



Pupil Premium at Cambridge AP Academy

In 2015/16 Cambridge AP Academy received **£1947** in Pupil Premium funds. **76%** of the academy's population qualify for Pupil Premium funding. Although funds have not matched the number of learners, our strategy is to provide interventions to all learners who need support to improve their educational outcomes.

Learners at Cambridge AP Academy may experience a number of barriers to learning: these include poor attendance, poor literacy and/or numeracy, low self-esteem and negative attitude to their learning experiences in mainstream education. Some learners also experience mental health difficulties.

We have followed the advice of the Education Endowment Fund in deciding how to use our Pupil Premium allocation. The following strategies are used to support our learners:

Behaviour interventions: We improve behaviour for learning through after-school extra-curricular activities, rewards and weekly enrichment sessions. Through positive relationships with staff, learners begin to manage their behaviour, develop a positive attitude to school life and to learning.

Feedback: class sizes are small, enabling regular feedback from teacher to learner. 'Live' marking is used as an effective tool for assessing learner's progress in every lesson. This model helps learners to understand how they are making progress, and develops their ability to assess themselves.

1:1 tuition: Some learners have a number of barriers which prevent them from working in groups. We offer 1:1 tuition from specialist teachers in English, Maths and Science on a weekly basis to a small number of learners.

Literacy interventions: All learners are assessed when they arrive at Cambridge AP Academy so that we have an understanding of any underlying literacy needs. Learners with a low reading age are referred to the Sound training programme for a 7-week intervention. The learner's reading age is tested at the beginning and end of the programme to show progress made. A whole school literacy programme has been developed in 2016/17 to ensure that the strategies used in Sound training are applied across all subjects. Reading comprehension is also developed through 1:1 interventions and whole-school strategies.

We measure the impact of these strategies through ongoing tracking of learner progress in 5 key areas:

- Y11 attainment and in-year progress
- Improvements in attendance
- Improvements in behaviour for learning
- Improvements in literacy and numeracy
- Improvements in mental well-being

This information is reported to TBAP Trust Board and LAB members through termly reports. All LAB reports are published on our website.