

BBIH - Pupil premium strategy statement



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	Beacon Business Innovation Hub (BBIH)
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Trevor Button - Principal
Pupil premium lead	Trevor Button - Principal
Governor / Trustee lead	Julie Donnelly – Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7,500
Recovery premium funding allocation this academic year	£ 4,200
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	£ 11,700

Part A: Pupil premium strategy plan

Statement of intent

BBIH is a diverse, vibrant community with a strong sense of mutual respect and a high expectations inclusive culture. Our students experience a rich, varied curriculum which unlocks their potential, ensuring outstanding outcomes and confident progression for all. We want our students to be:

- Successful learners who enjoy learning, make progress and achieve their full potential.
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Our aim is to ensure student needs are met through:

- Whole school approaches: High Quality Teaching, pupil assessment & feedback, transition support
- A broad, tailored and aspirational curriculum
- Targeted academic support: including tutoring, speech and language therapy
- Wider Strategies: high quality personal development for all students, tackling non-academic barriers to success in school including attendance, behaviour, social and emotional support.

The plans outlined in this Pupil Premium statement intend to support all students and all of their needs, regardless of whether they are disadvantaged or not.

Our aim is that 100% of students go on to high quality destinations at post-16 and post-18. We aim to widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and HEIs or onto further training through high-quality careers and progression guidance.

We will focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation. This year, we have a relentless focus on ensuring consistent high quality teaching, learning and assessment in every classroom, underpinned by our CALIBRE curriculum framework. This includes a standardised lesson structure, underpinned by recent research on cognitive science and learning, a coaching programme for ECTs and teachers who need additional support, a robust quality assurance cycle and a simple and consistent approach to ensuring high levels of engagement in all lessons.

The key principles of our strategy plan are:

- Ensuring high quality teaching and curriculum in every classroom
- Ensuring high levels of attendance for all students
- Targeted academic support through the BMAT Tutoring Programme
- Improved 'intelligent assessment' across the school, to identify early gaps in student knowledge and understanding
- Improving literacy across the school and embedding a culture of reading in all year groups
- Reduced group size/increased team teaching to provide additional support for all students
- Targeted pastoral and wellbeing support through our expanded counselling, mentoring, aspirations and careers support programmes

- To develop students' cultural capital through 100% engagement of all students in extracurricular opportunities and trips.

Challenges

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

Challenge number	Detail of challenge
1	Progression - Due to lockdowns, school absence, issues related to the pandemic and financial difficulties, there is an increased risk of students becoming NEET (Not in education, employment or training) when they leave school without appropriate careers and progression mentoring.
2	Wellbeing - Many of our students have experienced challenges during the pandemic and lockdown that has exacerbated mental health concerns and well-being issues. We have experienced a significant spike in safeguarding referrals, need for counselling and mentoring across the school. These issues are repeated nationally.
3	Disengagement – All of our students have experienced a negative educational experience, which is the main reason they are referred to us. Our first priority is reengaging them in education by reducing barriers to learning and creating a welcoming and positive atmosphere in the building.
4	Attendance and previous academic performance – all of our students are behind educationally. Regardless of the reasons for referral our student have missed significant chunk of education through on-attendance, dis-engagement or time away from education.
5	Hardship - Many of our families, both disadvantaged and those who are not, have experienced significant levels of financial hardship since the onset of the pandemic. Many report through parent meetings and our parent voice activities that they struggle for IT and internet access at home, as well as quiet places for students to complete their homework.
6	EAL - A significant number of our students who are disadvantaged, join us mid-phase, often with limited proficiency in English. This makes it challenging for them to make progress initially, without additional support.

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
Re-engagement with education	Overall School Attendance above AP national average and in line with mainstream national average

