BRADFORD AP ACADEMY

Report on the use of Pupil Premium
September 2025 26

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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 £45,829 PP funding for 2025 26 and £2,655 for post looked after children. 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 115 pupils during 2025 26.

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 2025 26 academic year, if they had been solely registered with BAPA. This totalled 115 pupils out of the 156, which equates to 74% 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 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. Role of inclusion leaders and purchasing BAPA vehicles to support attendance. Inclusion leaders are also trained to deliver travel training.	Attendance had fallen to below the national average for alternative provision in previous years. This is a priority area for BAPA.	Attendance is higher than the alternative provision average for the UK, despite BAPA being predominantly key stage 4 students and the attendance for Bradford as a local authority being below the national average.
Improved use of feedback to disciplinary literacy to improve learning and understanding across the full range of subjects.	Embedding staff training to improve disciplinary literacy across all subjects taught at BAPA.	Score of +7 on the EEF toolkit. Climate for learning checks and work scrutiny support this is at a high level, however in order to evolve further this an	Climate for learning scrutiny into a range of subjects during the Ofsted inspection came to the judgement of outstanding for

		area to develop further as it has a positive impact on the student journey. This also complements a mastery of skills curriculum model.	quality of education. Ongoing work scrutiny has supported this judgement.
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. New reading intervention programme in place and all staff trained on it.	Reading comprehension is +7 on the EEF 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.
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 +7 on the EEF toolkit. This is the literacy indicator that is often the lowest score on induction, and the hardest to have rapid and sustained success in.	WRAT results 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. The charity Action for Sport supported students through providing sports equipment, access to local sports clubs, bringing in guest speakers and mentoring students to engage in activities outside of BAPA.	Extending school time is +3 on the EEF 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.	The Ofsted inspection came to the judgement that behaviour and attitudes are outstanding at BAPA. 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	Resources to support participation in homework. Access to	Homework has a rating of +5 on the EEF toolkit for having a positive	There has been some progress in this area, although this is still a

success for those returning to mainstream school.	personalised, online learning through Century, that students are taught how to use use.	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.	work in progress. Some students engage well with homework, although this is more likely in key stage 3.
Improved positive behaviour for learning.	Adventure Recreation trips to promote participation in school life.	Behaviour interventions is +3 on the EEF 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.	The Ofsted inspection judged behaviour and attitudes to be outstanding. Student voice has shown that the adventure recreation activities are well received and will continue to develop through work from the student council.
Tutoring for students to access qualifications in a wider curriculum.	Students accessing a more bespoke timetable to meet their needs and support them in meeting their entry requirements for Post 16.	One to one tuition scores 5+ on the EEF toolkit. At BAPA we don't have subject specialists for all subjects, so this impact is likely to be amplified.	Students passed their Science qualification in line with their other qualifications at BAPA. One student achieved 7 GCSEs at grade 4 or above.

How do our PP Pupils perform?

Academic progress, for PP pupils during the 2025 26 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. Due to the rate of change in an AP cohort and the small sample size we monitor this 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.

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%

Year 11 (based on 26 students)

	PP	Site cohorts
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.

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

	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

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 2025-26 academic year:

Attendance	
PP	**Overall**
62.7%	62.9%

Attendance for PP students is slightly below 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 2026 27?

- CPD for teachers and BLPs to secure quality first teaching to ensure gaps in learning are swiftly identified and effectively addressed.
- Resources to support intervention when necessary
- 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 Arbor 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.
- Purchasing revision guides and resources for key stage 4 students.

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