



BUTTERSHAW
BUSINESS & ENTERPRISE COLLEGE

A member of
the **bd&t** family
Bradford Diocesan
Academies Trust

Pupil Premium Strategy statement 2024-25

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	1450
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	Sep 2024-Sep 2026
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andrew Taylor
Pupil premium lead	Asifa Karim
Governor / Trustee lead	Sara Morrissey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£715848
Recovery premium funding allocation this academic year	£0
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	£715848

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
7	Schools in neighbouring catchment areas, apply the fair banding admissions criteria which has a disproportionate effect on BBEC's intake and means that we have a 7% higher proportion of PP students than our catchment area suggests. This also impacts on the proportion of low prior attaining students who attend BBEC and do not live within our catchment area.

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.	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.	Fewer behaviour incidents recorded for disadvantaged students compared to 2023-24, including a decline in lesson removals isolations and suspensions for eligible PP students. For PP students struggling to engage with mainstream school, enhanced 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 leading to appropriate post 16 courses to their needs and interest. These include reward activities and CEIAG support.
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: £76354.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve quality first teaching for all students.</p> <p>Recruitment of one Associate Assistant Headteacher and One Assistant Headteacher from existing staff to add capacity to Q of Ed Team and lead on strategies to support PP students</p> <p>Assistant Headteacher 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>AAHT and AHT difference in previous salary (£1145.24)</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>	1,5,6,7
<p>Development of BBEC literacy strategy, including one AAHT with responsibility for leading on this</p> <p>AAHT increase in salary (£1997.65)</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> <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>	1,7

	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. (Year 10 & 11- Exam literacy)	
<p>Assessment</p> <p>Deliver training on Data and implementing a new framework of assessment for KS3 and KS4</p> <p>JAA UPS and Lead Practitioner difference in previous salary £1076.26</p>	Teaching staff aware of challenging aspirational targets for PP students. Teachers set challenging work and as a result have high expectations	5
<p>Develop improved practice and culture around home learning for disadvantaged students. Have an increase of PP students engaging with homework.</p> <p>ClassCharts cost £8825 Provision Map SEND cost £2400</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>	1,2,5,6,7

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

Budgeted cost: £389114.96

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>We will fund Reading Plus, Sparx Readers for year 7 & 8, Thinking Reading 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 Cloud £1270 Reading Plus subscription £9630 Sparx Readers £4500 Nessy £1260 Thinking Reading £17940</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> <p>School Admissions Dashboard: How does your school compare? - Sutton Trust</p>	1,5,7
<p>Targeted and focused out of school support programme for year 11, with a focus on disadvantaged pupils for targeted academic support.</p> <p>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>	1,5,6,7

	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>	5,6,7
<p>Additional learning support hours – 22 hours per week x3 £52298</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 lockdown.</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>	6,7
<p>Period Zero- Breakfast Club & Targeted support to help students with their GCSEs</p> <p>£2000</p>	<p>Targeted support to ensure students who need the extra morning intervention can come in and receive the support and at the same time have breakfast.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1,2,5,7

Pilot programme for maths students to eradicate Grade Us	<p>Target 15 PP students to take the OCR exam instead of the Educas exam and monitor their progress.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1,2,5
Academic Mentoring for PP students	<p>Mentoring can enhance learning by +2months according to the EEF toolkit. Focus will be on raising aspirations and ensuring students know how to make changes to the way they are learning and look after their wellbeing.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1,2,5

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

Budgeted cost: £684734.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 £42740.24</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>	<p>2,3,5,6</p>
<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 the salary of an additional Attendance Officer focussing on improving the attendance of PP students and recognition rewards for improved attendance.</p> <p>ATTENDANCE OFFICER- £34819.21</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>	<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 aims to involve 50% disadvantaged students.</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 aiming to include 50% of PP students in any curricular or extracurricular event is a whole school priority.</p>	<p>4,5,6,7</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>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>4,5,6,7</p>
<p>Establish a Parent Forum, so that stakeholder feedback can drive stronger parental engagement built on effective engagement.</p> <p>Maintain regular communication for parents via Class Chart, SIMS, Twitter and the website promoting opportunities for parents to give regular feedback and participate positively in the BBEC life.</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>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>2,5,6,7</p>