	<ul style="list-style-type: none"> • Three year trend of exceeding AP national average attendance by, at least, 10% • Two year trend of attendance on, or above, mainstream education
All students progress onto meaningful education, employment or training	<p>100% progression for all students</p> <ul style="list-style-type: none"> • Three year trend of 100% progression
To use our pastoral system to achieve and sustain improved wellbeing for all students – ensuring all are aware of their own wellbeing, know how to improve their own wellbeing and personal development and how to get support.	Curriculum QA demonstrates full coverage of PSHE and statutory programmes, as well as regular refining of curriculum plans.
To improve the welfare of all of our students, through supporting financial hardship, increased before and after school support/provision, including a free breakfast for all students every day.	<p>Free breakfast every day, financial hardship support for families is clearly access (through local council, foodbanks, and equipment support in school)</p> <p>School does not operate a uniform policy to aid reduction in financial burden</p>
To use our pastoral system to achieve and sustain improved wellbeing for all students who need additional support through high quality pastoral intervention, including counselling, mentoring and careers/progression support.	<p>Counselling Provision – all students deemed in need of additional counselling support are provided with it. In 2020/21 and 2021/22 we have increased capacity</p> <p>Re-referrals are limited, and where necessary are accompanied by wider medical/pastoral support – those whose needs are deemed ‘ongoing’.</p> <p>Mentoring provision – all students deemed in need of additional mentoring are provided with it</p> <p>Senior staff with specialist safeguarding training, Level 3 and detailed understanding of specific key contextual safeguarding risks</p>

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: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy/numeracy across the school and embedding a culture of reading in all groups</p> <p>CPD sessions</p> <p>'Reading-plus' software implemented and embedded for all groups</p>	<p>Evidence from EEF around how to improve literacy in secondary schools: Improving Literacy in Secondary Schools</p> <p>Evidence for improving literacy linked to attainment in English and Maths: word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies evidence of impact from EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1 Progression</p> <p>4 Attendance & previous academic performance</p> <p>6 EAL</p>

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced group size/increased team teaching to provide additional support for key groups:</p> <p>All classes have a maximum capacity of 12 students</p> <p>All Core subjects (Maths, English, Science have additional TA support)</p>	<p>Evidence for in-class small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data</p>	<p>1 Progression</p> <p>3 Disengagement</p> <p>4 Attendance & previous academic performance</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	
All EAL students offered additional online EAL focused tuition outside of School	One-to-one tutoring evidence. One to one tuition EEF (educationendowmentfoundation.org.uk)	6 - EAL

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

Budgeted cost: £ £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted pastoral and wellbeing support through:</p> <ul style="list-style-type: none"> - <u>Supporting parents and carers</u>: provided extensive pastoral support to pupils and families throughout the pandemic, Improve engagement with disadvantaged parents in the community through phone calls and meeting after parents' evenings - Implement mental health strategy to ensure children have access to specialist advice and guidance. - Maintain and improve the schools' counselling provision - Curriculum in PSHE and the pastoral programme to incorporate focus on mental health and resilience - Provision of a recovery curriculum in PSHE/RSE to incorporate focus on Safeguarding, mental health and wellbeing. - Embed whole school Careers strategy to ensure successful progression for all. To include careers support programmes including careers advisor 	<p>EEF Review of attendance https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	4 Attendance & previous academic performance
<p>Ensuring high levels of attendance for all students</p> <ul style="list-style-type: none"> -Rigorous tracking processes - EWO support - Attendance training for key pastoral staff 	<p>EEF Review of attendance https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-</p>	4 Attendance & previous academic performance

	<p>assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	
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Total budgeted cost: £ 13000

