

Pupil Premium Strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Buttershaw Business & Enterprise College
Number of pupils in school	1476
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	Sep 2023-Sep 2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andrew Taylor
Pupil premium lead	Asifa Karim
Governor / Trustee lead	Sara Morissey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£685170
Recovery premium funding allocation this academic year	£188508
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£873678

Part A: Pupil premium strategy plan

Statement of intent

At BBEC we have a culture in school that is values driven and where **all** students belong; **all** students including pupil premium students are supported to achieve their potential regardless of their background. Our main aims are to:

- provide additional support to improve the attainment and progress of all disadvantaged students.
- Close both the attainment and progress gap between disadvantaged students and their peers (gaps in students' knowledge and progress remain due to lost learning during the pandemic).
- Make sure that disadvantaged students attend school as well as non-disadvantaged students
- Raise the aspirations of disadvantaged students and help them, as with all our students, to be the best they can be
- Provide as wide a range of experiences for disadvantaged students as possible beyond the classroom, our 'minimum entitlement'.
- Reduce suspensions and improve attitudes to learning/school for disadvantaged students.

We will allocate funding in order to have the greatest impact; this will be research-led, using EEF principles, and also support the combination of circumstances which are specific and unique to students at Buttershaw Business and Enterprise College.

Note that the Pupil Premium and Recovery Premium funding will be used to contribute towards these experiences, therefore we have also allocated a proportion of the school budget to ensure that disadvantaged students can benefit from the interventions and activities listed.

Challenges

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

Challenge number	Detail of challenge
1	A large proportion of our disadvantaged students are low on entry to the school in terms of their literacy and numeracy skills. This could potentially lead to lower outcomes in English and Maths for disadvantaged students when compared with non-disadvantaged students.
2	There is low self-esteem (mental health), aspiration, motivation and confidence for many of our disadvantaged students which can affect their ability to work independently much more than it affects non-disadvantaged students in school.
3	There are higher rates of absence for disadvantaged students compared to non-disadvantaged students within school. This causes disadvantaged students to fall behind which potentially has a detrimental effect on their progress due to lost hours.
4	Disadvantaged students do not have the same enrichment opportunities when compared to non-disadvantaged students. This leads to disadvantaged students having a much narrower experience to draw upon and as a result they are not fully prepared for life beyond school.
5	A large proportion of our disadvantaged students and their families have low aspirations and parental involvement is low for these students when compared to non-disadvantaged students. Many students do not get parental support with home-learning and revision activities which often leads to lower progress outcomes. Many students do not experience a rich diet of cultural and social activities outside of school which potentially limits their depth of experience, their resilience and ability to thrive and prepare fully for life outside of school.
6	We know that the pandemic had a disproportionately greater effect on disadvantaged students and their families; the PP strategy will work to further address issues caused by the pandemic – lost learning, gaps in knowledge, routine attendance at school and the well-being of students, particularly their mental health

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
Improved rates of progress for disadvantaged students thus closing the progress gap to their peers, particularly in response to the pandemic and any lost learning time.	Pupils eligible for PP make accelerated progress to diminish the difference between them and those not eligible for PP
Improved rates of progress for low prior attaining disadvantaged students.	Pupils eligible for PP identified as low attaining from KS2 scaled scores make as much progress as 'other' pupils identified as low attaining, so that the percentage of students achieving and/or exceeding their projected attainment is in line with or higher than "low" non-pupil premium students.
Providing support for some disadvantaged students with social and mental health to ensure they make good social and academic progress, particularly those affected disproportionately by the pandemic	Fewer behaviour incidents recorded for disadvantaged students compared to 2022-23, including a decline in lesson removals isolations and suspensions for eligible PP students. For PP students struggling to engage with mainstream school, bespoke provision is in place leading to outcomes allowing them to access the next step in education or training.
Improved resilience and exposure to a range of aspirational futures.	Pupils eligible for PP receive additional experiences to raise their aspirations, these include reward activities and CEIAG support. The percentage of PP students involved in extracurricular activities and rewards to be the same as or greater than. Non PP students
Increased attendance rates for pupils eligible for PP closing the gap to their peers.	Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to national average or below

