



BRADFORD
CENTRAL PRU

Report on the use of Pupil Premium 2016-17

Pupil Premium at Bradford Central PRU in 2016-17

At Bradford Central PRU (BCPRU), we aim to provide outstanding care, guidance, support and teaching to all of our pupils and are totally committed to enable our most vulnerable pupils to achieve their potential. To support these pupils we receive Pupil Premium (PP) funding.

What is PP funding?

BCPRU was allocated £5,138 for the 2016-17 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 BCPRU, only pupils who are single registered (not dual registered with a school) are allocated PP.** This means that BCPRU was allocated PP for only four pupils in the 2016-17 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 2016-17 academic year, if they had been solely registered with BCPRU. This totalled 113 pupils out of the 145, which equates to 78% of pupils.

What have we used PP funding for?

During the last academic year, the PP funding has helped to provide:

- Part funding of Reading Matters to support improved access to reading recovery.
- Staff training to improve the effective use of feedback, with specific focus on peer and self-assessment.
- Curriculum development and staff training to improve the English and Maths offer to support pupils on extended placements.
- Curriculum development and staff training to improve the curriculum offer in STEM education.
- Part 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.

How do our PP Pupils perform?

Academic progress, during an average seven-week assessment period, for PP pupils during the 2016-17 academic year are highlighted in the table below:

	English				Maths			
	PP		Whole PRU		PP		Whole PRU	
	1 sub	2 sub	1 sub	2 sub	1 sub	2 sub	1 sub	2 sub
2014-15	87%	69%	91%	70%	95%	71%	95%	77%
2015-16	87%	60%	84%	62%	95%	80%	94%	79%
2016-17	96%	78%	93%	77%	96%	84%	96%	83%

Progress in reading, during an average seven-week assessment period, for PP pupils during the 2016-17 academic year are highlighted in the table below:

	Reading Age Gain			
	PP		Whole PRU	
	6 months +	12 months +	6 months +	12 months +
2014-15	77%	63%	77%	64%
2015-16	77%	63%	78%	65%
2016-17	72%	57%	84%	71%

The table below highlights the attendance for PP pupils for the 2016-17 academic year:

	Attendance	
	PP	Whole PRU
2013-14	89%	88%
2014-15	88%	86%
2015-16	86%	87%
2016-17	88%	86%

As can be seen, the academic progress and attendance is slightly better than the whole PRU cohort. Progress in reading is less than the whole PRU cohort. During the past three years it can be seen that there have been slight fluctuations in PP pupils' progress and attendance, compared to the whole PRU cohort. These are all, with the exception of reading progress in 2016-17, broadly in-line with the whole PRU cohort. This highlights that the progress of this group of pupils is positive and they make the same levels of progress as others.

Concerns raised by the underperformance in reading compared to the whole PRU cohort resulted in further investigation of PP literacy. When comparing spelling age and comprehension age, the PP pupils compare favourably to the whole PRU cohort. Positive literacy comparisons are also supported by English progress, listed earlier. The table below highlights PP pupil progress in spelling and comprehension:

	PP		Whole PRU	
	6 months +	12 months +	6 months +	12 months +
Spelling Age Gain	76%	63%	74%	56%
Comp. Age Gain	78%	59%	76%	62%

How will PP Funding be used in 2017-18?

- Part funding of Reading Matters to support improved access to reading recovery.
- Staff training to improve the effective use of feedback, with specific focus on peer and self-assessment and pupil action on feedback.
- Staff training to improve knowledge and understanding of metacognition, with a view to improving opportunities for pupils to plan, monitor and evaluate their learning.
- Part 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.

At BCPRU all pupil needs are met on an individual basis and no one sub-group under performs. 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 BCPRU to improve the effectiveness of our PP funding. By doing this, we are more likely to impact on outcomes for PP and make the best use of the allocated monies.

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