

Pupil premium strategy / self- evaluation (secondary)

| 1. Summary information | | | | | |
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| School | Bradford Academy The academy has a deprivation quintile in highest 20% nationally (0.3) and high IDACI rating | | | | |
| Academic Year | 2017-18 | Total PP budget | £676,335.00 total Secondary £479,655 | Date of most recent external PP Review | Sept 2017 |
| Total number of pupils | 1875 | Number of pupils eligible for PP | 535 (45.8%) | Date for next internal review of this strategy | June 2019 |

| Year group | Total on roll <i>inc Dual registration</i> | Male | Female | Total number PP + SEND |
|------------|---|------|--------|------------------------|
| Year 7 | 109 | 53 | 56 | 23 |
| Year 8 | 97 | 53 | 44 | 15 |
| Year 9 | 116 | 68 | 48 | 29 |
| Year 10 | 113 | 63 | 50 | 38 |
| Year 11 | 100 | 61 | 40 | 18 |

| 2. Current attainment Summer 2018 | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| Progress 8 score average | -0.64 | -0.32 |
| Attainment 8 score average | 32.11 | 38.03 |
| 3. Barriers to future attainment (for pupils eligible for PP) | | |
| Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i> | | |
| A. | On average (including especially PP) low levels of literacy/communication skills on entry to the academy. Student prior attainment was well below national comparator for Reading (Y7,9,10 and 11), Writing (Year 7, 9, 10) | |

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| B. | On average (including and especially PP) low levels of numeracy/ability on entry to the academy. Student prior attainment for Mathematics was well below the national comparator (Y7 and 9) | |
| C. | SEMH and engagement issues impair students ability to make strong progress | |
| External barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Above average % proportion of students who are EAL (top 20% of schools nationally for the proportion of EAL 35.7%) | |
| E. | The academy is in the top 20% of all schools for proportion of SEN with an EHCP (3.1%) | |
| F. | Attendance rates and persistent absence was high in the last three years for all students (highest 10% nationally) | |
| G. | Some parents of disadvantaged historically and currently are hard to reach (attendance at Pupil Update Reviews) some families have low aspirations for their children, reinforcing strong home-school relationships is paramount to support PP outcomes. | |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
| A. | Improved literacy levels across the academy leading to closing the gap in reading age, writing and speaking utilising the Accelerated Reader programme in years 7-9 | Data on reading ages from Accelerated Reader demonstrate % improvement from start points over time |
| B. | Secure regular attendance working towards reducing persistent absence | Improved secondary attendance towards national average |
| C. | Better parental engagement and support for learners | Home school communication is improved and learners feel supported in both areas |
| D. | PPG learners secure suitable sustained destinations compared to non-PPG peers | % PPG destinations higher than national average |

5. Planned expenditure

Academic year

2018/19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>Previous Interchangeable performance management objective set for all teaching staff – PPG learners progress (whilst not part of teacher performance pie chart anymore is embedded through intervention plans and classroom practice)</p> <p>£30,000</p> <p>Proportion of both :</p> | <p>Raise the profile of PPG</p> | <p>Whole school issue raising attainment of disadvantaged students</p> | <p>QA of Performance management targets</p> | <p>JTY</p> | <p>Following every data collection DOPLs will review the progress of PP and Non-PP learners in their area reviews of class performance</p> |
| <p>SISRA analytics subscription</p> <p>£895</p> <p>FFT aspire subscription</p> <p>£824</p> | <p>Ensure staff are provided with accurate performance data for PP learners and can apply intervention as and</p> | <p>Teaching staff need accurate data if they are to successfully apply the training and meet the needs of identified PP learners</p> | <p>Log of staff users</p> <p>Intervention plans completed for classes which clearly acknowledges pp cohort and which strategies are being employed to ensure that they</p> | <p>JMI</p> | <p>Following every data collection DOPLs will review the progress of PP and Non-PP learners in their area reviews of class performance – they will update the intervention</p> |

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| | when required and based on staff training | | are making expected levels of progress | | plans accordingly and inform teaching practice |
| Quality first teaching: Annual subscription to PIXL club for KS3 and 4 £3,200 | Provide key areas of curriculum with best practice and resources Collaborative work through PIXL face to face events | PIXL partnership schools demonstrate above average progress overall | PIXL champion works with departmental link to ensure they are aware of everything that is available | JMI LAZ | Exam performance reviews with Executive Principal Summer 2019 |
| Quality first teaching Improving feedback between teachers and pupils Learner feedback Linked to exam specification Courses to ensure appropriate moderation/markings £30,000 | Review of area marking policies | Sutton trust research indicates that quality feedback can add up to 8 months uplift for pp learners | Staff have received training based on Sutton trust research <u>Feedback (Impact + 8 months uplift)</u> Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of) producing improvement in students' learning. This will be evident within marking policies of each department | SWR | AVP for teaching and learning will quality assure the intent/implementation and impact following the training – link in with the curriculum and progress team in order to monitor the uplift and compare PP learners with non PP learners |