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: £182449.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve quality first teaching for all students.</p> <p>Recruitment of two Leading Practitioners from existing staff to add capacity to Q of Ed Team and lead on strategies to support PP students</p> <p>Lead teachers will lead on training ensuring all staff have access to good CPD which will improve the progress of disadvantaged and SEND students' outcomes.</p> <p>Ensure that the curriculum is fit for purpose by delivering challenge and progress through students knowing and remembering more.</p> <p>LP difference in previous salary (£424.78)</p>	<p>Quality-first teaching is one of the key strategies to lead to improved outcomes for disadvantaged students.</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</p> <p>Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)</p> <p>Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF key principles identify that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. EEF research and evidence has shown that 'great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'</p>	1,5,6
<p>Development of BBEC literacy strategy, including one Leading Practitioner with responsibility for leading on this</p> <p>LP increase in salary (£4589.13)</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>Studies in England have shown that students eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Improvement in Literacy is a key area of development in our strategic plan. Good progress had been made, but the effects of lockdown and partial school closure has hindered this, with a notable decline for some students</p>	
<p>Develop improved practice and culture around home learning for disadvantaged students</p> <p>ClassCharts cost £8625 Provision Map SEND cost £2742</p>	<p>Home learning can enhance learning by up to 5+ months according to the EEF toolkit; focus will be on improved retrieval practice and revision</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Purchase of ClassCharts as a means for improved identification of PP students in lessons and tracking homework for all groups</p>	1,2,5,6

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

Budgeted cost: £268171.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted reading programmes as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. We will fund Reading Plus and other reading materials to engage our disadvantaged students. and teacher training</p> <p>Improvements in Reading age of PP students will increase at a rate at least in line with their peers.</p> <p>Reading Plus subscription £9630</p>	<p>The ability to read texts effectively and therefore access large parts of the curriculum is key to students progress.</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>EEF>Education evidence>Teaching and Learning Toolkit>Reading comprehension strategies</p>	1,5
<p>Targeted and focused out of school support programme for year 11, with a focus on disadvantaged pupils for targeted academic support. We will fund February, Easter and Spring half term support programmes to ensure students attend and are prepped well for their exams</p> <p>PP students to attend revision sessions and make progress at least in line with their peers</p> <p>Estimated cost of staff overtime for half term/Easter revision - £10000</p>	<p>"For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits."</p> <p>School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>From our internal research, It is difficult for some students to find a quiet place, time to study or to self-organise their work. Access to specialist staff will support them with specific aspects of re revision.</p> <p>Enhanced exam technique and alternative revision strategies, especially</p>	1,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	for high mark, extended writing questions, which will benefit all students	
<p>Provide resources to support disadvantaged students and reduce barriers such as cost, eg equipment and uniform.</p> <p>In particular, ensure that when preparing for exams, all students are equal in having access resources, workbooks and online resources for example</p> <p>Revision materials- £5000</p>	<p>Ensure all disadvantaged students have the extra resources for revision which will help them to revise.</p> <p>Access to the curriculum from home and additional learning resources to use as home learning tasks. This will help to reduce gaps in learning and knowledge.</p>	5,6
<p>Additional learning support hours – 22 hours per week x3 £33000</p>	<p>The Education Endowment Foundation research shows that additional small group support can be effectively targeted at students from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Students helped 1:1 or small group to improve concentration, focus and academic achievement which has been hindered by lockdowns</p> <p>In class additional support will benefit students who need to re-engage with school and those who need additional support, either academically in general or as a result of limited progress during the pandemic</p>	

