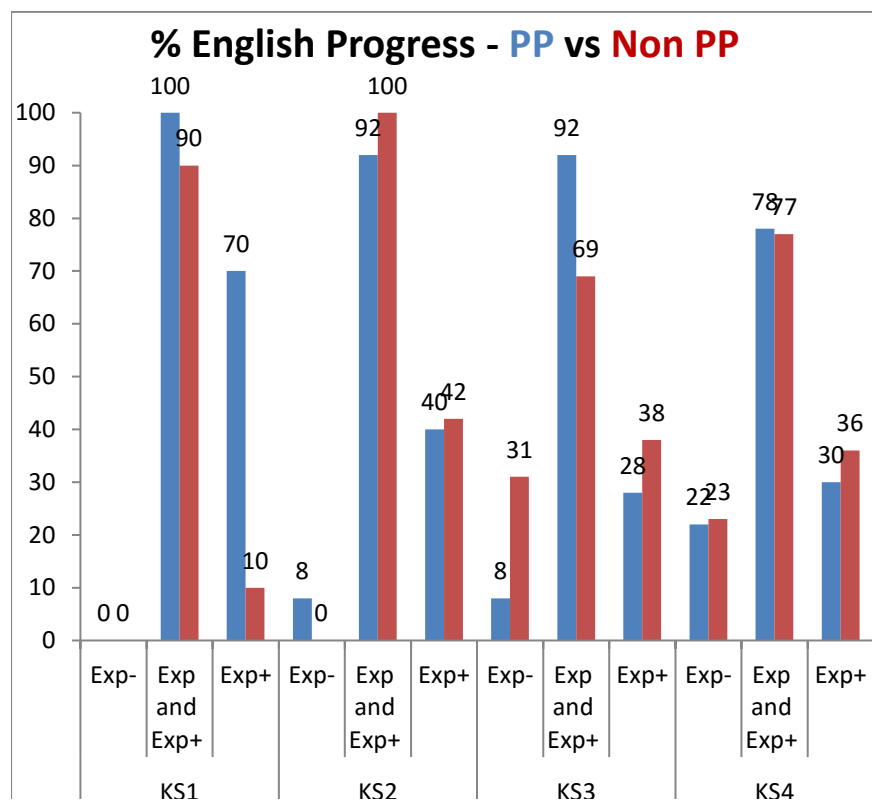


Actions for 2016/17

- Intensive behaviour support programme to be developed and implemented with focus on PP and PPP pupils.

Progress Data English

- A higher percentage of CLA and PP pupils across Key Stages are making expected progress in English than non PP pupils with significantly higher percentages in KS3
- A higher percentage of CLA and PP pupils are making **expected** progress in English at KS4 and significantly higher in KS3 than non PP pupils
- At KS2 the progress is similar for PP and non PP pupils
- As KS1 the numbers are very small but show a higher percentage of CLA and PP pupils making **better than expected progress**
- The performance of girls and boys within their groupings of PP, non PP and CLA are similar, with the only exception being that a higher percentage of PP boys are performing **better than expected** in English than PP girls.
- A higher percentage of both CLA and PP girls and boys are making **expected** progress in English than non PP girls and boys

