

This year's Pupil Strategy statement reflects last year's strategy with some adjustments. The lockdown in March meant we lost half the academic year making it impossible to see through a number of strategies for comparable data. However, there was enough reliable data to deduce that strategies were working and therefore we will in the main continue with these strategies. Results (centre-assessed grades) last year were also the best ever attained at BBEC, demonstrating that the work we doing around PP strategy is having some effect.					
School	Buttershaw Business & Enterprise College				
Academic Year	2020/21	Total PP Budget	£600,695	Date of most recent PP Review	Sept 2020
Total number of students	1374	Number of students eligible for PP	629	Date for next internal review of this strategy	Sept 2021

1. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving BASICS 4+ En/Ma	34%	63%
Progress 8 score average	-0.13	-0.01
Attainment 8 score average	35.32	48.2

2. Barriers to future attainment (for pupils eligible for PP) – In-school barriers	
A.	Pupil's reading, writing and mathematical skills upon entering Year 7 are lower for those eligible for PP than for others, which is a barrier to them making good progress.
B.	Social/mental issues for a small group of PP pupils are having a detrimental effect on their academic progress.
C.	Pupils who are eligible for PP arrive at the academy lacking resilience, aspiration and motivation.
D.	Many PP students do not have the tools to learn successfully at home. The lack of preparation, revision and consolidation of school work at home limits students' academic progress.
External barriers (issues which also required action outside school such as low attendance rates)	
E.	Attendance rates for pupils eligible for PP for 2018-19 was 91.% (4% below the target for all children of 95% & 1.2% behind PP national). This reduces their school hours and has a negative impact on their progress and attainment

3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success Criteria
A.	Improved rates of progress for disadvantaged students thus closing the progress gap to their peers.	Pupils eligible for PP make accelerated progress to diminish the difference between them and those not eligible for PP. We will measure this using our target and tracking systems resulting in a positive Progress 8 score.
B.	Improved rates of progress for low ability 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.
C.	Providing support for some disadvantaged students with social and mental health to ensure they make good social and academic progress.	Fewer behaviour incidents recorded for these pupils on the school system, including a decline in exit rooms, isolations and exclusions 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.
D.	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. % of PP students involved in extracurricular activities and rewards to be the same as or greater than 'others'.
E.	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 10% or below (NA PP= 21.6%, NPP= 8.3%). Overall attendance amongst pupils eligible for PP improves (NA PP= 91.6%, NPP = 95.4%)

4. Planned expenditure: Academic Year 2020-21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
'EEF Guide to the pupil premium' Considering a three-tiered approach to pupil premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies:				
Tier 1: Teaching				
Tier 2: Targeted Academic Support				
Tier 3: Wider Strategies				
Tier 1: Teaching				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	How and when will you review implementation?
<p>Recruitment of additional progress leaders to improve quality first teaching as well as the tracking and monitoring of students. COST: £25175</p> <p>CPD/training of all staff after school/CD sessions.</p>	<p>This will allow us to have impact on students who previously have not performed in line with their peers. The classes are therefore somewhat smaller and these students are exposed to good/outstanding teaching previously not experienced.</p> <p>Training/up-skilling of staff to improve the standard of teaching will have a direct impact on outcomes.</p> <p>Staff are given short but regular training sessions after school on areas that directly improve their practice as well as longer sessions throughout the year on various elements of teaching and learning.</p>	<p>Progress leaders and SLT timetables are allocated with a significant proportion of teaching groups with a high percentage of PP students.</p> <p>Regular QA will be done of these groups.</p> <p>Run by the Teaching and Learning team who will QA sessions delivered by others.</p>	<p>RJH MIH</p> <p>JAS/SKI</p> <p>JAS/SKI</p>	<p>Data collection points.</p>

<p>Reducing the class sizes further through the appointment of additional teachers has allowed us to create additional classes in many subjects. COST: £100384</p> <p>Remote Learning – Teachers and students will be trained on Microsoft Teams and Streams. This will allow remote learning to take place effectively in case of further lockdowns</p>	<p>Focus this year on Reading and Literacy.</p> <p>A thorough QA programme run throughout the year will help identify strengths and areas of development across the school in order to build in support and training where needed.</p> <p>Reducing class sizes enables teachers to closely monitor and track progress. Teachers can deliver lessons that are differentiated to the needs of the students in their class, and provide consistently good/outstanding teaching.</p> <p>PP students have significantly further improved their results this year moving to a progress 8 figure of -0.13 (up +0.36 from last year). Both PP boys and girls have improved their progress in comparison to last year in almost all subjects.</p>	<p>Associate head teacher and assistant head teacher are responsible for the curriculum overview and ensuring that classes that contain the most PP students are smaller than average.</p>	<p>RJH/MIH</p>	
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<p>or for students off due to Covid-related absences. (For costs please refer to UC Catch Up plan)</p>				
<p>Tier 2: Targeted Academic Support</p>				
<p>The use of Reading Plus and the development and expansion of Oasis for literacy and provision of numeracy support. COST:£36400</p> <p>Use of additional teachers to support with the students who do not grasp the concept within a lesson. COST: £22817</p> <p>Provide resources to support PP students in preparing for exams including workbooks and online resources for each student. COST: £9880</p>	<p>The element of competition and access to a range of exciting age appropriate books will support students in reading for pleasure, improving their reading levels. The additional support in Oasis for students in lower years will facilitate greater progress in their time at secondary school.</p> <p>The approach to mathematics which sees the class moving together towards mastery within an aspect, requires all students to progress through the learning of key concepts at the same time. For those who are unable to master the concept initially on their own, we deploy additional support in the form of other teachers or qualified maths tutors to support them in grasping these concepts.</p>	<p>The increased number of students in Oasis will provide the support for many of these students to make more rapid progress in lessons. Accelerated Reader will be integrated into schemes of work in English and P3. Oasis provision will be timetabled as intervention.</p> <p>An Associate Assistant Head Teacher is dedicated to improve the quality of teaching and learning in maths, with a focus on those with gaps and misconceptions. This allows these students to have additional high quality teaching with effective QA being implemented.</p>	<p>JAS/RJH</p> <p>JAS</p> <p>IA/TMM</p>	