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

Budgeted cost: £ 431,533.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of pastoral and welfare strategies with focused interventions with our most vulnerable and disadvantaged pupils.</p> <p>Recruitment of Educational Welfare Manager to provide timely SEMH support and especially following suspensions £38666.34</p>	<p>Internal evidence shows many disadvantaged and vulnerable pupils have EBD, social skills difficulties, lack of home support, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g., mental health and/or anger management.</p> <p>EEF Guide to Pupil Premium states that “the most significant non-academic challenges to success in school, including behaviour, and social and emotional support, which also may negatively impact upon academic attainment.”</p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2,3,5,6
<p>Implementation of targeted and focused attendance plan to address the gap in attendance between disadvantaged and non disadvantaged pupils.</p> <p>We will fund salaries of our Attendance Officers and and recognition rewards for improved attendance</p> <p>ATTENDANCE OFFICER- £59716.82</p>	<p>Internal data shows that below average attendance impacts negatively on progress of disadvantaged pupils and that when attendance interventions are timely and focused, this has a positive impact on attendance</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>EEF Guide to Pupil Premium states that “Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy.”</p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2,3,6
<p>Ensure that all disadvantaged students have a wide range of experiences during their five years at BBEC – that they receive their minimum entitlement.</p>	<p>We know that many of our students do not have access to some of the important experiences of childhood which others do.</p> <p>All students who come to BBEC will go through the minimum entitlement programme experiencing a range of activities and experiences in and out of school, giving</p>	4,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the 50% initiative – every school event/experience/trip involves 50% disadvantaged students.</p> <p>All PP students must engage in at least one aspirational event eg college/FE/University visit, apprenticeship interview etc in all year groups</p> <p>School will fund 50% of trips and visits cost for disadvantaged students attending</p> <p>£5000</p>	<p>them opportunities, they otherwise wouldn't have improving their skillset, confidence, resilience and ultimately their progress.</p> <p>Approximately 50% of our students are PP and thus including 50% of PP students in any curricular or extracurricular event is a whole school priority.</p> <p>PP students are likely to receive less guidance and are less likely to be encouraged to move on to appropriate next step in education.</p>	
<p>Duke of Edinburgh Award</p> <p>£5000</p>	<p>Independent research by the University of Northampton demonstrated the impact of the DofE award on self-esteem and achievement:</p> <p>Impact of the DofE - The Duke of Edinburgh's Award</p> <p>ALL Students will achieve Bronze Award</p> <p>Students will have opportunities to participate in activities they would not normally have the chance to take part in,</p> <p>Enhanced SMSC opportunities and self-esteem of Year 10 PP students.</p> <p>Successful in two previous years.</p>	
<p>Implementation of targeted and focused parental plan to address parental engagement of parents/carers of our disadvantaged pupils. We will</p>	<p>EEF evidence shows that increasing parental engagement can have a positive impact on progress. EEF Toolkit shows a +4 months improvement for parental engagement.</p>	<p>2,5,6</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
fund parental engagement events within BBEC and in the local community.	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF planning guide 2022-2023 reflects that</p> <p>“evidence also suggests that engaging parents through targeted interventions can be successful.”</p> <p>School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
Targeted CEIG provision £36203.61	<p>Historical low aspirations of PP students at post 16, with some lacking knowledge of different options available to them</p> <p>Raising aspirations, as shown by student evaluations of careers sessions. Increase of L3 courses.</p> <p>No NEET students as a result</p> <p>Equality of opportunity</p>	

Total budgeted cost: £ 882154

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Introduction																																									
<p>We have continued with the activities that have had a positive impact for our students. This year we have not employed any more progress leaders. However, we have appointed three Lead Teachers to further strengthen the middle leadership team and have a relentless drive to improve the progress of our disadvantage/ SEND students.</p> <p>We have not had the capacity to have tutoring across all subjects in KS4 due to not being at full capacity in the following subject areas: RE, Art, DT and ICT. This year we intend to have our own school led tutoring across KS3 and KS4 for pupils identified as making less progress.</p>																																									
Teaching and learning																																									
<p>Quality first teaching has ensured that:</p> <ul style="list-style-type: none"> Teachers identify their PP students through 'Progress Conversations' and adapt intervention plans to build on progress for the students. This is demonstrated through the internal QA Outcomes for 2023 are shown below: <table border="1"> <thead> <tr> <th>Exam Results</th><th>2018</th><th>2019</th><th>2021 (TAG)</th><th>2022</th><th>Forecast</th><th>2023 Result</th></tr> </thead> <tbody> <tr> <td>Progress 8 PP</td><td>-0.88</td><td>-0.49</td><td>-0.19</td><td>-0.82</td><td>-1.13</td><td>-0.99</td></tr> <tr> <td>Progress 8 Non PP</td><td>-0.3</td><td>-0.01</td><td>0.86</td><td>-0.26</td><td>-0.45</td><td>-0.54</td></tr> <tr> <td>Attainment 8 PP</td><td>32.1</td><td>32.94</td><td>31.81</td><td>31.98</td><td>31.82</td><td>29.4</td></tr> <tr> <td>Attainment 8 Non PP</td><td>43.33</td><td>48.25</td><td>50.5</td><td>46.29</td><td>44.65</td><td>39.93</td></tr> </tbody> </table> <ul style="list-style-type: none"> Subject CD meetings focused to discuss student progress. Strategies shared in CD meetings to ensure PP/SEND students make expected progress. Targetted CPD has led to most teachers having a better understanding of strong starts and ends to lessons which is steadily improving the quality of teaching and outcomes for PP students Homework is now an integral part of the students learning journey at BBEC. At the start of the academic year 2022 only 10% of PP students engaged in home learning tasks. This has now gone up to 35% of PP students engaging in home learning activities. 							Exam Results	2018	2019	2021 (TAG)	2022	Forecast	2023 Result	Progress 8 PP	-0.88	-0.49	-0.19	-0.82	-1.13	-0.99	Progress 8 Non PP	-0.3	-0.01	0.86	-0.26	-0.45	-0.54	Attainment 8 PP	32.1	32.94	31.81	31.98	31.82	29.4	Attainment 8 Non PP	43.33	48.25	50.5	46.29	44.65	39.93
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Student outcomes																																									
<ul style="list-style-type: none"> The quality of teaching at BBEC has the most significant impact on the progress of PP students; those who attend well are making significantly more progress but we recognise that more needs to be done PP students with an attendance of 80%+ scored a provisional P8 of -0.27 compared to -0.28 for NPP; gap between PP and Non-PP is -0.01, which is a significant improvement from previous years. However, the progress of non-PP students is of real concern The attainment gap between disadvantaged (PP) and non-disadvantaged students in Year 11 improved in English 4+ (gap reduced by 10%), maths 4+ (14%), English 5+ (8%), maths 5+ (5%) and English 7+ (8%) maths 7+ (5%) when compared to outcomes 2021-22. PP progress improvement in the following subjects: Geography, history, Art (photography & textiles), Designing the Built Environment, Food & Nutrition, Performing Arts, Btec Sports and RE. On average 60 % of the students eligible for the PP in KS3 are on or above track for their progress grades (Year 7 63%, Year 8 57% and Year 9 66%) PP students have continued to make increasingly strong progress through a targeted reading and comprehension programme, and the individual work of the teachers. The average increase in reading age for Y7 PP students in the year was above +1.5 years 																																									

