



Report on the use of Pupil Premium September 2019

Pupil Premium at Bradford AP Academy

At Bradford AP Academy Central (BAPAC), 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?

BAPAC was allocated £5,843 for the 2018-19 financial year. 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 BAPAC, only pupils who are single registered (not dual registered with a school) are allocated PP.** This means that BAPAC was allocated PP for only four pupils in the 2018-19 financial year.

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 2018-19 academic year, if they had been solely registered with BAPAC. This totalled 88 pupils out of the 139, which equates to 63% 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:

- Rewards and resources to support participation in homework.
- Staff training to improve the effective use of feedback, with specific focus on peer and self-assessment and pupil action on feedback.
- Purchase of additional reading texts to support class reading and reading comprehension.
- 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.
- Additional one-to-one support for literacy to improve reading.
- 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.
- Adventure Recreation trips to promote participation in school life.

How do our PP Pupils perform?

Academic progress, for PP pupils during the 2017-18 academic year is highlighted in the tables below:

Time	English				Maths			
	PP		Whole Academy		PP		Whole Academy	
	Moderate Target	Ambitious Target	Moderate Target	Ambitious Target	Moderate Target	Ambitious Target	Moderate Target	Ambitious Target
7 Weeks	66%	43%	69%	64%	56%	54%	64%	60%
14 Weeks	85%	80%	83%	76%	71%	64%	65%	65%

Assessment for English and Maths is carried out using Renaissance software.

Moderate Target = Progress in the top half of all people of the same age that have taken the test nationally.

Ambitious Target = Progress in the top quartile of all people of the same age that have taken the test nationally.

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

	PP		Whole Academy	
	6 months +	12 months +	6 months +	12 months +
Reading	85%	65%	80%	66%
Spelling	63%	45%	62%	43%
Comp.	69%	69%	71%	61%

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 2017-18 academic year:

Attendance	
PP	Whole Academy
64%	69%

The PP data highlights that this cohort make excellent progress in certain areas. This is particularly true in literacy where PP young people make progress that is in-line with, or better than, the whole school cohort.

Although assessments after seven weeks in English and Maths fall slightly below the whole school cohort, the fourteen-week assessments highlight that the PP group are making better progress than the whole school cohort. This is again positive, with the possible reason for this being that the young people begin to settle into the routines and ways of working and benefit from the offer made to them.

How will PP Funding be used in 2019-20?

- Rewards and resources to support participation in homework.
- Staff training to improve the effective use of feedback, with specific focus on peer and self-assessment and pupil action on feedback.
- Purchase of additional reading texts to support class reading and reading comprehension.
- 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.
- 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.

At BAPAC the needs of all young people are met effectively and no one sub-group underperforms significantly. The relatively small amount of funding, which is provided through the allocation of PP, is used to support this.

Initiatives, that research has proven to be effective in impacting on the outcomes for disadvantaged young people, are being used by BAPAC to improve the effective use of our PP funding. By doing this, we are more likely to impact on outcomes for PP young people and make the best use of the allocated funding.

T.N. Loft
Headteacher