

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Bradford Academy The academy has a deprivation quintile in highest 20% nationally (0.3) and high IDACI rating				
Academic Year	2020-21	Total PP budget	£740.275.00 total Secondary £522.385.00	Date of most recent external PP Review	Sept 2017
Total number of pupils	1765 1144 (secondary)	Number of pupils eligible for PP (secondary)	565 (547 when allocated)	Date for next internal review of this strategy	June 2021

The following data is taken after the amount has been set but indicates the most up to date numbers of P/P learners

Year group	Total on roll <i>inc Dual registration</i>	Male single reg	Female single reg	Total number PP (%)
Year 7	228	128	100	49%
Year 8	229	132	95	50%
Year 9	232	118	107	55%
Year 10	236	117	116	49%
Year 11	235	130	102	41%

2. Current attainment Summer 2020		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (sisra data – 10/9/19)	34.33	Data not available in September
Attainment 8 score average (sisra data – 10/9/19)	-0.62	Data not available in September
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor literacy skills)		

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)	
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	
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 **2020/21**

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?
<p>Previous Interchangeable performance management objective set for all teaching staff – PPG learners progress (whilst not specified part of teacher performance pie chart anymore it is embedded through intervention plans and classroom practice) £30,000</p> <p>SISRA analytics subscription £895</p> <p>FFT aspire subscription £824</p>	<p>Raise the profile of PPG Ensure all staff are aware of need to differentiate for this identified cohort using training and research materials which consider how to raise attainment</p>	<p>Whole school issue raising attainment of disadvantaged students</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>QA of Performance management targets Lesson observations Learning walks Data collection - SISRA</p> <p>Log of staff users Intervention plans completed for classes which clearly acknowledges pp cohort and which strategies are being employed to ensure that they</p>	<p>JTY/SGL</p> <p>JSU</p>	<p>Following every data collection middle leaders will review the progress of PP and Non-PP learners in their area reviews of class performance They will consider how strategies from training are being implemented within the classroom</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</p>

	Ensure staff are provided with accurate performance data for PP learners and can apply intervention as and when required and based on staff training		are making expected levels of progress		update the intervention plans accordingly and inform teaching practice
Quality first teaching: Annual subscription to PIXL club for KS3 and 4 £3,375	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	JSU RML	Exam performance reviews with Executive Principal Summer 2021
Quality first teaching Improving feedback between teachers and pupils Learner feedback Linked to exam specification Courses to ensure appropriate moderation/marketing £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	MFN SGL	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

<p>Whole staff training on literacy £2,000 Subscription to Accelerated Reader for Years 7-9 £19,848</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>LP masterclass on how to raise literacy levels in the classroom</p>	<p>ZBN/LP group</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>Virtual electives provision for the HA PP learners including materials provided from external companies - virtually Additional staff time costs - allowance paid to the lead for scholars Consider metacognition and self-regulation within the virtual programme £15,000</p>	<p>PP scholars will have access to external organisations and their virtual learning eg the brilliant club and the mock trial – annual subscription paid from this fund The virtual learning programme encourages learners to consider metacognition - how they learn rather than just what they learn</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>Scholars lead RML/JRL Middle leaders</p>	<p>Termly basis</p>

<p>Opportunities for collaborative learning – smaller group sizes More than one adult although socially distanced and in PPE Specifically trained to work with vulnerable PP learners</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>All teaching staff RWY</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 Hegarty Maths £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 consolidation of tasks within lessons but through virtual learning platform</p>	<p>Middle leaders</p>	<p>Annually – linked to data collection</p>

ii. Targeted support					
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	Ensure that learners who are currently accessing the provision continue to access specialist staff and where possible access external provision	More small group intervention led by specialists	Key feature of deep dive	SAR	Look at P8 scores of cohort in alternative provision in standards committee
Uniform grant and equipment loan (uniform store) £10,000	NO PPG learner is left without uniform or equipment	Lack of uniform and equipment is often cited as a reason for non-attendance	Monitoring by Pastoral and Lead for culture and behaviour	KHD	Annually – all data collected on SIMS
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 £30,000	All PPG learners have on site support for themselves and their families when CP concerns arise - the safeguarding team ensure they access the latest training	Large proportion of PPG learners are flagged for CP and safeguarding reasons	Successful intervention and support via early help, social services	JMI	Case by case basis
Pastoral and behaviour support % of PPG of total cost	All learners have access to high quality support to remove barriers to	Hard to reach families are often part of the PP cohort and maintaining contact and	Audit of pastoral/home communication including meetings and the impact of	KHD	Ongoing throughout academic year

£5,811	learning and work to engage families	effective communication is key to PP success	these – including improved attendance and engagement	GLD	
Recruitment strategy Website/TES/Agencies £6,875	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 2021
Emerge provision, step2 and WBVI (BASE project) £34145 Step2 £23,800 WBVI	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	RAI SAR	Ongoing throughout academic year – in class tests which generate data
West Yorkshire Police Safer Schools Officer £12000	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	JMI	Ongoing throughout academic year
CEIAG advisor £14000	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 2021
Hardship fund access to educational visits £2,660 Eg Annual Disney trip Summer school - targeting hard to engage learners Excellence centre programme including full time HLTA to staff £35,000	Ensure PP learners are not compromised by financial status. Can still 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 Visit due April 2021	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

<p>Summer school – 2 week programme for hard to reach learners including visits and staffing - year 7-9 Monitored and identified through lockdown - eg how often accessed virtual learning</p> <p>£45,000</p>	<p>Following pandemic need to ensure that hard to engage PP learners have opportunity to deal with emotional resilience surrounding pandemic and prepare for academic expectations in order to close gaps in learning</p>	<p>PP learners offered the opportunity to re- engage with education through motivational speakers and specific tailored programme</p>	<p>Uptake Registers - communication with home and monitoring of attendance</p>	<p>KHD Staff</p>	<p>Link to data collection and also the behaviour initiatives on SIMs - this will audit PP learners and their behaviour throughout the academic year It will also be reflected in attendance figures</p>
<p>Purchase of ICT for scholars programme – PP learners identified and provided with appropriate ICT to access scholars programme on virtual platform</p> <p>£42052</p>	<p>Following pandemic programme has been redesigned to enable virtual access and engage HA PP learners</p>	<p>HA PP learners provided with the opportunity to engage with a programme that considers metacognition for the most able</p>	<p>Staff have received training with regards to the approach to electives</p> <p><u>Meta-cognition and self-regulation (BLP) (Impact + 8 months uplift)</u></p> <p>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>IT dept JRL RML</p>	<p>Link to data collection Feedback from learners IT tracking system</p>
<p>Total budgeted cost</p>					<p>£494341</p>

Additional expenditure – targeted at vulnerable and academy plus learners (see earlier figure for staffing and building costs – this is more detailed breakdown of how some funds are spent

- Bradford college £13949
- Disney trip £9195
- On track £4900

Total =£28044

The Academy ensures that staff are trained to work with vulnerable learners - this often includes many PP learners, There are ongoing costs with regards to online training/ MAPA training for all pastoral and Academy Plus staff. These are not reflected in this budget as they are accounted for in the training budget.

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. At present 47.8% of the Secondary learners in the Academy (5547) on roll are eligible for Pupil Premium. The Academy offers magic breakfast to supplement learner experience, this is taken from sugar tax as part of the NBIS project. There is no cost to this.