<ul style="list-style-type: none"> • Progress for Year 8 students has accelerated significantly to +2 years • All students have read at least three books as part of their BBEC Reads experience. PP students are able to discuss these novels critically Impact captured through pupil voice.
Student attitudes
<ul style="list-style-type: none"> • Behaviour and attitudes for learning as measured by yellow/red cards showed an increase for PP students vs NPP students (30% vs 10%) However with the new behaviour policy in place it is expected all these figures will reduce over the new academic year 2023-24. • Parent voice for all students is very positive and improving parent voice around their children feeling happy and safe in school. • Extra resources have increased access to revision and exam preparation eg 100 % of PP students received CGP maths revision guides and corbettmaths flashcards • Access to more online resources is leading to more engagement with home learning: eg in maths Year 9 PP average usage (hrs) of Sparx has improved from Autumn Term 22 (0.36) to Summer Term (0.54) • Students in KS3 Connect and KS4 Bridge, the school's internal Alt. Ed. Provisions, receive a broad and balanced curriculum; departments allocate their most skilled teachers to work with students in these provisions. 71% of students accessing KS3 Connect are PP. • High staff to student ratios and dedicated staff have ensure that students' personal development and pastoral care are of high quality. • The school has employed an Outreach teacher to work with students refusing to come into school to teach in the home and to gradually build up their confidence to re-engage with school education. • 83% of students accessing Bridge are PP; academic outcomes are improving and for those who attend regularly and have over 80% attendance. • The Hub has provided a safe and nurturing environment for vulnerable students, the majority of whom are PP, before school and at social times. This has led to increased well-being and engagement with school from this cohort of students. • Intervention groups (talkabout for teens; your anger, your choice anger management programme; bespoke circle time programme; social skills group – using advice from specialist teachers for autism) have supported students to develop their social skills, helped them to regulate their emotions and behaviour and have boosted self-esteem. Having these sessions has helped PP students to improve their wellbeing and mental health.
Attendance & Extra Curricular
<ul style="list-style-type: none"> • Attendance overall for PP students remains stubbornly low, but the figure is distorted by the entrenched very low attendance/school refusal of a small number of PP families. • 48% of PP students have attendance over 90% and attendance is still improving. • The legal process is starting to have some effect on our poorest PP attenders. • Family Liaison Officer appointed in response to poor attendance of PP students to help build relationships with parents. • Participation of PP students in trips and visits has increased during the academic year; more PP students are accessing the more opportunities thus developing their cultural capital. • Last year PP Trip engagement was 43% now 46%. Increased advertising raised awareness of opportunities.

Externally provided programmes

<ul style="list-style-type: none">• Sparx online resource• Seneca online resource
Outcomes
<ul style="list-style-type: none">• Access to more online resources is leading to more engagement with home learning: eg in maths Year 9 PP average usage (hrs) of Sparx has improved from Autumn Term 22 (0.36) to Summer Term (0.54)• Seneca learning has increased pupil engagement from 10 % to above 50% in science
Future actions / strategies /next steps for 2023-2024
<ul style="list-style-type: none">• Further CPD for all teachers on strategies to improve progress for PP students.• Further increase progress of PP students in order that they make as much progress as their NPP peers.• Develop further access to revision resources and online learning to build culture of home learning and revision in PP families.• School will move to in house face to face tutoring for English only and in class intervention for maths.• Class Charts to be used to encourage students to take ownership of their home-learning activities and parents to be more involved in their child's learning.