



Values Skills Aspiration

Buttershaw Business & Enterprise College
Pupil Premium Report 2015/2016

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Section 1 – Outcomes and attainment

Outcomes for students at BBEC reached their highest ever level in 2015 with 43% of students leaving school with 5A* to C including English and maths. The number of Pupil Premium students achieving this benchmark has also increased to 26.4%.

Whilst BBEC is pleased that student outcomes have increased, we accept that much more work needs to be done to ensure all students leave school having reached their full potential.

Progress Measures in Core Subjects

	PP	+/- from 2014
3 Levels of Progress in English	47.3%	+ 9%
3 Levels of Progress in Maths	31.8%	- 8.2%
3 Levels of Progress in Science	32.7%	+ 4%
4 Levels of Progress in English	14.5%	+ 6.7%
4 Levels of Progress in Maths	10.0%	-0.4%
4 Levels of Progress in Science	10.0%	+ 1.3%
3 Levels in English and Maths	28.2%	+3.9%

KS4 Attainment Measures

	PP	+/- from 2014
5A* to C including En and Ma	26.4%	+4.7%
5A* to B	15.%%	+5.1%
5A* to C	30.9%	+6.6%
A* to C in English	38.2%	+5.2%
A* to C in Maths	34.5%	+3.2%
English BAC	17.3%	+7.7%

Whilst the school accepts that Pupil Premium progress and outcomes are not currently good, with the exception of maths, all key performance indicators have shown an improvement since 2014. In addition the achievement of Pupil Premium boys has shown sizeable improvements in 2015.

Pupil Premium Boys KS4 Progress and Attainment

	PP Boys	+/- from 2014
3 Levels of Progress in English	43.5%	+17.4%
3 Levels of Progress in Maths	37.1%	+5.8%
3 Levels of Progress in Science	35.5%	+13.6%
4 Levels of Progress in English	16.1%	+6.7%
4 Levels of Progress in Maths	12.9%	+2%
4 levels of Progress in Science	11.3%	+3.5%
3 Levels in English and Maths	30.6%	+11.8%

	PP	+/- from 2014
5A* to C including En and Ma	29%	+11.8%
5A* to B	16.1%	+11.4%
5A* to C	30.6%	+10.3%
A* to C in English	30.6%	+7.2%
A* to C in Maths	40.3%	+13.7%
English BAC	19.4%	+14.7%

KS4 Progress Outside the Core Subjects

In addition to the many improvements made in progress and outcomes in the core subjects, Year 11 Pupil Premium students' progress and outcomes also improved, in cases significantly, in the non-core subjects.

	3+ Progress	+/- 2014	4+ Progress	+/- 2014
Photography	57%	+37%	43%	+33%
Business Studies	60%	+41%	20%	+16%
Geography	61%	+32%	33%	+19%
History	44%	+17%	13%	+1%
IT	100%	+68%	88%	+61%
French	59%	+18%	8%	+2%
German	67%	+30%	0	-3%
Music	100%	No entry in 2014	83%	No entry in 2014
Performing Arts	100%	+43%	67%	+56%
Food Technology	80%	+62%	30%	+30%
Resistant Materials	100%	No entry in 2014	40%	No entry in 2014
Textiles	65%	No entry in 2014	24%	No entry in 2014
PE	80%	+49%	40%	+32%

School performance exceeds unadjusted national expectations

As can be seen from the figures, considerable progress has been made with our disadvantaged students in the non-core subjects. In eight subjects outcomes, for disadvantaged students are exceeding the unadjusted national expectations for 3 levels of progress and 6 subjects are exceeding the unadjusted national expectations for 4 levels of progress.

In addition all subjects have made rapid progress from 2014 with all non-core subjects making double digit improvements on their 2014 outcomes for 3 levels of progress. Similar improvements have been made at 4 levels of progress with seven subjects making double digit improvements and all subjects making improvements on 2014.

