

Pupil premium strategy statement – Coventry Alternative Provision Academy

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Glenn Mellor
Pupil premium lead	Mrs Z Johal
Governor / Trustee lead	Viv Brosnahan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£85,520

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Coventry AP Academy offers education to students who have been permanently excluded from mainstream schools or have moved into the local authority having already attended a similar setting.

We seek to identify and meet our students' needs; to enable us to reintegrate them into mainstream school or into special educational settings or to support them to successfully complete Year 11 with us. This means that the cohort can be very fluid. Whilst the cohort and needs of the students can change all students at Coventry Academy have varying degrees of SEMH needs.

Our students commonly arrive with negative views of education, of their own prospects and all too often of themselves. Common barriers to learning can be less support at home, weak language and communication skills, difficulties with reading, gaps in essential knowledge, lack of confidence, more frequent behaviour difficulties and attendance/punctuality issues. There may also be complex family situations that prevent children from flourishing/ additional learning needs or traumatic lived experiences. The challenges are varied and there is no "one size fits all".

Pupil premium funding is used heavily to support the enhanced curriculum offer. Our students receive a broad and balanced enhanced curriculum offer which supports positive emotional, social and cognitive progress in a developmentally appropriate way.

We recognise that our students attend Coventry Academy because they are, at that point in time, unable to succeed in a mainstream school. It is thus crucial that we provide a truly 'alternative provision' to mainstream schools to meet our students' needs.

Our ultimate objectives are:

- To re-engage students with education.
- To narrow the attainment gap between disadvantaged and non-disadvantaged students.
- To raise the attendance and subsequent outcomes of disadvantaged students.
- To support our student's health and wellbeing to enable them to access learning at an appropriate level.

- To identify students in need of additional targeted support and ensure that this support is implemented.

Achieving these objectives:

The range of provision the senior leadership team consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all students is improved.
- Ensuring that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
- 1-1 targeted SEMH, behavioural, academic and pastoral support.
- Additional teaching and learning opportunities provided through trained TA's or external agencies.
- Additional learning support.
- Support payment for activities, educational visits and school essentials; uniform/equipment/study aids.
- Ensuring students have first-hand experiences to use in their learning in the classroom.
- Vocational work-related learning opportunities.
- Additional support by externally procured services such as educational psychologist, complex communication team, SEMHL specialist teachers.

When making provision for socially disadvantaged students, we recognise that not all students who pupil premium funding will be socially disadvantaged. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Complex family circumstances having an impact on student welfare/wellbeing – E.g. LAC, Child in Need, Early Help Support, Child Protection, Social deprivation.
2	Narrowing the attainment gap across reading and ARE.
3	Attendance and Punctuality issues upon entry.
4	Additional SEND/ complex lived experiences- including specific SEMH needs which effect learning, self-esteem and independence.
5	Participation in Enrichment activities and Cultural Capital opportunities.

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
<i>Progress in Reading</i>	- Students engaging in reading for pleasure opportunities. - Students highlighted for reading wise intervention close/narrow ARE gap between literacy assessment baseline and summative assessment.
<i>Students develop holistically and have positive outcomes.</i>	- Individual incremental progression in SEMH interventions. - Individual SEMH case studies. - Tracking of planned interventions. - Destination progression and continued success.
<i>Students are given access to enhanced opportunities which recognise talent and maximise their potential/raise aspirations.</i>	- Summative vocational achievements from WRL courses. - Improved student engagement and promoting positive aspirations for all students. - No NEET year 11 leavers. - Increased self-esteem as learners.
<i>Attendance.</i>	- Ensure attendance of disadvantaged students is markedly improved from level of referral. - Improvement in attendance from entry-exit and overall attendance is evidenced.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offset PP food tech groceries to ensure all students have access to lessons.	The purchasing of cooking ingredients for food technology lessons is often a barrier to our students. CAPA uses PP funding to subsidise the purchase of ingredients to ensure all students have access to high quality lessons and learn to make nutritious meals.	1/4/5
In house vocational learning and vocational work-related learning opportunities.	Students who need longer-term support at CAPA are often disillusioned with the “standard education system”; having experienced multiple school breakdowns alongside a compounded sense of failure. Work related learning opportunities are offered to students on the Junior apprenticeship programme to enhance their curriculum whilst offering personalised learning opportunities aligned with their interests/longer term aspirations. These opportunities offer students the chance to gain vocational accreditation. The offer also improves student engagement and promotes positive aspirations for all students, to enable them to overcome any social, emotional or mental health barriers to learning.	1/3/4/5
Enhancing the developing PE curriculum with a range of sessions in community sports facilities to enhance experiences and engagement.	EEF +1 sports participation increases educational engagement and attainment.	1/3/4/5
The music service	Students who can follow their hobbies and passions without finance being a barrier will be able to foster their love of music; raising their self-esteem. Teamwork and social awareness are developed through group work sessions. This also offers an alternative method to supporting students to self-regulate.	1/4/5
ICT ignite strategy resources	Classroom resources to support ICT being embedded into the classroom such as gamification resources for maths.	2/4
Voice 21- Oracy development across the curriculum	Oracy evidence in education shows that developing students' spoken language skills (articulating ideas, reasoned discussion, listening) significantly boosts academic attainment across subjects (English, Maths, Science), critical thinking, vocabulary, and engagement, especially for disadvantaged pupils, leading to better outcomes in school, employment, and life. This evidence comes from studies on	4/5

