



Report on the use of Pupil Premium September 2020

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 £23,871 PP funding for 2019-20. 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 23 pupils during 2019-20.

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 2019-20 academic year, if they had been solely registered with BAPA. This totalled 41 pupils out of the 98, which equates to 42% 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:

- 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 2019-20 academic year is highlighted in the tables below. It should be noted however, that the data used relates to the first half of the academic year due to the impact of COVID restrictions.

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	80%	73%	84%	80%	67%	60%	65%	54%
14 Weeks	50%	50%	53%	47%	100%	100%	100%	83%

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	80%	73%	85%	81%
Spelling	62%	43%	55%	39%
Comp.	67%	57%	75%	69%

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 2019-20 academic year:

Attendance	
PP	Whole Academy
58%	57%

The PP data highlights that this cohort make progress that is general below 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.

Support for PP during COVID restrictions

On-site provision continued to be delivered for vulnerable and key worker (V&KW) students throughout the period of reduced opening. Students followed a very structured curriculum in the morning, with English, Maths and practical subjects being taught as normal. The afternoon sessions allow students to take part in sport and enjoy a recreational activity. The aim is to create a balance between a normal routine, that generally supports our students,

and to offer less formal activities to allow them to feel that the provision is different to their normal school experience.

For the students who were not scheduled to attend site, home learning packs were created. These were differentiated to age and ability and contained English and Maths work, a reading book and links to on-line learning platforms. Additional resources were also made available through the school website. As part of the welfare calling system, students and families were given support with their learning and access further resources.

To support safeguarding and reduction of risk relating to the transmission of COVID, risk assessments (RAs) were created for all students.

In addition to maintaining access to learning, the other priority was to monitor the safety and welfare for all students. This was carried out through regular welfare calls. All students were categorised within different risk levels and received either two or three calls per week dependent on their categorisation. The calls were carried out by a team of colleagues and the Designated Safeguarding Leads (DSLs) were immediately alerted to any concerns relating to safeguarding or welfare. The aim of the calls were to establish contact with the family, as well as the child, to make sure that all parties within the family were safe. A weekly welfare call supervision Zoom meeting took place to review any cases that were causing concern and devise strategies to manage them.

For students that were entitled to free school meals (FSMs), provision was made using the government Edenred scheme. Each student was allocated £15 per week to exchange in a supermarket of choice. The scheme was extended to provide vouchers for the summer holiday period.

As part of the welfare calls process, families were regularly asked about their access to food etc. If any expressed an issue, they were signposted to resources and support. In some cases food parcels have been delivered by staff.

How will PP Funding be used in 2020-21?

- Resources to support participation in homework.
- Staff training to improve the effective use of assessment and 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.
- Key Worker 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.
- 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.

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.

T.N. Loft
Headteacher