

Pupil premium strategy statement – Bradford Academy

Secondary Phase

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1106
Proportion (%) of pupil premium eligible pupils	53.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	Dec. 2024 & Nov. 2025
Statement authorised by	Governors' board meeting
Pupil premium lead	J Sutcliffe
Governor / Trustee lead	T Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£692,320 (573,508)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£692,320

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all Bradford Academy pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Identify those students who arrive with low reading levels and intervene appropriately

Challenges

This section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Recruitment and retention of high-quality staff so implementation of school wide strategies are consistent and teaching strategies more impactful.

2	Social deprivation – Challenging community. Significant number of students influenced by families that don't value education and don't encourage them to engage fully with their educational experience.
3	Poor learning behaviours (including attendance) affecting the climate for and culture of learning. Significant periods of time out of class for a variety of reasons resulting in large gaps in knowledge that it is very difficult to plan for.
4	Low reading levels on arrival. Significant number of students who would benefit from increased developmental reading strategies. Lack of reading ability affects students' ability to access learning across the curriculum, limiting the progress these students can make.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Recruit and retain skilled teaching personnel so that all children receive a high-quality offer.	- Significant improvement in the learning environment including both physical and student influences - Good practice is evident and shared across school - Leaders develop QA processes and support professional development through effective training - Skilled teachers act as lead practitioners - Significant impact on learning evidenced through developing QA processes - Standards are raised across school
Begin to address social mobility and academic outcomes of students	- Increase attendance at school - Reduce suspension from school - Raise standards of behaviour - Pay attention to specific learning behaviours in class - Support the learning of specific groups of students including those disadvantaged students that experience or create barriers to effective learning
For all learners to be competent readers by the end of KS3 in order to address inequality in curriculum access.	- Accelerated progress in reading for all learner groups - Percentage of children with reading ages that align with chronological ages will increase - Attainment 8 will increase as more learners achieve higher grades in more subjects

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop responsive teaching strategies, methods of analysis, effective CPD, learning beyond the classroom and Self-Evaluation processes.	Expanding Research on Responsive Teaching - PMC (nih.gov) Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) Data Analysis for Teachers to Unlocking the Power of Teaching - upEducators - Helping Teachers, Educators, Tutors, Tutions and Parents in online teaching with Technology Effective Professional Development EEF (educationendowmentfoundation.org.uk) Quality assurance European Education Area (europa.eu)	1,2,3,4
Whole staff training on literacy. Books for Community Read. Subscription to Bedrock for Years 7-9 and retention of LRC leader.	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Digital Literacy Curriculum Bedrock Learning	4
Recruit and retain skilled teaching personnel	Teacher-quality-recruitment-andretention-lit-review-Final.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £517,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative provision, Curriculum flexibility and AP funding	Outstanding practice in alternative provision: examples The Key Leaders (thekeysupport.com)	2,3
Programme of electives provision for PP learners including materials provided from external companies Additional staff time costs - allowance paid to the lead for scholars for HA PP students. Programme for EAL (beginners in English) PP students on entry to the school. Running of the Excellence Centre for bespoke, short term provision for learners who need it. Use of academic mentors/tutors to deliver small group tuition for cohorts of HAP, MAP and LAP students across all year groups.	National Tutoring Programme, Academic year 2023/24 – Explore education statistics – GOV.UK (explore-educationstatistics.service.gov.uk) Language and learning loss: The evidence on children who use English as an Additional Language - The Bell Foundation (bell-foundation.org.uk) The Most Effective Intervention Strategies For Schools (thirdspacelearning.com) Mentoring EEF (educationendowmentfoundation.org.uk)	2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Development of the attendance team through additional training and increased capacity Employment of additional pastoral staff to increase pastoral capacity and support that can be offered to students Specialist advice and guidance relating to attendance strategy and adaptation to improve the learning culture All through Safeguarding Officer Coordinated engagement with West Yorkshire Police Safer Schools Officer Fair access to experiences that enhance cultural capital	Working together to improve school attendance (publishing.service.gov.uk) Pastoral care: A 10-step plan (teachermagazine.com) Keeping children safe in education 2023 (publishing.service.gov.uk) Department for Education (publishing.service.gov.uk)	2
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Total budgeted cost: £692,320

Part B: Review of the previous academic year (24_25)

Outcomes for disadvantaged pupils

Recruit and retain skilled teaching personnel so that all children receive a high-quality offer:

- The physical learning environment has been developed further. The building is far more welcoming now and we are starting to think far more carefully about softening the building as a space and improving the vibrancy and colour to create a more welcoming environment
- Training and Meeting time has been reviewed further based on feedback from colleagues. Time allocated to training has been reviewed to allow good practice to be shared more comprehensively. Progress since the last review has allowed us to allocate more time specifically to developing teaching pedagogy. The performance appraisal processes are embedded now and evidence suggests that the coordinated targeting of whole school priorities is working effectively.
- The QA schedule continues to be reviewed, refined and actioned to ensure that implementation and impact of the curriculum planning match the intent. There is now an Assistant Principal specifically responsible for QA and QA processes.
- Lead practitioners continue to contribute directly to the identified school improvement priorities although there are fewer Lead Practitioners due to budget challenges and management of efficiencies. We have tweaked the coaching process to allow more frequent and more focused CPD opportunities.
- Behaviour and attendance monitoring data along with SLT Learning Walks and staff voice indicates that standards within lessons and around school are much improved. More students accessing mainstream lessons due to improved behaviour and attendance.
- The positive Ofsted Report and improved working environment seem to have encouraged some high-quality members of staff to apply for positions within the Academy. We have appointed strong leaders in Geography and Languages along with classroom teachers in IT and business. We have previously struggled to recruit in these areas.
- Evidence in some aspects of the school data indicate that the changes made to the learning environment, accountability and training are beginning to influence the outcomes positively. GL Assessments in KS3 reveal a trend that students in year 7, 8 & 9 are progressing faster than the other students nationally.

Begin to address social mobility and academic outcomes of students:

For the purpose of comparison, all the data below compares the first half-term 2023_24 with the first half term 2025_26.

- Whole school attendance shows an increase of 2.9% from 86% to 88.9% and Persistent Absence has dropped 9% from 37.9% to 28.9%
- Pupil premium attendance has increased 2.3% from 82.4% to 84.7% and the persistent absence of this cohort has improved 9.1% from 47.8% to 38.7%
- The behaviour indicators that we have reported regularly to governors through the Governor Behaviour Report showed a dramatic decrease throughout the 2023/24 year. The improvements have been much more measured and subtle throughout the 2024/25. Ultimately behaviour improvements across the Academy, combined

with the improved attendance, mean that Pupil Premium students are in front of their teacher learning far more often.

- The whole cohort and the defined pupil premium cohort continue to attend school and lessons more regularly, demonstrating much more positive learning habits when in their lessons.

For all learners to be competent readers by the end of KS3 in order to address inequality in curriculum areas:

- There are currently 31 learners who are accessing the Fresh Start Phonics programme. They have all been identified as struggling with decoding and fluency. Out of the 31 learners who are currently accessing (as of November 2025), 67.7% are Pupil Premium. This includes: 9 learners in Year 7, 16 learners in Year 8, 4 learners in Year 9 and 2 learners in Year 10 (both of which have an EHCP and are accessing the programme with one of our SENCo's).
- The length of time spent on the programme varies according to ability and where the assessment places them. There are 33 modules and 3 pre-module groups. A learner who starts at single letter sounds should expect to finish the programme within 40 weeks. However, the most common start point at Bradford Academy is module 4 - which would take 29 weeks.
- 34 learners are currently on the Fresh Start Phonics waitlist, 67.8% of these learners are Pupil Premium. The majority of these are Year 7 learners with some Year 8 learners who are late intake (i.e. did not start in the September intake of Year 7) or who previously did not initially engage with the programme in Year 7 and so have been added to the waitlist. Timetabling influences how learners are chosen due to the difference in breaktimes, alongside individual need. Year 9 learners and learners of the lowest ability are prioritised.
- 73 learners are accessing or have previously accessed the programme since the programme was launched in 2023, out of these learners 52 are Pupil Premium (72.2%). This includes the 31 learners who are currently accessing the programme. 1 of these learners is in Year 11, 12 are in Year 10, 23 are in Year 9, 28 are in Year 8, and 9 learners are in Year 7.
- Y8 learners who are accessing or who have accessed the FSP programme had an average reading age of 6.9 at the beginning of the course. Their average reading age since accessing is 7.8 By the end of Y7, 79% of this cohort improved their reading age, with 38% making over a year of progress. 100% of these learners have improved both their reading speed and their reading accuracy. 89.6% of this cohort are Pupil Premium.
- Y9 learners who are accessing or who have accessed the FSP programme had an average reading age 7.2 when they started the programme. The average reading age for this cohort since accessing is 8.7 By the beginning of Y9, 81% made progress and 56% made over a year's progress. 90% of this cohort increased their reading speed and 95% increased their reading accuracy. 72% of these learners are Pupil Premium.
- Y10 learners who accessed the FSP programme in KS3 had an average reading age of 7. 75% of this cohort improved this and 25% made over a year of progress. 50% improved their reading accuracy and 83.3% improved their reading speed. 59.6% of these learners are Pupil Premium.
- 14 Year 8 learners accessed Inference Intervention in Year 7, 21.4% of these were Pupil Premium.
- 17 Year 9 learners accessed Inference Intervention in Year 8, 52.9% of these learners are Pupil Premium. The average reading age for learners at the start of this

intervention was 8.2 and the average reading age at the end of the programme was 10.

- 44 Year 10 learners accessed Inference Intervention in Year 9, 47.6% of these learners are Pupil Premium. The average reading age for learners at the start of the programme was 8.4 and the average reading age at the end of the programme was 10.
- We currently have a waitlist of 41 learners in Year 8 and 9 (Year 7 have not yet been assessed) for inference intervention. Once staffing is available, Year 9 learners will be prioritised to avoid conflict with GCSE subjects in Key Stage 4.