	"Accountable Talk," classroom-based research, Voice 21 and EEF.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 inclusion coaches. The coaches will complete 360 assessments of incoming students and run bespoke intervention with students who have a highlighted an area of need identified through this.	EEF (+4) for academic intervention- this will be students who are identified by 360 induction assessment and students who are not making expected progress over time.	2/4
Educational Psychologist Service time	6/7 hour assessment and recommended intervention programme for selected individuals with a view of identifying needs/ improving their psychological wellbeing/access to learning. Students are identified through multi-disciplinary team meetings. This also provides Wave 3 intervention evidence towards potential EHCP applications.	2/3/4
SEMHL specialist assessor and complex communication support time	Specialist cognitive and learning assessment service- wave 3 intervention. Potential outcome; access arrangements, classroom recommendations. Communication support for neurodiverse students.	2/3/4
SEMH intervention	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve student's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular SEMH needs. Students engage in programme of support between 6-10 weeks. Students are also able to access support on an ad hoc basis to support in processing specific events/emotions.	1/3/4
Intuitive learning software - Tassomai.	Tassomai works on a principle of little and often. Studies have shown people learn more when they work for concentrated, short bursts every	2/4

	day, frequently switching between topics and returning to them at strategically timed intervals. Teachers call these techniques “interleaving” and “spacing”. Tassomai’s online platform engages students through frequent quizzing or “low-stakes testing” and instant feedback which is proven to be the most effective way to embed knowledge.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform support	Development of uniform bank within each centre to support those from low-income families to have access to items that they need.	1
Further exciting trips and visits will be planned to enhance the curriculum.	Students who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	5
Supporting pupil's attendance to school by providing a staffed school bus	Students with persistent absence are less likely to stay in Post 16 EET.	3

Total budgeted cost: £198, 702.93

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025 strategy outcomes

Students highlighted for intervention close/narrow ARE gap between assessment baseline and summative assessment. * see case studies for further detail

Reading Improvement 23 Pupils		Numeracy Improvement 21 Pupils		Personal Development		Behaviour Points All Cohorts- 41 pupils	Suspension rate All Cohorts- 41 pupils		Suspension days Lost during Programme
Pupils Improving Reading Age	Average change	Pupils improving Maths Age	Average points total per pupil	Number of opportunities	Proportion of pupils accessing one or more opportunities	Average points total per pupil	Sessions lost to (Suspension ÷ Cohort) X100		Avg. days per pupil
22%	+0.61	48%	+0.66	9	100%	+1178	70.7%		0.7
Reading Intervention 41 pupils		Spelling intervention 41 pupils		Comprehension Intervention 41 pupils		Maths Intervention 41 pupils		SEMH Intervention 41 pupils	
Accessing %	Met intervention goals %	Accessing %	Met intervention goals %	Accessing %	Met intervention goals %	Accessing %	Met intervention goals %	Accessing %	Met intervention goals %
37%	93%	46%	89%	49%	90%	56%	91%	66%	78%

Summative achievements from Junior apprenticeship

- 78% of pupils gained a grade 1 or above in both English and Maths (significantly above national avg. for PRU's/AP)
- 7.5% of pupils gained a grade 4 or above in English and Maths (significantly above national avg. for PRU's/AP)
- 95% of pupils gained a L1 or above qualification
- 48% of pupils gained 4 or more L1 or above qualifications
- 63% of pupils gained 4 or more qualifications including entry level
- All pupils who completed their time at CAPA this academic year did so with a comprehensive Record of Achievement that included internal awards, AQA unit awards and their most up to date academic report.
- 212 individual AQA unit awards were obtained by JA pupils.

Effective work has been undertaken with City College to ensure that JA pupils are treated fairly when applying for courses with advocates attending interviews to support pupils with their application and inform college leaders of the individual's skills, talents and future aspirations. Staff have followed up applications with college leaders where individuals have not got onto courses to find out why pupils have been turned away or treated unfairly. **December NEET figures 6%.**

Summative achievements from sixth day provision

- 95% of students were able to transition to their new setting and implement strategies developed over their time at the Assessment Centre
- 37% of students received interventions as a part of their learning plans in one or more of Reading, Spelling, Comprehension and Maths
- 88% of pupils received SEMH interventions during their programme with 80% reaching their treatment goals.
- 65% of students significantly improved their attendance by on average 3.2% across the programme.
- The curriculum balance is designed to ensure that pupils will be able to access the curriculum should they return to a mainstream school. Whilst ensuring that the curriculum content is engaging and practical. Due to the 12-week nature of the curriculum subject staff target the most important skills and content for age expectations.
- 36 Personal Development opportunities offered across the year accessed by 65% of pupils

Ensure attendance of disadvantaged students is markedly improved from level of referral.

High priority has been given to ensuring pupils attend school regularly so that they achieve well both academically and in their personal development. 72% of pupils have a higher attendance rate this year than last academic year. The overall attendance figure is 67.7% which is higher than that seen in alternative provision providers nationally. A recent 'Inclusive Attendance' audit by an external provider reported that *'Pupils attendance has vastly improved with barriers to attendance constantly being assessed and initiatives put in place. A great example is the bus collection service which has had a huge impact on raising attendance. Staff have completed online learning modules, enhancing their understanding of attendance terminology and strategies. Forensic analysis of different demographic groups has been conducted, providing valuable insights for targeted interventions'*.