



PUPIL PREMIUM REPORT

2018 / 2019

Pupil premium strategy statement

School overview

Metric	Data
School name	West Sussex Alternative Provision College
Pupils in school	460
Proportion of disadvantaged pupils	51.3% (236)
Pupil premium allocation this academic year	£95,700
Academic year or years covered by statement	2018/2019
Publish date	September 2019
Review date	September 2020
Statement authorised by	Doug Thomas
Pupil premium lead	James Walters
Governor Committee	Teaching and Learning

Disadvantaged pupil barriers to success

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 we strive to give our pupils a fresh approach to learning in our alternative provision setting. We encourage our pupils to continue their educational progress 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.

Some of those barriers include:

- Erratic attendance due to changing or challenging home circumstances.
- SEMH needs of the pupil.
- Poor behaviour in classes.

- Pupils not having enough teacher attention or time.
- Crime/exploitation outside of school.
- Pupils not having enough confidence.
- Pupils not having enough motivation.
- Sanction practices.
- The way people stereotype schools
- Previous school experience.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
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.	July 2019
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.	July 2019
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.	July 2019

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
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 Program 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.	July 2019
Deliver a Dialogue counselling service to students across all sites of	Further support the SEMH needs of the	July 2019

the alternative provision college.	pupils. Help identify barriers to learning.	
Additional allocation to support pupil premium students.	Additional tutoring/ attendance/ reintegration support/ external agencies.	July 2019

Teaching priorities for current academic year

Measure	Activity
Priority 1	Small group learning
Priority 2	Specialist Teacher Assistant support
Barriers to learning these priorities address	Engaging those who are disengaged from learning and addressing challenging behaviour as a result.
Projected spending	£49,998

Wider strategies for current academic year

Measure	Activity
Priority 1	Cook and Eat
Priority 2	Counselling
Barriers to learning these priorities address	To develop social engagement and relationship building. To help support the SEMH needs of the child.
Projected spending	£32,169.61

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure all staff have the opportunity to share good practice and liaise with their lead learner.	Use of INSET days, CPD, subject meetings and daily debriefs to ensure quality teaching.
Targeted support	Enough time to use small group learning and specialist TA support to address student behaviours and academic progress.	To identify those who need additional intervention. Implement shadow timetable intervention sessions for small group work.
Wider strategies	Ensuring all centres have access to a counsellor. There is currently no lead learner in Cook and Eat to streamline the subject effectively.	Advertise vacancies.

Review: 2018 / 2019 aims and outcomes

Aim	Outcome
Pupil premium students in KS1 and KS2 to make expected levels of literacy and numeracy.	<p>Academic progress was measured in the following way:</p> <ul style="list-style-type: none"> - Below target - On track - Greater depth <p>KS1 English and Maths:</p> <ul style="list-style-type: none"> - English and Maths progress for PP students showed an increase from Autumn 1 to Summer 2. By Summer 2 PP students were now achieving on target in their progress. - English and Maths progress for non PP showed a greater increase in achieving greater depth learning rather than on target. - This analysis is based on 1 PP student being on roll during the majority of the year until Summer 2 when there were 3.

Aim	Outcome
	<p>KS2 English</p> <p>Percentages below generated over the academic year:</p> <ul style="list-style-type: none"> - 25% non PP students were working below target compared to 10% of PP students. - 90% of PP students were achieving on target compared to 63% of non PP students. <p>KS2 Maths</p> <p>Percentages below generated over the academic year:</p> <ul style="list-style-type: none"> - 20% of PP students were achieving below target compared to 6% non PP - 12% of non PP students are achieving greater depth compared to 2% PP students. <p>Future aim:</p> <ul style="list-style-type: none"> - PP pupils in KS1 and KS2 to make expected levels of literacy and numeracy. (on target working towards greater depth) <p>Future actions:</p> <ul style="list-style-type: none"> - Use small group learning and specialist TA support to increase engagement of PP students. - Use online learning package (Doddle) to enable further learning opportunities at home.
<p>Pupil premium students in KS3 and KS4 to make expected levels of literacy and numeracy.</p>	<p>Academic progress was measured in the following way:</p> <ul style="list-style-type: none"> - Below target - On track - Greater depth <p>KS3 English</p> <p>Percentages below generated over the academic year:</p>

Aim	Outcome
	<ul style="list-style-type: none"> - 60% of PP students were achieving below target compared to 50% non PP. - Neither PP or non PP students achieved greater depth in KS3 English over the academic year. - The majority of non PP students achieved on target compared to PP students who were achieving below target in English. <p>KS3 Maths</p> <p>Percentages below generated over the academic year:</p> <ul style="list-style-type: none"> - 58% of PP students were achieving below target compared to 41% non PP. - 2% of PP students achieved greater depth compared to 6% non PP. - The majority of non PP students achieved on target compared to PP students who were achieving below target in Maths. <p>KS4 English</p> <p>Percentages below generated over the academic year:</p> <ul style="list-style-type: none"> - 59% of PP students were achieving below target compared to 44% non PP. - 1% of PP students were achieving greater depth compared to 3% non PP. - The majority of non PP students achieved on target compared to PP students who were achieving below target in English. <p>KS4 Maths</p> <p>Percentages below generated over the academic year:</p> <ul style="list-style-type: none"> - 44% of PP students achieved below target compared to 40% non PP. - 52% of PP students achieved on target compared to 57% non PP. - 4% of PP students achieved greater depth compared to 3% non PP. - There is not a significant difference in results between PP and non PP in KS4 maths. - The majority of KS4 students were achieving on target.

