

SUMMARY INFORMATION

Date of most recent pupil premium review:	September 2021	Date of next pupil premium review:	September 2022
Total number of pupils:	333	Total pupil premium budget:	£111,790.46 <i>(£109,555 20/21 +£2,235.46 19/20 CF)</i>
Percentage of pupils eligible for pupil premium:	34.23%		

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:

- £955 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

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)

Pupil Premium data review

Pupil numbers in Primary provision are low and PP numbers represent approximately a third of this cohort. PP numbers are significantly higher in Secondary provision in comparison to their Non PP peers.

Academic:

Key Stage 1:

Reading: All of the KS1 cohort were on track to meet their reading targets, outperforming their non PP peers.

Writing: All pupils made the expected progress or better against their targets, in line their Non PP peers.

Spoken: All PP pupils made the expected progress or better against their targets, in line with their PP peers.

Maths: All of the KS1 cohort were on track to meet their reading targets, in line with their non PP peers.

Science: The majority of pupils made the expected progress or better against their targets, in line with their Non PP peers.

Key Stage 2 :

Reading: The majority of pupils made expected progress or better against their targets, outperforming their Non PP peers.

Writing: The majority of pupils made expected progress or better against their targets, outperforming their Non PP peers.

Spoken: The majority of pupils made expected progress or better against their targets, outperforming their Non PP peers.

Maths: The majority of pupils made expected progress or better against their targets, with their Non PP peers making better progress.

Science: The majority of pupils made expected progress or better against their targets, outperforming their Non PP peers.

PP boys performed better than their Non PP peers in all areas with the exception of English Spoken and Maths. PP girls performed in line with their Non PP peers, or better.

Key Stage 3 and 4:

English: Key stage 3 and 4 pupils demonstrated lower performance who sit just below their Non PP peers in this area.

Maths: Follows the trend in Key stages 3 and 4, showing slightly lower performance than their peers.

PP boys and girls made similar progress against their targets; Non PP peers made slightly better progress overall in both subject areas.

The **attendance** of PP pupils sat below the average attendance of their Non PP peers, particularly for boys, where there were significantly higher numbers compared to their Non PP peers. The attendance of PP girls stayed in line with their Non PP peers, and was higher for two half terms. The data for **FTE** shows that PP pupils were more likely to receive one than their peers, representing a range of 10% to 21% of the total FTEs (Non PP sits in a range of 4.3% to 18%) . However, the PP cohort represents a range of 56% to 62% of the whole school pupil cohort leading to an expectation of higher numbers from this group of learners.

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
- M. Long term school closures/Pandemic

INTENDED OUTCOMES 2020/21

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. Intervention	Additional tutoring/ attendance/ reintegration support/ external agencies.

Review of expenditure from 2020/21

PREVIOUS ACADEMIC YEAR				
Total amount: £109,177.00				
QUALITY OF TEACHING FOR ALL				
Action	Intended outcome	Impact	Next Steps	Cost
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.	Key Stage 1 and 2 Reading data demonstrates that all pupils have made good progress in this area, better than their peers who are not in receipt of pupil premium.	To further imbed reading strategies and intervention to accelerate reading progress supporting primary pupils to access the curriculum and the world around them.	£52,508.74
SEND / SEMH interventions.	PP pupils across KS3 & KS4 progress towards expected or above in Maths and English	There has been slower progress in these areas although just lower than their non pupil premium peers. 38% (K3) and 49% (K4) in English and 65% (K3) and 66% (K4) in Maths. Key Stage 3 and 4 saw significantly more PP pupils than non.	To target literacy and numeracy intervention based on data from baselines and implementing intervention activities and programmes to increase progress in these areas.	
Targeted Support				
Action	Intended outcome	Impact	Next Steps	
Target reading interventions across KS3 & KS4	wider access to the full curriculum	PP pupils data shows that they sat just below the progress made by their peers. Targeted interventions have identified low ability and intervention HLTAs have been able to implement the process.	To further target progression in reading through specific resources to support reading in this age group.	