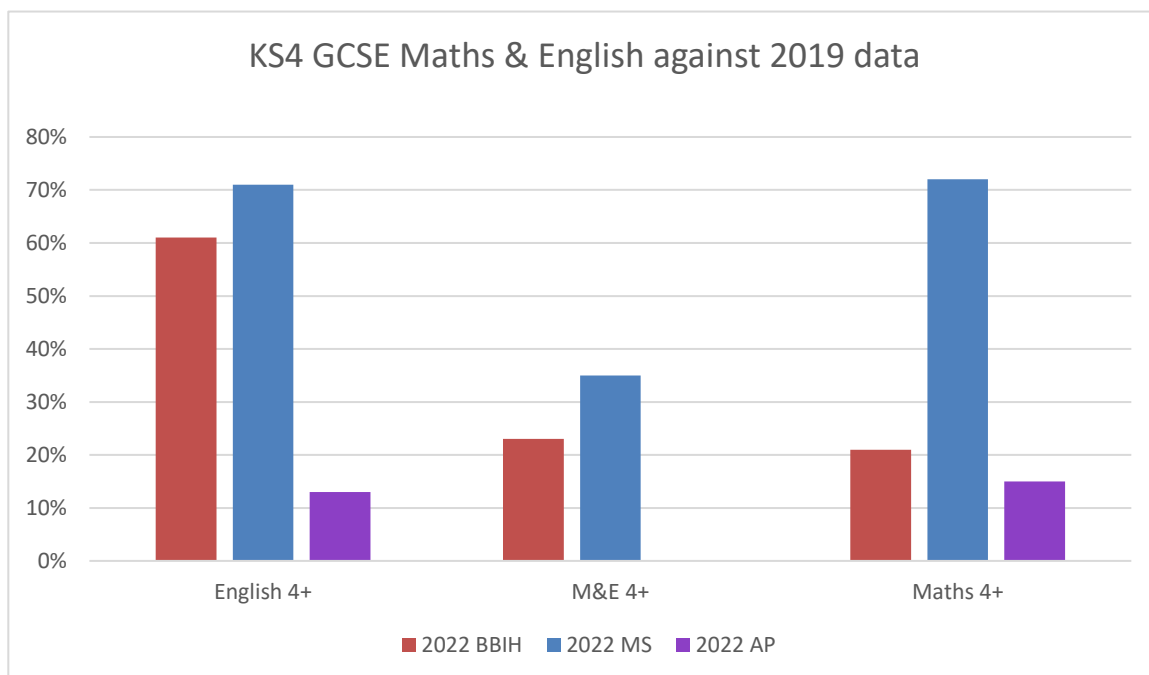
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

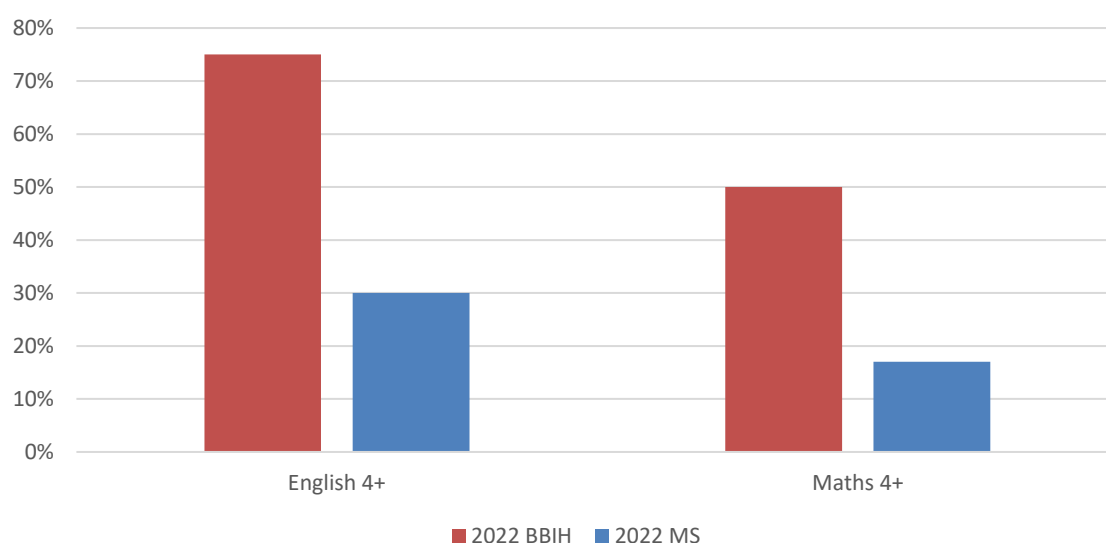
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments. DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

~~Our results continue to exceed national averages in alternative provision~~
~~Our data continues to excel when compared to national averages in alternative provision.~~ We should not ignore this, despite our aspiration to achieve mainstream level outcomes. Students at BBIH outperform other students in similar settings. This was the fundamental purpose of BBIH and we are achieving this. However, we still have a room for improvement and mainstream level outcomes remain our objective.



KS5 GCSE Maths & English against 2019 data



Attendance headlines 2021-22:

	Pupil Premium Attendance	Non-PP Attendance	Gap
2019-2020	93	94.5	1.5%
2020-2021	93	93	0 (closed gap)
2021- 2022	94 (improved by 1%)	94.5 (improved by 1.5%)	0.5

Attendance:

Attendance for disadvantaged students is in line with all students at BBIH (target 94%) and at least national average for all students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mentoring and Support	Boost and Lifeline Community Projects
Wise Up Team building	WiseUp
Votes for Schools	Votes for Schools