



## WSAPC Pupil Premium Report 2024/25

### SUMMARY INFORMATION

Date of most recent pupil premium review:	September 2024	Date of next pupil premium review:	September 2025
Total number of pupils:	596	Total pupil premium budget 2024/25:	£131,332.00
Percentage of pupils eligible for pupil premium:	286 – 47.99%		

### 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 2024/25 is:

- £1,050 Secondary
- £1480 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

Pupil Premium numbers grew by 38% over the academic year while the number of pupils on roll increased by 52%, pupil numbers increased by a greater percentage than pupil premium numbers. Pupil premium pupils represented a range of 55% dropping to 50% of the whole school cohort over the year; FSM pupils also increased by 38% over the same period representing a range of 51% dropping to 47% of the whole school cohort. For the academic year 2023-2024 we had 14 Year 11 pupils out of 97 (14.4%) leave with NEET or unknown leaver destination. Over this academic year as a whole school we had 96 reintegrations.

All pupils are assessed on entry by SENCO/HLTA providing reading, writing, Spelling ages and PASS scores. In addition KS1 and KS2 are assessed on the Phonics stage that they are working at.

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 and SEND needs pupils.
- E. Adverse childhood experiences.
- F. Dysregulation leading to challenging behaviours.
- G. Crime/exploitation outside of school.
- H. Pupils having low self regard.
- I. Pupils lacking intrinsic motivation.
- J. Sanction practices and consistency of boundaries.
- K. Previous school experiences.
- L. Poor external influences.
- M. Socio-economic barriers.

**INTENDED OUTCOMES 2024/25**

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

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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	Pupil premium students in KS4 to have access to a wider curriculum offer.	Pupil premium students achieve a wider range of qualifications, including five GCSEs
D	To use specialist Assistant Psychologist support to increase attendance and engagement of pupil premium students.	A reduction in behaviour incidents recorded for pupil premium students. Increase in attendance and engagement.
Wider outcomes		
E	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.
F	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.
G	Additional allocation to support pupil premium students.	Additional tutoring/ attendance/ reintegration support/ external agencies.



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## Review of expenditure from 2023/24

PREVIOUS ACADEMIC YEAR				
Total amount: £87124 (£5519 carry forward from 2022/2023, £1,455 Primary, £1,035 Secondary)				
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.	<p>Targeted SEND, Pastoral and Academic intervention sessions supported to increase attendance and engagement of PP students across numeracy and literacy.</p> <p>Accelerated Reader and MyOn being used across Primary enabling further access to learning opportunities at School.</p> <p>Phonics programme embedded to support access to Reading and build confidence in writing.</p>	<p>Increase knowledge and application of strategies to support students with SEMH needs and increase engagement</p> <p>Utilise to encourage further learning opportunities at home.</p> <p>Fully embed the assessment of phonics.</p>	£70000
SEND / SEMH interventions.	PP pupils across KS3 & KS4 progress towards expected or above in Maths and English	Targeted SEND, Pastoral and Academic interventions to increase engagement of all students	Increase knowledge and application of strategies to support students with SEMH needs and increase engagement	
Targeted Support				
Action	Intended outcome	Impact	Next Steps	

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<p>Target reading interventions across KS3 &amp; KS4</p>	<p>Wider access to the full curriculum</p>	<p>Targeted SEND, Pastoral and Academic intervention sessions supported to increase engagement of PP students across numeracy and literacy.</p> <p>Accelerated Reader and MyOn being used across most of Secondary enabling further access to learning opportunities at School.</p> <p>Phonics programme embedded to support access to Reading and build confidence for writing across Secondary Provision.</p>	<p>Increase knowledge and application of strategies to support students with SEMH needs and increase engagement</p> <p>Utilise to encourage further learning opportunities at home.</p> <p>Fully embed the assessment of phonics.</p>	
<p>Targeted engagement support focusing on Behaviour for Learning.</p>	<p>Improved pupil outcomes, attendance and appropriate community engagement</p>	<p>Individualised pupil progress reports / intervention paperwork implemented</p> <p>Baselines and Pass data used to monitor change and progress</p> <p>Similar numbers of PP to non-PP students receiving suspensions, however PP students received a greater number of suspensions per PP pupil</p>	<p>Fully embed use of 6 key Edukey plans</p> <p>Ensure baseline data being captured at regular intervals</p> <p>Capture Engagement data alongside Attendance data</p>	

**OTHER APPROCHES**



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Action	Intended outcome	Impact	Next Steps	Cost
Student Counselling	Delivery of pupil wellbeing and emotional support, to promote positive outcomes	Counselling provision is available on all sites. Early identification of Need ensures availability of provision is equitable Counsellors are fully embedded into the Centre teams ensuring effective communication, information sharing and relationship building	Continued early identification of need ensuring provision is equitable	
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.	All settings are delivering this.	Ensure consistent engagement from all students.  Ensure there is an allocated Lead for Food	£17114



## Planned expenditure for Academic year 2024/2025

ACADEMIC YEAR 2024/25					
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?
Curriculum Access team to increase attendance and engagement of PP students	<p>Increase in attendance and engagement for PP students.</p> <p>PP students to make expected levels of progress in literacy and numeracy.</p> <p>Reduction in behaviour incidents recorded for PP students.</p>	<p>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</p> <p>To support wellbeing, attendance and engagement – to support limiting the barriers to education.</p>	<p>Analysis of attendance and engagement data</p> <p>Analysis of behaviour data, reduction in RPIs, suspensions etc.</p> <p>Pupils make academic progress</p> <p>Referral system is equitable</p> <p>Staff receive training and implement their learning into their practice</p>	JL HoS	September 2025
KS4 pupils offered a wider curriculum offer	Increase qualifications gained by KS4 PP students	<p>To support attendance and engagement</p> <p>To support greater access to shorter, bespoke, vocational courses and those that support successful reintegration</p>	<p>Intervention staff are equipped to support the delivery of shorter courses/qualifications</p> <p>OCN courses and a wider offer of GCSE "options" offered to KS4</p> <p>Higher percentage of KS4 PP achieve 5 GCSEs</p>	FM JL	September 2025





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			Pupils build a reintegration portfolio of qualifications		
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**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?
Variety of interventions available for PP pupils as required.	To enable PP students to achieve expected levels of progress	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.	<p>Intervention staff have timetabled slots with PP students</p> <p>Intervention timetables are effective and pupils are able to achieve a "fresh start" following the Intervention timetable</p> <p>Interventions are well planned on Edukey</p>	FM HoS JL	September 2025
Assistant Psychologist support to increase engagement of pupil premium students.	<p>To increase attendance and engagement for hard to reach pupils</p> <p>To enable PP students to overcome barriers to their learning</p>	<p>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</p> <p>To support wellbeing, attendance and engagement – to support limiting the barriers</p>	<p>Effective referral process, equitable access for PP students</p> <p>Planned interventions and strategies</p> <p>AP findings and strategies disseminated to wider staff team</p>	JL	September 2025



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		to education.	Increased engagement in learning  Increased attendance  Greater academic progress made		
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### 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	HoS	September 2025
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.	To address and promote healthy lifestyles choices and community spirit. Supporting wellbeing and attendance.	Curriculum Lead to drive delivery and buy in across all settings.	Food teaching staff, Food lead SLT	September 2025
<b>Total budgeted cost:</b>				<b>£131,332.00</b>	

### ADDITIONAL INFORMATION