Pupil premium strategy statement

Before completing this template, you should read the guidance on using pupil premium.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bradford AP Academy
Number of pupils in school	Guaranteed funding for 108 students
Proportion (%) of pupil premium eligible pupils	74% in the last academic year
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 28
Date this statement was published	1st November 2026
Date on which it will be reviewed	31st October 2027
Statement authorised by	Richard Bottomley
Pupil premium lead	Richard Bottomley
Governor / Trustee lead	Dean Woodward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,829 plus £2,655 for post looked after children
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£48,484

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

To ensure all of our disadvantaged learners gain knowledge, skills and attitudes that support and promote progress that is at least in line with their peers and allows them to progress in education and society, improving their life chances. We want our disadvantaged pupils to:

- Engage with us and their learning quickly following their permanent exclusion / short term prevention placement
- Develop high levels of literacy, language and communication skills
- Develop confidence in numeracy
- Develop the ability to recall information and make links across different subjects within the curriculum
- Access a broad and balanced curriculum
- Develop resilience and independence
- Know how to keep themselves safe in all aspects of their lives
- Be able to self-regulate their behaviour to ensure they are not a threat to themselves or others

Bradford AP Academy will strive to ensure that their staff have all the relevant skills and resources to remove barriers to learning and progress that can impact on disadvantaged learners, allowing them to gain qualifications, confidence and skills to make a positive contribution to life in modern Britain.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	We treat all permanent exclusions as a traumatic event, and therefore each permanently excluded pupil is treated with trauma-informed practice to reduce anxiety and enable them to engage with their learning as quickly as possible.

	This is also true for those students who come to BAPA on short term, prevention placements as they are vulnerable to permanent exclusion.
2	A significant number of our PP students have attendance below the national average. In the last academic year the average attendance (where provided) of PP students on entering BAPA was significantly below the national average. This is often caused by ingrained low attendance from their previous school experiences, high levels of anxiety and / or disaffection.
3	Due to the distance that our students have to travel to come to BAPA, punctuality and attendance can be an issue for students. This is more likely to impact on disadvantaged students as they are less likely to have parents who are able to transport them, and are less likely to be able to travel independently via public transport, prior to coming to BAPA.
4	Historically a significant number of our PP students (of those who have taken the assessments in Year 6) are below the secondary ready level when entering Year 7.
5	Some of our parents have lost faith in the education system following the permanent exclusion of their child.
6	Our students are prone to risk-taking behaviour and this in many instances has led to their permanent exclusion.
7	Disadvantaged students often lack resilience and independence in their academic studies compared to their peers. This may be because their families lack confidence in the education system and there are less role models available to them than their peers.
8	Disadvantaged students who have been permanently excluded can lack ambition and clear goals to work towards in terms of their academic performance.
9	Students who have been permanently excluded since September 2021 are displaying significant gaps in their learning from the lockdown period and often are displaying more extreme behaviours.
10	Permanently excluded young people are less likely to be in a positive destination 6 months after leaving Y11 than their peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP students have attendance that is in line or better than their peers.	• Barriers to attendance are identified early. • Support is put in place to overcome the barriers. • If necessary work is done with parents to support them in ensuring their child attends school every day.

	• Referrals are put into the relevant agencies if more support is required. • Students make at least expected progress in English and Maths.
The percentage of students making at least expected progress in English is within 5%, equal or above non PP students	• PP students arrive on time to complete their daily spellings. • PP students read every day, improving fluency and accuracy and develop a love of reading, starting to read for pleasure outside of BAPA. • PP students develop their literacy and this impacts on the outcomes in other subjects through disciplinary literacy. • PP students close gaps in their learning and make above expected progress in English. • PP students are more likely to be able to access the national curriculum at an age appropriate level and successfully transition onto their next placement.
The percentage of students making at least expected progress in Maths is within 5%, equal or above non PP students	• PP students arrive on time every day to access their Maths lessons. • PP students use the self-assessments and skills descriptors to identify areas for improvement and close gaps to access the national curriculum at an age appropriate level. • PP students use the end of unit tests to show their independent learning and ability to recall their learning in Maths.
The percentage of PP students who have left Y11 that are still in positive destinations 6 months after leaving school is in line with their peers nationally.	• All Y11 PP students receive independent, one to one careers advice. • All Y11 PP students are supported to put in applications for Post 16 and have at least one option as they enter the last term of Y11. • All Y11 PP parents / carers are aware of the options available to them and support their children in their choices. • All Y11 PP pupils receive support at the start of their Y12 course in order to be successful.
Progress of PP students is in line with non PP students using progress from baseline testing in English and Maths.	• Attendance of all Y11 PP students allows them to attain in their English and Maths qualifications. • Behaviour for learning is positive for all Y11 students, allowing them to focus on their learning. • High quality teaching supports the students in recalling their learning and succeeding in their exams.

