



BUTTERSHAW
BUSINESS & ENTERPRISE COLLEGE

A member of
the **bdot** family
Bradford Diocesan
Academies Trust

Pupil Premium Strategy statement 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1401
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	Sep 2021-Sep 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Richard Humphreys
Pupil premium lead	Asifa Karim
Governor / Trustee lead	Rita Tyas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£606903
Recovery premium funding allocation this academic year	£92075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20000
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	£718978

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 (further gaps in students' knowledge and progress have been caused by the Covid-19 pandemic).
- Make sure that disadvantaged students attend school as well as non-disadvantaged student
- 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 exclusions 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.

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 covid-19 pandemic has 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 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 to no more than 0.4 of a grade.
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.
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	At least 15% fewer behaviour incidents recorded for disadvantaged students, including a 15% 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.
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 'others'.
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 (National average PP= 21.6%, NPP= 8.3%). Overall attendance amongst pupils eligible for PP improves to above 90% (NA PP= 91.6%, NPP = 95.4%)

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: £112,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve quality first teaching for all students.</p> <p>Strengthen middle leadership through the appointment and development of progress leaders to each year group in the core subjects, with a focus on the progress of disadvantaged and SEND students</p>	<p>Quality-first teaching is one of the key strategies to lead to improved outcomes for disadvantaged students.</p> <p>Progress leaders will give extra support to teachers in each year group in the core subjects, as well as tracking and monitoring leading to support for disadvantaged and SEND students in particular.</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>	1,5,6
<p>Professional development for all staff to further develop quality first teaching and also improve recruitment and retention:</p> <ul style="list-style-type: none"> • CPD sessions, • CD meetings, • teacher forums • middle leader development • career stage pathways • access to national qualifications eg new NPQ middle leader qualifications 	<p>An effective CPD programme for all staff leads not only to improved quality-first teaching, but also improved recruitment and retention.</p> <p>Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)</p> <p>Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1,5,6
<p>Enhance and implement literacy and numeracy programmes to</p>	<p>Research by the EEF found that literacy and numeracy interventions were found to have</p>	1

<p>develop the skills of students, particularly after transition KS2 to KS3 and beyond where necessary.</p>	<p>very high impact in supporting students' progress,</p> <p>Literacy interventions include</p> <p>Reading aloud and book discussion</p> <p>Explicitly developing students' vocabulary</p> <p>Use of structured questioning</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Numeracy interventions include:</p> <ul style="list-style-type: none"> • Using manipulatives and representations • Focus on solving problems • Emphasizing the connections between concepts <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Develop the use of standardised diagnostic assessments, both cognitive tests and also for reading and literacy. Tests will be used beyond transition to track and monitor progress.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can help track and monitor students; they provide information on the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Using CAT4 from transition to GCSEs - GL Assessment (gl-assessment.co.uk)</p>	<p>1,5,6</p>

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

Budgeted cost: £176,664

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.</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>1,5</p>

	EEF>Education evidence>Teaching and Learning Toolkit>Reading comprehension strategies	
<p>Implement a programme of tutoring and intervention for individuals and small groups, primarily in English and maths in KS3 and across all subjects in KS4.</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>EEF>Education evidence>Teaching and Learning Toolkit>one to one tuition</p> <p>And in small groups:</p> <p>EEF>Education evidence>Teaching and Learning Toolkit>small group tuition</p>	2,5,6
<p>Reducing teacher:student ratio to enable more targeted and specific support for students in class</p>	<p>Where possible, smaller class sizes can enable the teacher to teach differently and personalise the learning for students</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	1,5,6
<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>Ensure all 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

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

Budgeted cost: £ 430,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a programme of interventions and therapies for students who require support with their mental health and well-being, and who find it difficult to regulate their behaviour and emotions.</p> <p>This includes training and development for school staff as well as bringing in expertise from external agencies.</p>	<p>EIF’s report shows that universal social and emotional learning (SEL) interventions have good evidence of enhancing young people’s social and emotional skills and reducing symptoms of depression and anxiety in the short term.</p> <ul style="list-style-type: none"> • CBT interventions are effective in reducing internalising symptoms in young people. • Violence prevention interventions have been shown to have a small but positive effect on aggressive behaviour in the short term. • Bullying prevention interventions are effective in reducing the frequency of traditional and cyberbullying victimisation and perpetration. <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>2,3,5,6</p>
<p>Rebuild good attendance habits across the majority of students; address low attendance at school for some students and their families. Use the principles of good practice set out in DfE’s <i>Improving School attendance</i> advice.</p> <p>Extra resources will be made available to reinforce existing procedures; attendance mentoring will be expanded.</p> <p>Improve parental engagement across the school as a whole</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Improving School Attendance</p> <p>EEF>Education Evidence>Teaching & Learning Toolkit>Parental engagement</p>	<p>2,3,6</p>