Targeted engagement support focusing on Behaviour for Learning.	Improved pupil outcomes, attendance and appropriate community engagement	Data shows that PP pupils were in greater risk of receiving FTE than their peer group. The impact of intervention has reduced this figure so that PP pupils are closer in line with their peers.	To further strengthen behaviour for learning through intervention and enrichment.	
OTHER APPROACHES				
Action	Intended outcome	Impact	Next Steps	Cost
Counselling	Delivery of pupil wellbeing and emotional support, to promote positive outcomes	It has been hard to quantify this aim as we were affected by school closures and prohibited access to the school by external services.	Development of Counselling offer and develop impact report.	£27,777.75
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.	C&E continues to provide an excellent outcomes for pupils and ensures that PP pupils are eating well and engaging in healthy	Continuation of the programme.	£23,724.87

Planned expenditure for Academic year 2021/22

ACADEMIC YEAR 2021/22					
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?
Literacy and Numeracy intervention.	To improve progress and attainment outcomes in English and Maths in Key Stages 3 and 4.	Lower performance by pupil premium pupils against their peer group. To support access to the wider curriculum and address gaps in learning.	Driven by curriculum leads and supported by the SEND team to ensure early identification of need and implementation of intervention. Periodic reviews with supporting impact data.	BT/PE SEND Team Curriculum leads	September 22
Reading in the curriculum	To promote reading across the curriculum and increase opportunities to read for pleasure.	Lower performance in curriculum areas by PP pupils demonstrates the need to review and develop the reading strategy and provide explicit opportunities for reading in the curriculum.	Driven and monitored by leader and curriculum leaders, supported by the SEND team. Periodic reviews with supporting impact data.	BT/PE SEND Team Curriculum leads	September 22
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?
Intervention	Small group sessions within centres to promote positive pupil outcomes based on need.	Increasing numbers of pupils with gaps in their foundation education. Loss of learning due to school closures and non-engagement in education.	Driven and monitored by leader and curriculum leaders, supported by the SEND team. Periodic reviews with supporting impact data.	Leadership/ SEND Team Curriculum leads	September 22

Reading	To promote reading and improve the reading ages of pupils with gaps in their learning.	Early identification of this area as a need through data and baseline information. Improving reading ability enables access to the curriculum and wider world.	Driven and monitored by leader and curriculum leaders, supported by the SEND team/HLTA intervention. Periodic reviews with supporting impact data.	Leaders/SEN D Team/HLTA Intervention	September 22
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?
Cook and Eat	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.	This area is vital to support our pupils understanding of healthy lifestyles and the processes surrounding the feed that we eat. This supports positive behaviour and engagement in group activities. Many pupils do not have the opportunity to eat prior to, and during the school day, the C&E programme enables pupils to be fed and focus on learning.	Driven and monitored by leaders and curriculum leader, supported by the SEND team. Periodic reviews with supporting impact data.	DH Curriculum Curriculum Lead	September 22
Inclusion+	To promote engagement and access to centre based education. Targeted support for mental health.	Many pupils struggle to manage their behaviour for learning and need targeted support to address these areas of concern so that appropriate access to education can be made.	Driven and monitored by leader and curriculum leaders, supported by the SEND team. Periodic reviews with supporting impact data.	Leadership Team	September 22
Pastoral Support	To provide additional mentorship and face to face	Many pupils are displaying increased complexities for mental health, safeguarding and school attendance.	Driven and monitored by Assistant Heads with Periodic reviews with supporting impact data by	AHT with responsibility for Pupil Support	September 22

	support to support with the effects of COVID-19		the AHT with Strategic oversight for Pupil Support		
				Total budgeted cost:	£107,378 <i>(£86,985 21/22 +£7,778 20/21 CF + £12,615.00 Recovery Premium)</i>