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| <p>Whole staff training on literacy £2,000 Subscription to Accelerated Reader for Years 7-9 £14,843</p> | <p>Improve academic literacy In all subject areas</p> | <p>Sutton trust EEF toolkit - raising the literacy levels of PP learners will improve future success – PP learners in particular struggle with literacy</p> | <p>VLC feedback to lead practitioners</p> | <p>ZBN</p> | <p>LP literacy will provide annual report - including the accelerated reader reports. Literacy will feature as part of lesson observations - all data in SISRA observe and reports can be generated with staff</p> |
| <p>Electives provision Additional staff time costs (directed time) Consider metacognition and self-regulation £15,000</p> | <p>1-1 support in small groups available for all year groups in both academic pursuits and leisure eg debating society, lego league, homework clubs</p> | <p>Sutton trust research indicates that a focus on meta cognition and self-regulation can add up to 8 months uplift for pp learners</p> | <p>Staff have received training with regards to the approach to electives <u>Meta-cognition and self-regulation (BLP) (Impact + 8 months uplift)</u> Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development.</p> | <p>T&L team Middle leaders</p> | <p>Termly basis</p> |

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| <p>Opportunities for collaborative learning – smaller group sizes More than one adult Specifically trained to work with vulnerable PP learners Empower groups Nurture provision Excellence centre</p> <p>£42,111</p> | <p>Empower learners Extra classes in KS4 ensuring smaller groups Staff awareness of the learning diet triangle which encourages staff to provide ensemble opportunities - collaborative learning. This style of learning is particularly effective with P/P learners</p> | <p>Sutton trust research indicates that a focus on collaborative learning can add up to 5 months uplift for pp learners</p> | <p><u>Collaborative learning (Impact + 5 months uplift)</u> Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activities</p> | <p>Empower group teachers All teaching staff</p> | <p>Data collection for empower groups</p> <p>Teaching and learning - learning walks evidencing the use of the diet triangle within observations and the QA of teaching and learning</p> <p>SISRA observe can generate reports with regards to the use of the learning diet triangle and the range of activities experienced by PP learners</p> |
| <p>Opportunities for homework – developed within schemes and external online resources purchased to monitor the impact and access of homework on PP learners MYMATHS MATHSWATCH MR CARTER MATHS</p> <p>£1,225</p> | <p>PP learners will have a structured/ monitored and assessed approach to homework - one where if learners are not completing then interventions can be applied</p> | <p>The Sutton trust research explores the fact that the setting of structured homework in a secondary setting can add up to 5 months uplift</p> | <p><u>Homework (Secondary) (Impact + 5 months uplift)</u> Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks assigned in lessons, preparing for tasks in future lessons, routine coursework, and</p> | <p>Middle leaders</p> | <p>Annually – linked to data collection</p> |
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| ii. Targeted support | | | | | |
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| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Alternative provision £87,720 | Increase teacher time allocation for specialist teaching | More small group intervention led by specialists | Key feature of area reviews | SAR | Look at P8 scores of cohort in alternative provision in standards committee |
| Attendance initiatives £1,858 | Attendance bus Home visits First day calling Fast track process for prosecution where concern arises | Regular attendance secures progress for all learners in particular PPG learners | Monitored by VP Support and guidance | SHI DHH | At governors committee |
| Uniform grant and equipment loan (uniform store) £9,400 | NO PPG learner is considered to have uniform lacking | Lack of uniform is cited as a reason for non-attendance | Monitoring by Pastoral and Lead for culture and behaviour | KHD | Annually – all data collected on SIMS |
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| iii. Other approaches | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Designated safeguarding Lead and CP (Gurdeep) On line training and certification | All PPG learners have on site support for themselves and their families when CP concerns arise | Large proportion of PPG learners are flagged for CP and safeguarding reasons | Successful intervention and support via early help, social services | SHI | Case by case basis |