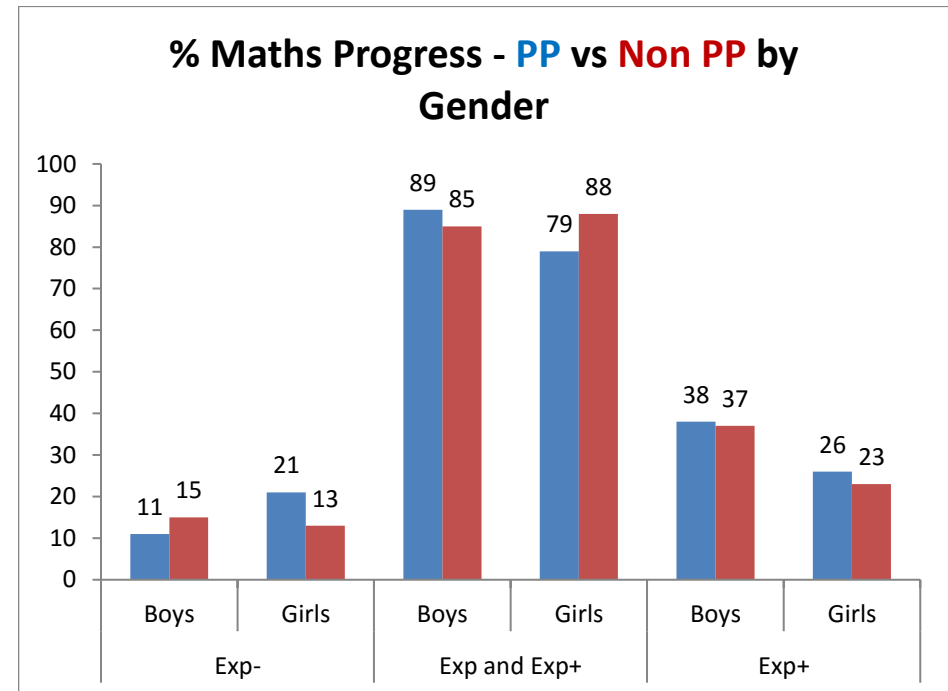
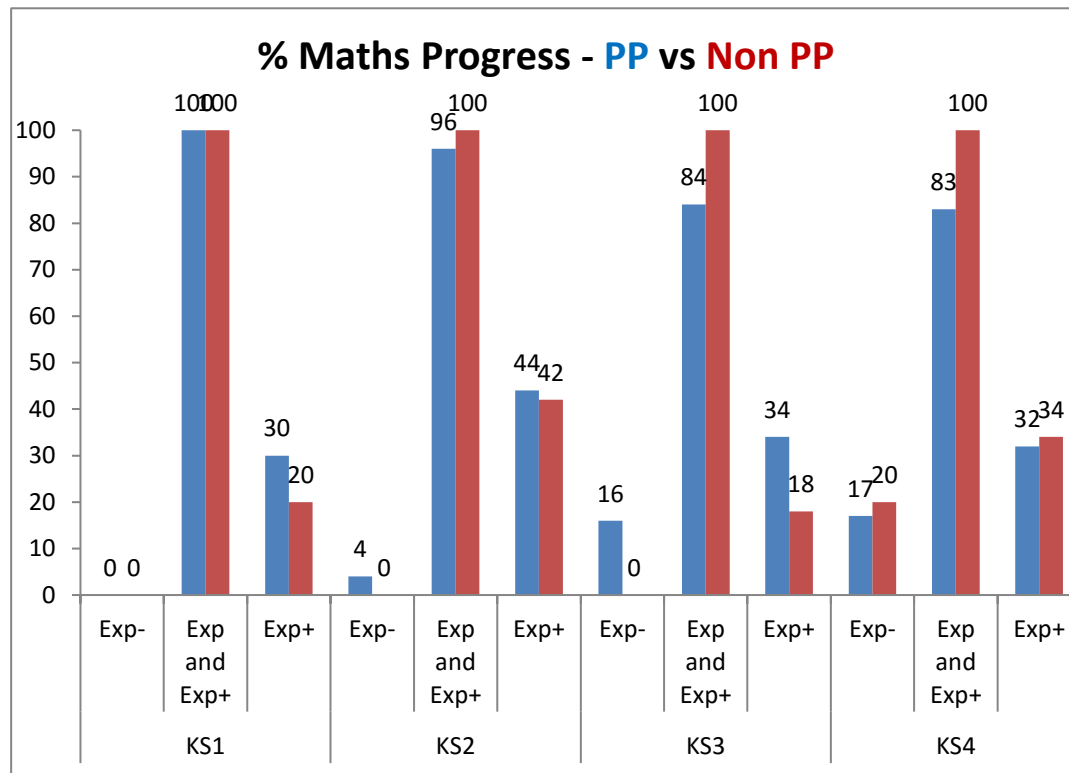


Actions for 2016/17

- Enhanced awareness of PPP / PP pupils is needed in classrooms to enable support to be planned more effectively. SIMS teacher app should support this.
- Intervention programmes to be put in place for pupils who are not making better than expected progress.

Progress Data Maths

- CLA pupils across the Key Stages require further support in order to make expected progress in Maths, especially at KS3
- Pupil Premium pupils require further support to make expected progress at KS3 in Maths
- Single registered CLA and PP pupils require further support in order to make expected progress in Maths
- Dual registered CLA and PP pupils require further support to make better than expected progress in Maths
- CLA boys require further support in order to make expected progress in Maths
- Pupil Premium and CLA girls require further support in order to make expected progress in Maths



Actions for 2016/17

- There has been whole school literacy focus for 15/16 using resources such as the Totem and Talisman reading schemes paid for from the PP budget. Whilst that focus should remain we need to look at numeracy as a focus for 16/17 and fund appropriate resources to support this, especially at KS3.