

PP Strategy 3 year plan

Current situation 2023-24

Year 11

	PP	Whole academy
Students achieving at least 1 qualification	97%	97%
Grade 4 or above in English	13%	13%
Grade 4 or above in Maths	9%	9%
Grade 4 or above in En & Ma	9%	9%

English

PP			Whole academy		
Below expected progress	As expected progress	Above expected progress	Below expected progress	As expected progress	Above expected progress
20%	80%	0%	24%	73%	3%

Maths

PP			Whole academy		
Below expected progress	As expected progress	Above expected progress	Below expected progress	As expected progress	Above expected progress
20%	80%	0%	18%	79%	3%

The progress in reading, spelling and comprehension, within an average 6 month assessment period, for PP pupils is highlighted in the table below. This is calculated for all the students who completed at least 2 assessments during their first 6 months at BAPA:

	PP		Whole Academy	
	6 months +	12 months +	6 months +	12 months +
Reading	75%	75%	78%	78%
Spelling	42%	42%	42%	42%
Comp.	84%	84%	81%	81%

Attendance	
PP	Whole Academy
68%	67%

Priorities for the next three years

- Attendance – for PP students to have attendance above the national average for students in alternative provision.
- Literacy – for over 70% of PP students to make at least 12 months progress in their first 6 months in at least 2 of the 3 aspects.
- Transition – for our PP students to have the same transition success rate to mainstream / specialist provision as highlighted by FFT for all permanently excluded students and where they finish key stage 4.

Strategy

- **Quality first teaching** – ensuring an ongoing CPD progress for teachers and BLPS to keep evolving the provision for all students, making sure it is first class and allows progress within the classroom at BAPA. The best outcome for any student at BAPA is to return to a mainstream school and access a wide range of qualifications at the right level for them. Having high quality delivery is the best strategy for supporting this outcome, where it is appropriate.
- **High quality intervention** in the right area and at the right time. Where students are not making progress towards returning to mainstream school, money will be spent on ensuring that the right resources are available for swift intervention that can support the student in making progress with a view to returning to mainstream education or the intervention supports the student as a piece of evidence towards assessment for an Educational Health Care Plan. Other interventions support key students in meeting the entry requirements for study at Post 16.
- **Reaching the most hard to reach students** and identifying a plan for them to access a broad and balanced curriculum despite significant barriers. This will include the option for temporary home engagement provision and a plan to increase engagement towards a full, broad and balanced curriculum over a period of time that is bespoke for each student.

Year 1

Quality first teaching: A number of teachers have completed a range of NPQs to improve classroom practise of themselves and others. The NPQs include leading teaching and learning and leading teacher development. BLPS are able to access the HLBLP course to improve their skills. 10 hours of HLBLP time for both sites per week increases flexibility and capacity and allows specialist teachers to

work across all sites and share best practise. The focus for training for the year is adaptive teaching to support the first two priorities. The staff well-being group ensures staff voice is captured and areas that may impact negatively on teaching are eradicated quickly.

High quality intervention: Improved literacy resources to impact on spelling, reading and comprehension to enable swift and impactful intervention. A range of reading interventions available for students to access, depending on their need. Tutoring available to students who require additional support in subjects that are not taught explicitly at BAPA, but will support them in achieving the entry requirements for their chosen course at Post 16. Inclusion leaders support students attendance and any transition within or post BAPA.

Reaching the most hard to reach students: Embedding and developing the work of the home engagement team. This will include the development of the bungalow to provide a base for the team and another tier of transition to moving to the on site provision if this is appropriate. Investment in time for the HE team to liaise with the key leads in English and Maths to ensure that the resources and assessment are in line with the on site provision to improve transition. Safeguarding lead and remote tutor in place for those students who are awaiting a place at the Bungalow or on site.

Year 2

Quality first teaching: Teachers cascade their learning from the NPQs and build on the disciplinary literacy training. Increased role for the English and Maths leads across both sites, AP and HE cohorts to improve the implementation of staff in all areas. Training of key staff to ensure that new aspects of the curriculum have well trained staff delivering on them.

High quality intervention: Researching, procuring if appropriate and training in the use of ICT to improve those who's literacy levels are not accelerating through current resources. Building on the disciplinary literacy in the last academic year.

Reaching the most hard to reach students: Ensuring the bungalow resource is fit for purpose and developing this through staff and student voice from its original state. Research done with the staff team, English and Maths leads to identify further training needs and resources to support the transition from HE to on site education.

Year 3 – spending to be dictated by research and the needs of the students.

Quality first teaching: Deep dives and curriculum reviews inform training needs.

High quality intervention: Teachers research the most impactful intervention resources across both core subjects from a range of sources. Resources sourced to match needs .

Reaching the most hard to reach students: Staff research as to what is the most impactful in terms of reducing anxiety and increasing hours in education.