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| Pastoral and behaviour support % of PPG of total cost £5,811 | All learners have access to high quality support to remove barriers to learning and work to engage families | Hard to reach families are often part of the PP cohort and maintaining contact and effective communication is key to PP success | Audit of pastoral/home communication including meetings and the impact of these – including improved attendance and engagement | KHD SSF GLD | Ongoing throughout academic year |
| Recruitment strategy Website/TES/Agencies £6,600 | High quality staff are recruited to vacancies at BA | Advertising vacancies in advance and holding recruitment event hosted by department | Successful number of suitable applicants apply and are recruited to vacancies | JTY SGL | July 2019 |
| Emerge provision, step2 and WBYI (BASE project) £27,600 Step2 £64,388 EmERGE £22,400 WBYI | Learners are supported with SEMH issues and counselling needs | Organisations external to BA that work specifically on PPG cases where learners benefit from support in their local community | Link to the progress measures surrounding identified learners | SHI SAR | Ongoing throughout academic year – in class tests which generate data |
| West Yorkshire Police Safer Schools Officer £4,580 | PPG learners are supported in a proactive manner by police support in school hours | Reduces the chance to make wrong choices - deprivation linked to crime | Audit the learners/families that SSPO works with - consider attendance and engagement of such families | SHI | Ongoing throughout academic year |
| CEIAG advisor £8,000 | Dedicated 1-1 support for PPG learners to progress to suitable destinations | Gatsby benchmarks best practice | All learners are tracked through from the application process through to commencing L2/3 provision in a sustained placement | DHH STR AGN | September 2018 |
| Transition visits for Y6 into 7 – designated day for vulnerable learners - often PP £3,000 | Dedicated 1-1 support for PP learners to aid transition | Attendance is key to success and this aids transition for learners – increases engagement and | Uptake rated from vulnerable PP learners – separate days and activities organised | KMA JBS GLD | September 2018 |

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| Hardship fund access to educational visits £2,000 Eg Annual Disney trip Summer school - targeting year 6 learners DENG boys programme £30,000 | Ensure PP learners are not compromised by financial status. Cans till access educational visits which either compliments the syllabus of focus on removing a barrier to learning | PP learners are often compromised by barriers to learning and therefore to attempt to remove these and/or supplement learning within the classroom will improve attendance and engagement | Uptake Registers - communication with home and monitoring of attendance | KHD Middle leader | Link to data collection and also the behaviour initiatives on SIMs - this will audit PP learners and their behaviour It will also be reflected in attendance figures |
| Total budgeted cost | | | | | £479,655 |

Additional expenditure – targeted at vulnerable and academy plus learners

- West Bowling Youth initiative - £22,400 per annum
- Central PRU placements £ 13,200
- Peri Music lessons £21,000
- Hair and beauty Course £9,000
- Dance Utd project £600

6. Additional detail

The Academy spends the PP funding on the identified 3 areas – ensuring that no PP learner is disadvantaged. The approach to determining these priorities is often based on research surrounding the identified cohorts – in particular the study from The Sutton Trust, who aim to guide establishments in their approach by providing evidence which correlates pupil progress to strategies explored. The Academy has made some of the findings a priority. All staff have received high quality training with regards to the research and how this then informs their practice.

The Academy has made removing barriers to learning a priority – barriers to learning often affect attendance and engagement and ultimately progress measures.

Bradford is the fourth largest metropolitan district in England. Bradford was reported in the 2015 LSOAs as ranking 19th most deprived nationally dropping from 26th in 2010. Using the government IMD (Index of multiple deprivation) in 2017 it is ranked as 5th most deprived local authority in England and the 2nd most deprived in Yorkshire and Humber. Youth unemployment is significantly higher than both regional and national levels and 24% of the population is under 16. Average household incomes are significantly lower than regional and national averages with the Academy catchment area serving the cities lowest income wards. The Academy serves a catchment area which is characterised by severe socio-economic disadvantage from 10 wards in Bradford and is itself located in the Bowling and Barkerend ward ranked 2nd most deprived out of 30 Bradford wards. The Academy also draws a significant number on roll from Little Horton ranked 3rd out of 30, Tong ward ranked 5th out of 30 and City ranked 8th out 30 wards. The local housing stock is predominately council owned, low cost or privately let; subsequently we experience turbulence in terms of stability due to families moving in and out of the area. The school deprivation indicator reported in RAISE online in 2016 as (0.38) is significantly above national average (0.22). The number of students eligible for FSM (27.68%) consisting of 37.2% in primary provision and 45% in secondary classed as FSM Ever 6. At present 39.15% of the Academy (535 secondary learners) on roll are eligible for Pupil Premium.