PP students are displaying the same levels of resilience and independence as their peers.	• All PP students engage in their Friday non-core resilience sessions. • All PP students are taking advantage of opportunities at BAPA to show their resilience and can articulate these to their teacher and their peers. • Increased resilience and independence leads to PP students reducing their behaviour incidents and being more successful in their learning and social behaviours.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,000 *20 hours of HLBLP time = £20,000, (NPQ qualifications are free due to the high percentage of PP students in our cohort however there is significant staff investment in this that is covered by HLBLPs, this also allows our ELT staff to support colleagues as part of our QofE cycle), home engagement staff = £32,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a wide range of CPD sessions that all contribute to the school CIP. This follows includes teachers completing NPQs across the range of topics.	Commissioned by Wellcome, a study by Ambition Institute and the Education Policy Institute found that 35 hours of high-quality continuing professional development a year could improve pupil outcomes almost as effectively as having a teacher with 10 years' experience in the classroom. The study also found that quality CPD improves teacher retention.	1, 2, 4, 7, 8, 9, 10
BLPs accessing HLBLP qualifications to improve the quality of their provision to students. One HLBLP accessing a foundation degree.	See above	1, 2, 4, 7, 8, 9, 10
Employment of home engagement teachers to access the hardest to reach students and support them in accessing the curriculum.	Individualised instruction on the Sutton toolkit is scored at +4. The home engagement package is likely to have higher impact, as without this these students would be school refusers. This provision is for those students who are unable to access our on site education, often due to issues regarding anxiety.	1, 2, 4, 7, 8, 9, 10

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,760 *(Extra literacy resources = £500, Subscriptions on technology to support learning eg Century = £3,000, other subscriptions = £1,260)*

<table>
<tr><th>Activity</th><th>Evidence that supports this approach</th><th>Challenge number(s) addressed</th></tr>
<tr><td>Support to improve literacy. Training focus for all staff on disciplinary literacy has been secured form the National Literacy Trust. Schemes of work have been developed to scaffold learning for EAL children and extreme literacy issues. Further training has been provided by the Trust as part of the SCITT.</td><td>WRAT testing completed on induction, 8 weeks and 6 months is used to measure the effectiveness of this approach. In the last academic year the following progress was made in literacy over a 6 month period. This is the first year there has been a significant gap between PP and the whole school. Due to the small sample size and the transitional nature of AP cohorts this is being monitored as the year progresses on a half termly basis. The definition of Site cohorts is students who attend our main sites (Aireview, Cityview and Jesse St) and complete two or more assessments. The intent for all students in our other cohorts (Bungalow, Loft, Home Engagement) is for them to transition to Aireview, Cityview and Jesse St once they are ready.:
<table>
<tr><th></th><th>PP students</th><th>Non PP Students</th></tr>
<tr><td>Reading</td><td>2.8 years</td><td>2.5 years</td></tr>
<tr><td>Spelling</td><td>1.2 years</td><td>1.4 years</td></tr>
<tr><td>Comprehension</td><td>2.6 years</td><td>2 years</td></tr>
</table>
Reading comprehension intervention scores +7 on the EEF toolkit showing this has a high impact.</td><td>1, 2, 8, 9, 10</td></tr>
<tr><td>Subscription to a variety of organisations to supplement the curriculum allowing improved teaching, intervention and engagement.</td><td>Attainment of students who have accessed these resources in the last academic year is shown below:
<table>
<tr><th></th><th>PP</th><th>Whole academy</th></tr>
<tr><td>Grade 4 or above in English</td><td>0%</td><td>8%</td></tr>
<tr><td>Grade 4 or above in Maths</td><td>16%</td><td>15%</td></tr>
<tr><td>Grade 4 or above in En & Ma</td><td>0%</td><td>4%</td></tr>
</table></td><td>1, 2, 8, 9, 10</td></tr>
</table>

