



Report on the use of Pupil Premium  
September 2022 23

## **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 £31,253.61 PP funding for 2022-23. 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 70 pupils during 2022-23.

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 2022-23 academic year, if they had been solely registered with BAPA. This totalled 70 pupils out of the 157, 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:

<b>Desired outcome</b>	<b>Action</b>	<b>Evidence to support this</b>	<b>Evaluation</b>
Improved use of feedback to disciplinary literacy to improve learning and understanding across the full range of subjects.	Staff training to improve disciplinary literacy across all subjects taught at BAPA.	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.	Deep dives into a range of subjects during the Ofsted inspection came to the judgement of outstanding for quality of education.
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 +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. 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 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.	The Ofsted inspection came to the judgement that behaviour and attitudes is 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 success for those returning to mainstream school.	Resources to support participation in homework. Access to personalised, online learning through Century, that students are taught how to use.	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 previous years. This is a priority area for BAPA.	Attendance is significantly higher than the alternative provision average for the UK, despite BAPA being predominantly key stage 4 students.

Improved positive behaviour for learning.	Adventure Recreation trips to promote participation in school life.	Behaviour interventions is +4 on the Sutton Trust 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.
Science 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 Sutton Trust toolkit. At BAPA we don't have any Science specialists, so this impact is likely to be amplified.	Students passed their Science qualification in line with their others at BAPA. For one student, these made the difference for them attaining 5 GCSEs at grade 4 at above.
Laptops for students to engage in remote learning for students who are unable to access the sites.	Due to the unprecedented numbers of permanent exclusions in Bradford, a remote learning cohort is allowing more students access to learning following their exclusion.	Although the remote learning is due to the sites being full, it is more impactful than the students sat at home and not having access to learning. When students engage in remote learning they are in small group tuition, which is +4 on the Sutton trust.	Students have some access to learning prior to coming onto the sites, and have relationships with BAPA staff that we can build on as their provision expands.

### How do our PP Pupils perform?

Academic progress, for PP pupils during the 2022-23 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
19%	73%	7%	18%	76%	6%

## Maths

PP			Whole academy		
Below expected progress	As expected progress	Above expected progress	Below expected progress	As expected progress	Above expected progress
13%	77%	10%	14%	79%	7%

## Year 11

	PP	Whole academy
Grade 4 or above in English	0%	14%
Grade 4 or above in Maths	0%	5%
Grade 4 or above in En & Ma	0%	5%

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	
	6 months +	12 months +	6 months +	12 months +
Reading	70%	68%	61%	58%
Spelling	44%	33%	39%	37%
Comp.	62%	59%	64%	60%

*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 2022-23 academic year:

Attendance	
PP	Whole Academy
68.8%	72%

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 2023 24?

- 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

- 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