<p>Plan bespoke parenting meetings for students with SEND during parent evenings to provide information, support and plan next steps</p> <p>Maintain strong relationships with parents and providers of AP so that students well being and attendance is prioritised</p>	<p>School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Targeted CEIG provision</p> <p>£37506.64</p>	<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>	<p>2,5,6,7</p>
<p>Leeds to Success Programme-working alongside 45 students across the school to help students via workshops and mentoring to access university education</p>	<p>The Leeds to Access Programme to encourage and motivate students who have the potential to succeed at a Russell Group university.</p> <p>Leeds to Success University of Leeds</p>	<p>2,5</p>
<p>In house 'Aspirational Programme' for years 7-11. Working and developing students' academic and leadership skills to increase their resilience and ability to thrive and prepare fully for post 16 life and beyond</p>	<p>Students having skills to improve their resilience and aspire to go onto further education</p>	<p>4,5,7</p>

Total budgeted cost: £150203.47 of which PP funding will contribute £715848. Therefore the remaining cost will come from whole school budget

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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.○ Subject CD meetings focused to discuss student progress. Strategies shared in CD meetings to ensure PP/SEND students make expected progress.○ Targeted 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 expectations for students learning journey at BBEC. At the start of the academic year 2022 only 10% of PP students engaged in home learning tasks. Academic year 2023-24 has now gone up to 25% of PP students engaging in home learning activities.
Student outcomes
<ul style="list-style-type: none">● PP progress improvement in the following subjects: English Lang (0.50), history (0.61), Art (-0.29) , Spanish (1.15), Business Studies (0.01) and RE (0.29).● 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- (start of year average reading age 7 years 3 months, end of year - 9 years 2 months)● 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 has improved steadily at BBEC over the year The new PA2L has encouraged students to behave and work towards achieving rewards each term. 22.3% of PP students received less than six behaviour points over the academic year 2023-24. We are expecting this to double by the end of this academic year.● Anonymous Parent voice for all students is very positive and improving parent voice around their children feeling happy and safe in school. (95%)● 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 8 PP average usage (hrs) of Sparx has improved from Autumn Term 23 (0.35) to Summer Term (0.45) Sparx Readers average usage.● 60% of PP students and parents have logged onto Class Charts which is helping to ensure these students are taking positive steps to improve their behaviour at school and take ownership of their learning.● 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. 67% of students accessing KS3 Connect are PP.

- High staff to student ratios and dedicated staff have ensured 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.
- The Hub has provided a safe and nurturing environment for vulnerable students, the majority of whom are PP (84%), 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. The overall aim of the sessions is to assist pupils to improve their wellbeing, resilience and mental health. Pupils accessing these intervention groups are referred from SEND, however the majority of the pupils attending these sessions are Pupil Premium.

Attendance & Extra Curricular

- The difference between Attendance for PP students and non-PP in school is 10.6%. This figure is distorted by the entrenched very low attendance/school refusal of a small number of PP families.
- The legal process is starting to have some effect on our poorest PP attenders. 19% of PP students received a penalty notice last academic year and only 4% of these students were prosecuted.
- 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 **48%**. **Increased advertising raised awareness of opportunities.**

Externally provided programmes

<ul style="list-style-type: none"> • Sparx online resource • Seneca online resource • Thinking Reading
Outcomes
<ul style="list-style-type: none"> • Access to more online resources is leading to more engagement with home learning: eg in maths Year 8 PP average usage (hrs) of Sparx has improved from Autumn Term 23 (0.36) to Summer Term24 (0.57) • Seneca learning has increased pupil engagement from 10 % to above 40% in science.
Future actions / strategies /next steps for 2024-2025
<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.
- 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.
- Further increase the uptake of login of Class Charts for PP parents
- Increase family events for PP parents to encourage them to come into school, participate and support their child's learning journey at BBEC.
- Further develop AL to continue to raise the profile of tracking and monitoring PP students
- Further develop the Mentoring programme for PP students to raise their aspirations and post 16 choices