<table>
<tr><td>Eg Century Tech</td><td>The small numbers involved in the above cohort make it difficult to draw any significant conclusions from the above, especially without key stage 2 data to analyse progress rates. This situation will be monitored through the half termly data assessments.</td><td></td></tr>
<tr><td>Improved access to vocational courses.</td><td>Students in alternative provision made excellent progress overall.
In 2025 26 the following table shows the attainment at BAPA. In addition the vocational courses aim to increase attendance and reduce NEET figures, as students are able to access practical subjects, that are not always available in mainstream schools.
<table><tr><th>Criteria:</th><th>National</th><th>21/22</th><th>22/23</th><th>23/24</th><th>24/25</th><th>25/26</th></tr><tr><td>Number of Y11s</td><td></td><td>22</td><td>21</td><td>32</td><td>25 (inc 5 T2)</td><td>26 (inc 4 t2)</td></tr><tr><td>% achieving Strong Pass in En & Ma GCSEs (Grade 5 or above)</td><td>1.60%</td><td>0%</td><td>5%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>% achieving Strong Pass in En</td><td></td><td>0%</td><td>10%</td><td>6%</td><td>0%</td><td>8%</td></tr><tr><td>% achieving Strong Pass in Ma</td><td></td><td>0%</td><td>5%</td><td>3%</td><td>0%</td><td>0%</td></tr><tr><td>% achieving Standard Pass in En & Ma GCSEs (Grade 4 or above)</td><td>4%</td><td>5%</td><td>5%</td><td>9%</td><td>4%</td><td>4%</td></tr><tr><td>% achieving Standard Pass in En</td><td></td><td>14%</td><td>14%</td><td>13%</td><td>8%</td><td>8%</td></tr><tr><td>% achieving Standard Pass in Ma</td><td></td><td>9%</td><td>5%</td><td>9%</td><td>12%</td><td>15%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>% achieving GCSE English and Maths at any grade</td><td></td><td>68%</td><td>81%</td><td>78%</td><td>76%</td><td>62%</td></tr><tr><td>% achieving GCSE English at any grade</td><td></td><td>68%</td><td>86%</td><td>88%</td><td>76%</td><td>73%</td></tr><tr><td>% achieving GCSE Maths at any grade</td><td></td><td>72%</td><td>86%</td><td>78%</td><td>68%</td><td>73%</td></tr><tr><td>% achieving 5 or more GCSEs or equivalent</td><td></td><td>0%</td><td>5%</td><td>0%</td><td>8%</td><td>27%</td></tr><tr><td>% achieving 5 or more qualifications</td><td></td><td>0%</td><td>24%</td><td>44%</td><td>40%</td><td>42%</td></tr><tr><td>% achieving an English and Maths qualification</td><td></td><td>77%</td><td>87%</td><td>97%</td><td>92%</td><td>69%</td></tr><tr><td>% achieving an English qualification</td><td></td><td>77%</td><td>87%</td><td>97%</td><td>92%</td><td>77%</td></tr><tr><td>% achieving a Maths qualification</td><td></td><td>82%</td><td>95%</td><td>97%</td><td>92%</td><td>92%</td></tr><tr><td>% achieving at least 1 qualification</td><td>52.20%</td><td>95%</td><td>95%</td><td>97%</td><td>92%</td><td>100%</td></tr><tr><td>% of cohort in EET</td><td>40-50%*</td><td>95%</td><td>100%</td><td>95%</td><td>85%</td><td></td></tr></table></td><td>1, 2, 8, 9, 10</td></tr>
<tr><td>Improved access to a range of arts that promotes cultural capital.</td><td>Cultural capital is in the Ofsted framework as being a significant contributor to having a fit for purpose curriculum. Arts participation is given a rating of +3 in the EEF toolkit. Often our PP students do not have access to the same levels of family support as their peers. They also have lower expectations due to family’s losing confidence in the education process and there being less role models for the students to aspire to. Allowing them access to cultural capital aims to increase ambition and engagement in education.</td><td>1, 2, 8, 9</td></tr>
<tr><td>I pads to improve IT literacy and support intervention work if students are below expected progress or unable to access the curriculum.</td><td>Improving digital literacy will reduce their chances of being NEET when they leave key stage 4 and increase their ability to keep themselves safe on line. Often our PP families do not have the digital resources at home and therefore students are behind their peers in terms of confidence to engage, safely online thus limiting their life chances.</td><td>1, 2, 8, 9, 10</td></tr>
</table>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000. *Inclusion leaders = £33,000 (33% of inclusion leader cost over an academic year, Breakfast club = £1500, Cultural capital resources and trips = £500 (proportioned to PP students)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of inclusion leaders to improve support for students and families, improve communication and engagement. Increased focus will be given to PP students and those with other vulnerabilities.	Attendance significantly over the alternative provision average in the last academic year, despite being predominantly key stage 4. Attainment and progress data found above. Consistently high percentages of students who progress into education, employment or training and attain a range of qualifications.	1, 2, 3, 5, 6, 7, 10
Breakfast club providing PP and disadvantaged students free access to food and drink prior to starting learning.	Improved punctuality and engagement in learning. Attendance significantly over the alternative provision average in the last academic year, despite being predominantly key stage 4. Attainment and progress data is found above. The EEF toolkit gives a score of +3 for extending the school day.	1, 2, 3, 5, 6, 7
Using Arbor to secure improved communication and engagement with disadvantaged and hard to reach families.	Parental engagement scores +4 in the EEF toolkit. Given the transient nature of our students it is important we build trust quickly with our parents and this is more significant than for a mainstream school that parents are more likely to have chosen.	5