There has also been significant improvement in other key measures such as A* to C, A* to B and APS as can be seen from the table below:

	A* to C 2015	+/- from 2014	A* to B 2015	+/- from 2014	APS 2015	+/- 2014
Photography	86%	+61%	15%	-1%	36	+12
Business Studies	60%	+35%	40%	+32%	35.2	+13.9
Geography	50%	+21%	28%	-1%	33.6	+4.5
History	50%	+27%	28%	-1%	32	+8.1
ICT	100%	+64%	100%	+73%	55.4	+28.8%
French	58%	+26%	13%	+4%	37.2	+4.3
German	93%	+44%	27%	+13%	41.2	+8.1
Music	100%	No entry	50	No entry	43	No entry
Performing Arts	100%	+33%	44%	+33%	45.3	+12.4
PE	80%	+44%	20%	+13%	38.8	+19.3
Food	59%	-1%	40%	+26%	39.4	+11.1

Section 2 – Funded Interventions

Last year the school spent £145,482 on improving the outcomes for our most vulnerable students. These students accessed the Foundation Learning Curriculum in small groups, taught by specialist staff under the direction of a new Director and Head of Department. Whilst this intervention did also benefit some non-disadvantaged students, the end of year results showed by utilising smaller classes and hiring dedicated staff, many foundation learners, who in the past did not make progress on their entry to Year 7 made expected or exceeded their targets for levels of progress.

Foundation Learning

7d/En1	19 (9M, 10F) 10PP
7e/En1	17 (8M, 9F) 14PP
7f/En1	13 (10M, 3F) 11PP

English

7d/En1	
Total students above expected progress on flight path	9 (6PP)
Total students making expected progress on flight path	6 (4PP)
Total students not making expected progress on flight path	4 (2PP)

7E/En1	3 no KS2 all PP
Total students above expected progress on flight path	6 (4PP)
Total students making expected progress on flight path	3 (2PP)
Total students not making expected progress on flight path	5 (5PP)

7F/En1	1 no KS2
Total students above expected progress on flight path	1 (1PP)
Total students making expected progress on flight path	2 (2PP)
Total students not making expected progress on flight path	9 (8PP)

In Foundation Learning there were 35 Pupil Premium students who had access to small class sizes paid for through the Pupil Premium. Of these 35 students, 11 made above expected progress and 8 made expected progress. Those with no KS2 data who are also Pupil Premium we are confident made at least expected progress with grades of 4B, 4C and 3a respectively.

Maths

7d/MA1	
Total students above expected progress on flight path	11 (8PP)
Total students making expected progress on flight path	4 (1PP)
Total students not making expected progress on flight path	3 (2PP)

7E/MA1	3 no KS2 all PP
Total students above expected progress on flight path	1 (1PP)
Total students making expected progress on flight path	5 (5PP)
Total students not making expected progress on flight path	8 (6PP)

7F/MA1	1 no KS2
Total students above expected progress on flight path	7 (6PP)
Total students making expected progress on flight path	1 (1PP)
Total students not making expected progress on flight path	4 (3PP)

Of the 35 disadvantaged students who had access to the small groups offered in Foundation Learning for maths, 16 made above expected progress and 7 made expected progress. Whilst the school strives for every student to make their expected progress, we have made significant progress in improving the outcomes for our disadvantaged foundation learners with two thirds of students making at least expected progress in Maths and over half making at least expected progress in English. The school is committed to further improving upon the success of this intervention in 2016 without the use of Pupil Premium funding.

Green Room

The purpose of the Green Room is to provide our students with an excellent support structure which encourages them to attend school, have positive relationships and display positive attitudes to behaviour. These are some of our most vulnerable students who require specialised care and support to ensure that they succeed; 36 disadvantaged students regularly attend the Green Room and have been active participants in the 'Beats Project' run by the Green Room manager and the school spent £14,400 of Pupil Premium funding to establish and run the Green Room. The attendance and behaviour details of the students who attend the Green Room are detailed below:

Attendance

100%	0
95 to 99.9%	19
90 to 94.9%	7
Below 90	10

Behaviour Points

0 points	7
1-9	12
10-19	3
20-29	6
30+	8

Number of Detentions

0	3
1-9	14
10-19	7
20-29	5
30+	9

The school success criteria for success was 95% attendance or better, no more than 20 points and 20 detentions. 52% of students maintained 95% attendance or better, 61% of students received no more than 20 behaviour points and 66% had no more than 20 detentions. This was the first year of the Green Room Pupil Premium funding. We will continue to strive for better attendance, fewer behaviour points and fewer detentions for our Green Room students in 2015

Section 3 – Widening Student Experiences

Academies

There are currently 456 students who are currently members of one of our six academies which represent 30.4% of the school population (including 6th Form).

