



Report on the use of Pupil Premium
September 2021

Pupil Premium at Bradford AP Academy

At Bradford AP Academy (BAPA), we aim to provide outstanding care, support and learning for all of our pupils and are totally committed to enable our most vulnerable and disadvantaged pupils to achieve their potential. To support these pupils, we receive Pupil Premium (PP) funding.

What is PP funding?

BAPA was allocated £37,132.30 PP funding for 2020-21. The amount of PP funding is allocated based on the number of pupils who are, or have been, entitled to free school meals and the number of pupils who are in care. The number of pupils that are allocated PP is calculated as part of the census. **For BAPA, only pupils who are single registered (not dual registered with a school) are allocated PP.** This means that BAPA was allocated PP for 48 pupils during 2020-21.

For the purpose of this report, the academic data being used is for any pupil that would have been entitled to receive PP during the 2020-21 academic year, if they had been solely registered with BAPA. This totalled 48 pupils out of the 106, which equates to 45% of pupils.

What have we used PP funding for?

During the last academic year, PP funding has, along with additional school funds, supported the delivery of the following initiatives:

Desired outcome	Action	Evidence to support this	Evaluation
Improved use of feedback to positively impact on learning and pushing students to be ambitious.	Staff training to improve the effective use of feedback, with specific focus on peer and self-assessment and pupil action on feedback.	Score of +6 on the Sutton Trust toolkit. Deep Dives and work scrutiny support this is at a high level, however in order to evolve further this an area to develop further as it has a positive impact on the student journey. This also complements a mastery of skills curriculum model.	The Deep Dives and work scrutiny support that feedback is of a high quality and impacts positively on learning. Ongoing development of self and peer assessment to complement this.
Improved literacy to close gaps and allow students to access all areas of the curriculum.	Additional one-to-one support for literacy to improve reading.	Reading comprehension is +6 on the Sutton Trust toolkit. This is the literacy indicator that is often the lowest score on induction, and the hardest to have rapid and sustained success	Literacy results as above are positive for PP students in that they are approximately in line with whole school. Further work needed across all students to increase those making rapid and

		in.	sustained progress.
Improved literacy to close gaps and allow students to access all areas of the curriculum. Increased reading, leading to reading for pleasure and a lifelong love of learning.	Purchase of additional reading texts to support class reading and reading comprehension. Guest speakers and online careers events to improve ambition and motivation.	Reading comprehension is +6 on the Sutton Trust toolkit. This is the literacy indicator that is often the lowest score on induction, and the hardest to have rapid and sustained success in.	Literacy results as above are positive for PP students in that they are approximately in line with whole school. Further work needed across all students to increase those making rapid and sustained progress.
Increased take up of extra-curricular activities to promote positive behaviour for learning.	Extra-curricular clubs and activities to engage young people and promote participation in school life.	Extending school time is +3 on the Sutton Trust toolkit. The Pass data that we collect on induction shows that often our students have a low perception as to their relationships with school and extra-curricular activities can have an increased impact from a low starting point.	Deep Dives have shown that the engagement and behaviour in lessons is of a high standard and contributes positively to learning. Student voice has shown that the extra-curricular activities are well received and will continue to develop through work from the student council.
Increased engagement in homework to increase chances of success for those returning to mainstream school.	Resources to support participation in homework.	Homework has a rating of +5 on the Sutton Trust toolkit for having a positive impact. Our Pass data on induction shows that learner confidence is often very low on entry to BAPA and this is a way to improve independence and resilience.	There has been some progress in this area, although this is still a work in progress. Some students engage well with homework, although this is more likely in key stage 3.
Improved attendance and punctuality.	Funding of Breakfast and Break Clubs to allow pupils access to food and drink, with a view to reducing hunger and support readiness for learning.	Attendance had fallen to below the national average for alternative provision in the previous academic year. This is a priority area for BAPA.	Attendance rose from 57 to 64% in the last academic year (PP 61%). This was also during the Covid lockdown period.
Improved positive behaviour for learning.	Adventure Recreation trips to promote	Behaviour interventions is +4 on the Sutton Trust	Deep Dives have shown that the engagement and

	participation in school life.	in toolkit. Student voice tells us that the students enjoy the experiences and this results in increased engagement in lessons to earn a place on the trip.	behaviour in lessons is of a high standard and contributes positively to learning. Student voice has shown that the adventure recreation activities are well received and will continue to develop through work from the student council.
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How do our PP Pupils perform?

Academic progress, for PP pupils during the 2020-21 academic year is highlighted in the tables below. These are pupils who were with us in this academic year and were assessed a minimum of twice.

English

PP			Whole academy		
Below expected progress	As expected progress	Above expected progress	Below expected progress	As expected progress	Above expected progress
16%	52%	32%	13%	49%	38%

Maths

PP			Whole academy		
Below expected progress	As expected progress	Above expected progress	Below expected progress	As expected progress	Above expected progress
5%	48%	48%	18%	36%	48%

Year 11

	PP	Whole academy
Grade 4 or above in English	45%	53%
Grade 4 or above in Maths	55%	62%
Grade 4 or above in En & Ma	45%	30%

The progress in reading, spelling and comprehension, during an average 6 month assessment period, for PP pupils is highlighted in the table below:

	PP	Whole Academy
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	6 months +	12 months +	6 months +	12 months +
Reading	62%	62%	58%	58%
Spelling	52%	43%	39%	32%
Comp.	52%	52%	55%	52%

Assessment for reading, spelling and comprehension is carried out using Reading, using Wide Range Achievement Tests (WRAT).

The table below highlights the attendance for PP pupils for the 2019-20 academic year:

Attendance	
PP	Whole Academy
61.3%	63.7%

The PP data highlights that this cohort make progress that is generally in line with the whole school cohort. Attendance for PP students is in line with the whole school cohort. It should be noted that, due to the small data set, the statistical reliability is impacted.

How will PP Funding be used in 2021-22?

- CPD for teachers and BLPs to secure quality first teaching to ensure gaps in learning are swiftly identified and effectively addressed.
- Resources to support swift intervention when necessary, eg membership of PiXL, subscription to My Maths, etc.
- Home engagement intervention to engage and safeguard the hardest to reach students.
- Resources to support participation in homework.
- Purchase of additional reading texts to support class reading and reading comprehension.
- Inclusion leader support to promote behaviour, attendance and parental engagement.
- Funding of Breakfast and Break Clubs to allow pupils access to food and drink, with a view to reducing hunger and support readiness for learning.
- Use of School Comms to improve communication and increase engagement of parents / carers.
- Equipment to support access to college courses.
- Extra-curricular clubs and activities to engage young people and promote participation in school life.
- Cultural visits to allow access to museums and places of interest to increase ambition and engagement.

At BAPA the needs of all young people are met effectively and no one sub-group under performs significantly.

Initiatives, that research has proven to be the most effective in having impact for disadvantaged young people, are being used by BAPA to improve the effective use of our PP funding. By doing this, we are more likely to improve the outcomes for PP young people and make the best use of the allocated funding.

R Bottomley
Headteacher