Aim	Outcome
	<p>Future aim:</p> <ul style="list-style-type: none"> - PP pupils in KS3 and KS4 to make expected levels of literacy and numeracy (on target working towards greater depth). <p>Future actions:</p> <ul style="list-style-type: none"> - Use small group learning and specialist TA support to increase engagement of PP students. - Use online learning package (Doddle) to enable further learning opportunities at home. - Use of lead learners in curriculum planning and assessment. This could include a review of assessment processes. The data available only records academic progress and not behavioural progress.
<p>To use small group learning and specialist TA support to increase engagement of pupil premium students.</p>	<p>Attendance data statements:</p> <ul style="list-style-type: none"> - There were more PP students on roll than non PP during the 18/19 academic year. - The majority of PP students were male. - Although not a significant difference there was a higher attendance rate of male PP students compared to female PP students. - Male PP students had an average attendance of 52% and female PP students had 49%. - Male non PP students had an average of 60% attendance and female non PP students had 62%. <p>Future aim:</p> <ul style="list-style-type: none"> - To improve attendance of pupils attracting PP. <p>Future actions:</p> <ul style="list-style-type: none"> - Attendance officers to work with AHTs to identify PP students with low attendance. Use small group

Aim	Outcome
	<p>learning and specialist TA support to increase engagement in school.</p> <ul style="list-style-type: none"> - Attendance officers to develop reward systems to encourage attendance. - Attendance officers to deliver small group intervention in school to identify barriers to attendance. <p>Fixed Term exclusions data statements:</p> <ul style="list-style-type: none"> - Male PP students (average of 110 students over the academic year) received 83 FTE over the academic year compared to male non PP (average of 57 students over the academic year) who received 56 FTE. - Female PP students (average of 89 students over the academic year) received 32 FTE over the academic year compared to female non PP (average of 52 students over the academic year) who received 13 FTE. - 75% of male PP students received FTE compared to 56% of the male non PP students over the academic year. - 35% of female PP students received FTE compared to 25% of the female non PP students over the academic year. - Both PP and non PP male students are receiving twice as many FTE compared to female PP and non PP students. <p>Future aim:</p> <ul style="list-style-type: none"> - To improve behaviour of pupils attracting PP. <p>Future actions:</p> <ul style="list-style-type: none"> - To use small group learning and specialist TA support to develop behaviour strategies. - Whole school CPD to further develop behaviour strategies and the use of restorative justice as a tool to reduce FTE. - Refer students to school counsellor for additional support.

Aim	Outcome
<p>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.</p>	<p>The large majority of PP pupils have taken part in the Cook and Eat program and have achieved or are working 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.</p> <p>Future aim:</p> <ul style="list-style-type: none"> - To continue 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>Future actions:</p> <ul style="list-style-type: none"> - To employ a subject lead learner for cook and eat to further develop the delivery of the program. - To ensure accreditation is the same across all WSAPC sites to accurately measure academic progress across the school.
<p>Deliver a dialogue counselling service to students across all sites of the alternative provision college.</p>	<p>Counselling is currently being offered across all sites apart from Chichester Primary APC. The counsellors have been engaging with PP students in centre on a weekly basis.</p> <p>Recruitment for a further counsellor for those centres currently without one is underway.</p> <p>Future aim:</p> <ul style="list-style-type: none"> - To ensure there is counselling offered in all sites across APC. - Implement a system to monitor impact. - Look to increase counselling hours offered depending on impact. <p>Future actions:</p>

Aim	Outcome
	<ul style="list-style-type: none"> - Audit YMCA's offer and ensure delivery is accessible across all sites. - AHT's to work with counsellors on site to monitor impact of service on PP and non PP students.
Additional allocation to support pupil premium students.	<p>Areas where additional allocation has supported pupil premium students:</p> <ul style="list-style-type: none"> • Uniform for reintegration • Additional Counselling • Outreach support

Review Outcomes	<p>As a result of the review progress the data doesn't show enough impact of pupil premium.</p> <p>Future actions:</p> <ul style="list-style-type: none"> - Review allocation of pupil premium with SLT. - And/or consider further ways of measuring the impact. Could impact be measured on pupil attitudes (Pass data), progress from baseline for behaviour e.g. how many FTEs had they had in the year before they came to us and how many have they had with us. Develop a behaviour matrix system to assess progress. Pupil voice surveys on cook and eat and counselling. Look at baseline and review data on reading scores from intervention sessions. - Further research by AHT to look at similar provision allocation and impact.
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