Academy	Boys	Girls	Total
Art and Design	3	31	34
Enterprise	7	42	49
Performing Arts	4	109	113
Sports	128	64	192
STEM	30	8	38
University	39	77	116

There are currently 115 students who are eligible for Pupil Premium funding and are members of an academy.

Academy	Total
Art and Design	8
Enterprise	19
Performing Arts	29
Sports	31
STEM	5
University	23

This represents 20.2% of eligible disadvantaged students, which is a significant rise in the number of disadvantaged students being members of an academy and the school will strive this for the number of disadvantaged students in academies to be representative of their numbers in school (46% of the school population.)

The school last year also committed to widening the experiences of disadvantaged students through offering numerous and varied after school opportunities. Last year the school offered trips and visits ranging from Dubai as a part of the Humanities Tour to traditional competitions like Rock Challenge and curricular visits such as the ICT Residential, the Thackray Medical Museum and Manchester city centre. In total, 444 individual students attended at least one extra-curricular visit and of those students, 167 were disadvantaged students which equates to 29.4% of the disadvantaged school population.

Section 4 – Parental Engagement

	Total Attendees	PP Attendees	Total PP	Gap
Year 8	190	60	113	-130
Year 10	140	51	124	-89
Year 11	136	29	112	-107

As can be seen from the figures above, engaging our parents and getting parents involved in their child's education is a significant area for improvement this academic year. A review will take place to ask parents why they do not attend parents evening and steps taken to make sure that now the school holds this data, significant improvement is made.

Section 5 – External Review

In the February and March of 2015, BBEC invited Achievement for All into school to assess the impact of the schools Pupil Premium practice. The review highlighted the following areas of positive practice:

- The college has produced a clear PP Policy, Profile and Impact Statement which sets out the strategies for supporting students who are eligible for the Pupil Premium funding.
- Senior Leaders recognise that there is still work to be done to ensure that all middle leaders and teachers are clearly focused on using achievement data to inform planning and to secure better progress for all students.
- Senior Leaders place a strong emphasis on transition processes.
- The period 7 extension of the college day allows students to stay in college beyond the normal time and to take advantage of extra study support. Currently 114 PP students in Y11 are regular attendees across a variety of subjects to help secure better GCSE outcomes in the summer of 2015.
- In making provision for PP students, the college recognises that there are families whose children attend the college who are on low income but who do not qualify for free school meals or PP but need just as much support, intervention and encouragement as those who are supported through additional funding.
- The college has expectations that all students will make 4 levels of progress from KS2 starting points. This strategy is crucial as there are a significant number of students who, given their KS2 starting points, would not achieve GCSE Grade C in English and maths without making more than expected progress.
- The Director of Group Achievement regularly consults the Sutton Trust/EEF toolkit which lists 33 potential strategies for raising attainment and removing barriers to learning. This is helping to inform planning in relation to developing effective strategies to use with students and several have been implemented.
- Senior leaders are not complacent and are very open and honest about other reasons which contributed to the 2014 results and continue to work relentlessly to improve student outcomes.
- A wide variety of other interventions and strategies are used to support PP students which range from breakfast clubs, skills development, 2 day residential, subsidising extra-curricular and sporting activities.
- The academies programme also supports the achievement and personal development of all students including PP students.
- Parents' support for the college is high and the college's Keele Survey shows a high level of satisfaction from parents across most aspects of the college's work with students.

In addition the review provided the school with a number of areas in which the Pupil Premium funding could be used to accelerate the progress of our disadvantaged students which form the basis for the 2015-2016 Disadvantaged Action Plan. Achievement for All will re-visit the school in November 2015 to further scrutinise the Pupil Premium spending and its impact.