Total budgeted cost: £91,760

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Year 11

	PP	Whole academy
Grade 4 or above in English	0%	8%
Grade 4 or above in Maths	16%	15%
Grade 4 or above in En & Ma	0%	4%

The small numbers involved in the above cohort make it difficult to draw any significant conclusions from the above, especially without key stage 2 data to analyse progress rates. This situation will be monitored through the half termly data assessments.

In the half termly assessments their progress was also in line with their non PP peers:

English

Site Cohorts			
Cohort	**Below expected progress**	**As expected progress**	**Above expected progress**
All	37%	50%	14%
PP students	31%	52%	17%

Maths

Site Cohorts			
Cohort	**Below expected progress**	**As expected progress**	**Above expected progress**
All	36%	49%	15%

PP students	31%	53%	16%

Using WRAT testing to assess their literacy skills the data for progress after 6 months was also approximately in line with the non PP students:

	PP students	**Non PP Students**
Reading	2.8 years	2.5 years
Spelling	1.2 years	1.4 years
Comprehension	2.6 years	2 years

Attendance of PP students was marginally below that of their non PP peers:

Attendance overall: 62.9%

Attendance of PP students: 62.66%

Improvement in attendance since joining BAPA for all students: 15%

Improvement in attendance since joining BAPA for PP students: 15%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	**Provider**
The National Literacy Trust resources to support oracy and disciplinary literacy.	National Literacy Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	**Details**

How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Due to the size of our school and the role we have within the local authority all of our students are targeted to make rapid and sustained progress for the period of time that they are with us. Our curriculum planning and lessons are highly differentiated and any student making below expected progress in a half term is immediately put on a bespoke support programme.

The following two years

The above information is part of a three year plan. Please see below for how this will be built upon in the following two years:

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 Medical needs team and other similar providers as to what is the most impactful in terms of reducing anxiety and increasing hours in education.