<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>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>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 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>	4,5,6
<p>Bespoke mentoring for PP students provided by school leaders.</p>	<p>This will help to build good relationships with mentor. Students given the support on what and how to revise, any homework not completed mentor can contact subject teachers and put intervention/support in place.</p> <p>Improve progress and attainment and reduce gaps between PP and Non-PP students and in line with Nat. or higher.</p>	2,5
<p>Contingency fund for specific issues which arise during the three year plan.</p>	<p>Based on our experience of our school, and similar schools, and the past 18 months, a small amount has been allocated to address new issues which arise or to enhance any of the activities above.</p>	

Total budgeted cost: £ 699,471

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Introduction
<p>As in most schools, the pandemic and disruption to the school year has had a disproportionate effect on our more disadvantaged students and their families, and this is reflected in many aspects of school life. The original aims of the Pupil Premium strategy were enhanced and boosted by the Covid Catch-up Premium Strategy and the associated funding. The greatest focus became supporting students returning to school after the first lockdown, through the autumn term and the implementation of remote learning for those having to isolate due to covid bubbles, the second lockdown and its effects on the well-being of our disadvantaged students. Many of our disadvantaged students found returning to school in March very challenging.</p> <p>During lockdown, the school put maximum effort into providing laptops for those without digital access at home, putting in place remote learning of as high quality as possible, checking on the welfare of students, and ensuring that students were accessing free school meals – some deliveries continued throughout.</p>
Teaching and learning
<ul style="list-style-type: none">• It is recognised that high quality teaching and learning for all is one of the most effective strategies to raise attainment and progress for disadvantaged students.• Key strategies to improve teaching and learning across the school were only partially implemented due to the disruption caused by the pandemic.• Most efforts were focused on developing remote learning for those isolating at home.• All students (except those who ‘refused’) had access to technology at home via a laptop. Over 500 laptops were distributed.• The provision of laptops for all means disadvantaged students were prioritised in ensuring they have access to remote learning at home.• Engagement tracker in place for students engaged in remote learning, currently those required to work at home because of isolation.• Microsoft Teams was developed for live lessons and setting of assignments• Overwhelmingly positive parent and student voice response to live learning. 84% parents said that school setting 5 hours or more of work per day, 94% said that the introduction of live lessons was helpful in supporting their child’s learning.• Protocols for remote learning has led to a good level of consistency across departments in setting work
Student outcomes
<ul style="list-style-type: none">• The effects of lockdown meant the gap in outcomes between PP students and their peers remains too wide; students in Year 11 did not take exams but were awarded teacher-assessed grades. The barriers to learning experienced by some disadvantaged students were exacerbated, and while some responded well to support in school, too many did not and remained disengaged from school. Gaps in progress widened.• The attainment gap between disadvantaged and non-disadvantaged students in Year 11 remained but did improve in English 4+, maths 4+ and 5+ when compared to outcomes in 2020.• Attainment and progress of Year 10 students compared favourable with previous years – progress gaps reduced, particularly in English and in option subjects.
Student attitudes

- Many students found the return to school challenging, particularly those who endured a difficult time at home in somewhat challenging circumstances. The deployment of Pastoral Managers and the welfare team to monitor and support the complex needs of our most vulnerable and deprived students in every year group has never been more important.

Attendance

- Despite the pandemic, attendance remained above the national average although still low.
- The attendance of disadvantaged students remained below that of non-disadvantaged students, as is the case nationally.
- The work of our attendance support officer has resulted in 15 hard to reach students returning to school and attending regularly. The use of the LDC facility has led to poor attenders feeling confident to return to school.
- SLT mentoring to support students has resulted in 60% of targeted students improving their attendance
- The school has held attendance meetings with approximately 15 families per year group to discuss issues, provide support and if necessary begin fining process. Attendance at meetings by parents/carers has increased from 30% last year to 70% this term.

Externally provided programmes

Programme	Provider

