

PP Strategy 3 year plan

Current situation 2024-25

Year 11

	PP	Whole academy
Students achieving at least 1 qualification	82%	92%
Grade 4 or above in English	9%	8%
Grade 4 or above in Maths	0%	12%
Grade 4 or above in En & Ma	0%	4%

The 2 students who did not achieve at least 1 qualification, were both PP students. This is a very small sample. Both students were very complex cases, where they came to BAPA in Year 11 and did not attend any sessions on sites due to high end anxiety, past trauma, SEN and significant vulnerabilities. Both sat some exams, but not all of them. Education and resources were deployed to engage them outside of the main site cohorts, due to all the above reasons. The relationships and support that was deployed with them, did not have enough time or resources to impact on their engagement with the exam process. Case studies can be shared if necessary.

English

PP			Whole academy		
Below expected progress	As expected progress	Above expected progress	Below expected progress	As expected progress	Above expected progress
15%	85%	0.1%	24%	73%	0.01%

Maths

PP			Whole academy		
Below expected progress	As expected progress	Above expected progress	Below expected progress	As expected progress	Above expected progress
14%	86%	0%	13%	87%	0.01%

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	77%	60%	76%	67%

Spelling	31%	34%	35%	31%
Comp.	49%	57%	56%	45%

Attendance	
PP	Whole Academy
65.5%	63.5%

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.
- **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 – See above for the details

Quality first teaching: A number of teachers completing a range of CPD to improve classroom practise across both sites. This involves a focus on leading teaching and learning

and teacher development. BLPS will be encouraged to access the HLBLP course to improve their skills. There will be an extra 10 hours of HLBLP time for both sites per week to increase flexibility and capacity and support the CPD. Adaptive teaching is one of the priorities in the continuous improvement plan and staff will receive CPD on this. A staff well-being group has also been set up to ensure staff voice is captured and areas that may impact negatively on teaching are eradicated quickly.

High quality intervention: Adaptive teaching CPD and new resources to impact on spelling, reading and comprehension to enable swift and impactful intervention across all areas of the curriculum. SEN training for HLBLPs to reflect the needs of the current cohort.

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.

Year 2

The specifics will be tailored to meet the needs of the cohort, by looking at the characteristics of the students at BAPA, and the outcomes following the actions outlined above.

Quality first teaching: Teachers cascade their learning from the NPQs, leading teaching and learning to improve implementation across both sites and embed 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. This will provide a base for the home engagement students, who are the least likely to make progress due to their anxieties and emotional health. This will also allow a tiered approach to reintegration, increasing the chances of the students reintegrating into full-time, on-site education which will increase their life chances through access to a broad and balanced curriculum. 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 emerging needs of the students.

Quality first teaching: Climate for learning calendar, outcomes 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 and those used in special schools. Resources sourced to match needs .



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