Tier 3: Wider Strategies				
<p>The Appointment of an Assistant Head Teacher (PP champion) responsible for PP progress. This will entail introducing strategies to accelerate PP progress across the curriculum, raise aspiration and improve the experience of these students.</p>	<p>A Senior Lead who will oversee PP progress driving whole school strategies to improve PP student outcomes.</p>	<p>Departments will be QA'd regularly to ensure strategies are implemented. Data will be tracked to evidence impact. Progress leaders will be trained and supported throughout the year to monitor progress and intervene effectively in all year groups.</p>	<p>MIH</p>	<p>Data collection points</p>
<p><i>50% initiative</i> – student experience/entitlement. Ensure all PP students engage in at least one aspirational event eg college/FE/University visit, apprenticeship interview etc in all year groups COST: £9360</p>	<p>Around 50% of our students are PP and thus including 50% of PP students in any curricular or extracurricular event is a whole school Priority. This improves the student experience in school giving them opportunities they otherwise wouldn't have improving their skillset, confidence, resilience and ultimately their progress.</p> <p>PP students are less likely to be encouraged to move on to appropriate next step in education</p>	<p>Regulated by JRY (SLT) and supported by other senior/middle leaders. Ensure resources are allocated.</p>	<p>JRY</p>	<p>Regulated throughout the year (centralised tracking system).</p>
<p>Minimum Entitlement</p>	<p>All students who come to BBEC will go through the minimum entitlement programme experiencing a range of activities</p>	<p>Monitor PP student engagement through centralised system Engage parents as much as possible Mentoring by careers co-ordinator of entitlement All activities for all year groups are tracked and gaps are filled for students where necessary.</p>	<p>JRY</p>	

<p>Appoint SLT sub-team to lead new behaviour strategy – appoint new senior deputy Head teacher to work with two designated Assistant Heads</p> <p>Employment of Pastoral Managers and welfare team to monitor and support complex needs of most vulnerable and deprived students in every year group COST £143739</p> <p>Attendance Improvement team (2 x officers and Pastoral Team) employed to monitor pupils and follow up quickly on truanancies. £54600</p>	<p>and experiences in and out of school</p> <p>PP students have proportionally higher number of behaviour points and need the intervention and support to overcome these difficulties. We have an increasing number of PP students coming in every year (now well over 50% in school) which means the proportion of incident involving PP students has started to increase further.</p> <p>A higher than average number of behavioural logs are recorded involving PP students. For us this is a critical group of students who are at risk of not performing to their potential.</p> <p>Attendance is a continued school focus with a number of strategies used this year which have been tweaked and enhanced from last year. BDAT initiative: Champions League & SLT Mentoring (see impact report 2019/20 for review of this initiative)</p>	<p>Review attendance, progress and behavioural statistics compared to last academic year. Review the % of PP students receiving yellow and red cards weekly.</p> <p>Review the progress made by students who enter the LDC and Connect.</p> <p>Use of external cluster support where relevant. Engagement with parents to address any concerns. Success of PP SEND students in their attendance will be shown through a decline in behaviour incidents and progress within their subjects.</p>	<p>MTC AMI MDB</p> <p>MTC</p> <p>GLP</p>	<p>Termly review conducted.</p>
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<p>First day response provision for all PP students.</p> <p>Establish in-house provision for students not able to engage with mainstream. COST: £109640</p> <p>Dedicated members of staff who will support the complex social and health needs of many disadvantaged students. COST: £92500</p>	<p>Attendance of these students improving will directly improve their progress across all subjects. PA of PP students reduced by 2.9% from the previous year.</p> <p>Students accessing alternative education in the past have not had access to quality provision nor access to English or maths GCSE. These are students who have essentially failed mainstream Schooling and have been educated within school separately by our most experienced and best teachers from a range of faculties throughout the week. Behaviour logs across the school have reduced as students are receiving a better diet in all areas. Better behaviour for learning as well as their improved attendance will further push their attainment.</p> <p>Increasing numbers of students experiencing mental health problems at other issues as a result of personal issues at home. PP students experience less support at home and often little resource and suitable environment in which to study.</p>	<p>The schools QA system includes the 'bridge' within its cycle and also has a separate SEF.</p> <p>Allocate BBEC staff to 'Bridge' to provide regular quality teaching to GCSE.</p>	<p>GLP</p> <p>GLP MIH RJH</p> <p>GLP RET</p>	<p>Monitor progress through line management meetings and data collection.</p>
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