BBIH - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021/22 and 2022/23 academic years) 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	BBIH
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	48% -
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024 (This is an update for year 3 of 3 year plan)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kevin Howarth – Head of School
Pupil premium lead	Kevin Howarth – Head of School
Governor / Trustee lead	Sheraz Bhatti – Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,150 – updated
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	£ 24,150

Part A: Pupil premium strategy plan

Statement of intent

BBIH is an Alternative Provision with a diverse, vibrant community with a strong sense of mutual respect. High Expectations and inclusive culture are at the heart of what we do.. Our students experience a rich, varied curriculum which unlocks their potential, ensuring outstanding outcomes and 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 Adaptive 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. We aim to widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within 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 adaptive 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
- Improving numeracy across the school
- 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** – Students that have been referred to us have had significant disruption to their learning and education. 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 complex and challenging home situations, as well negative experiences within a mainstream school setting. Nationally, mental health and well-being concerns have risen sharply. We have experienced a significant spike in safeguarding referrals, need for counselling and mentoring across the school.
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 have had significant gaps and disruption to their education. Regardless of the reasons for referral, our students have missed large parts of their education through non-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 cost of living crisis. Many families report that they struggle for IT and internet access at home, as well as quiet places for students to complete their homework. Increasingly a large number of families need assistance in meeting basic needs like food and uniform.
6	**EAL** - A significant number of our students who are disadvantaged, join us mid-phase, often with limited proficiency in English. The majority are unaccompanied asylum seekers, who will have experienced trauma through their experiences in their home countries, their journeys to the UK and their current family circumstances. 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
A Curriculum that supports the progression of all learners. Due to the nature of the students that are referred to BBIH, they need more support. This comes from a variety of forms: Strong Personal Development Programme – strong PSHE/RSE programme; Mentoring support provided for each child; BMAT tutoring to support with academic achievement Mental health strategy Students have access to a range of supports services including counselling, school nurse and CSE worker Whole school Careers strategy that ensures 1:1 careers guidance for all students. .	**Progression or reintegration for all.** Three distinct pathways: - KS3 closely aligned to National Curriculum with a 'mainstream' offer. Guiding principal of reintegration to mainstream provision if appropriate. - EAL pathway focuses primarily on English language acquisition and developing numeracy. Access to courses which supports meaningful progression. - KS4 pathway offers blend of GCSE and vocational courses. English and Maths GCSE at the heart of this which is key for students to successfully progress into further education, apprenticeship or employment. **Current three year trend of 100% progression for all leavers.** 2022-23 destinations tracked from September 2023 **PSHE/RSE programmes** implemented and incorporated into timetable with learning walks, lesson observations and student walks indicating positive outcomes **100% engagement with lessons.** 100% students has **personal progression plan** in place and reviewed regularly as part of BBIH mentoring/coaching programme **Counselling**: No students are re-referred **100% of students complete activities on careers library on Unifrog**.
Re-engagement with education: Attendance	**Overall School Attendance above AP national average.**

	• Significant number of students referred due to Emotionally Based School Avoidance (EBSA). An individualised approach is taken to support and re-engage students with previous low attendance. • National Average Persistent Absence for Alternative Provision is 81.2%. BBIH students are significantly below this, currently 28%. A key performance indicator will be keeping this in line with the mainstream PA figure
It is important for the school to respond to the needs of its community. We are acutely aware of the financial impact off the Cost of Living Crisis both locally and nationally. To improve the welfare of all of our students, the need to support with financial hardship has increased. This includes before and after school support/provision, including a free breakfast for all students every day.	• Free breakfast every day, financial hardship support for families is clearly signposted (through local council, foodbanks, and equipment support in school) • Support for uniform is available upon the request of the family.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy/numeracy across the school and embedding a culture of reading in all groups CPD sessions 'Sparx English' software implemented and embedded for all groups Sparx Maths launched across the school. Learning Village used by our EAL and Level 1 Cohorts.	Evidence from EEF around how to improve literacy in secondary schools: Improving Literacy in Secondary Schools Evidence for improving literacy linked to attainment in English and Maths: word-gap.pdf (oup.com.cn) Reading comprehension strategies evidence of impact from EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 Progression 4 Attendance & previous academic performance 6 EAL
Embed high quality teaching, learning and assessment across all lessons in the school: • CPD programme 2024-25 – SEND adaptive teaching etc • Implementation of Beacon campus QA cycle and activities to ensure effective and consistent assessment and feedback in line with T&L policy and minimum expectations to support student progress in all key stages. • We are keen to develop our curriculum further and currently developing our offer for 2025/26. We are looking at courses which will give learners real life business and enterprise experience.	Staff CPD – increased investment in staff development through external courses and time provision. Including fully funded NPQ courses delivered by UCL/IoE and the North East London Teaching School Hub; SENCO National Award for Special Educational Needs Coordination PG Cert. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development	1 – Academic Gap 2 – Attainment on Entry 4 - Hardship 6 - Progression – EAL

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

Budgeted cost: £ *15150*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced group size/increased team teaching to provide additional support for key groups: All classes have a maximum capacity of 12 students All Core subjects (Maths, English, Science have additional TA support)	Evidence for in-class small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1 Progression 3 Disengagement 4 Attendance & previous academic performance
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
Targeted academic support through the BMAT tutoring Programme and external tuition providers	Evidence from EEF that small group tutoring can, when appropriately targeted, be used to close knowledge and attainment gaps. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF One-to-one tutoring evidence. One to one tuition | EEF (educationendowmentfoundation.org.uk)	1 – Academic Gap 2 – Attainment on Entry 6 - Progression 7 – EAL

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

Budgeted cost: £ *£4000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted pastoral and wellbeing support through: - 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 curriculum in PSHE/RSE to incorporate focus on contextual Safeguarding, mental health and wellbeing. - Embed whole school **Careers strategy** to ensure successful progression for all. To include careers support programmes including careers advisor .	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 Embedding principles of good practice set out in DfE's Improving School Attendance advice.	4 Attendance & previous academic performance
Ensuring high levels of attendance for all students -Rigorous tracking processes - EWO support - Attendance training for key pastoral staff	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 Embedding principles of good practice set out in DfE's Improving School Attendance advice.	4 Attendance & previous academic performance

Total budgeted cost: £ *24150*

# 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 students during the 2023/24 academic year using Key Stage 4 performance data and our own internal assessments.

Our results are in line with national averages in alternative provision. Taking into consideration the different starting points our students have and the prior disruption to education, there are many individual success stories.

BBIH GCSE Results vs National
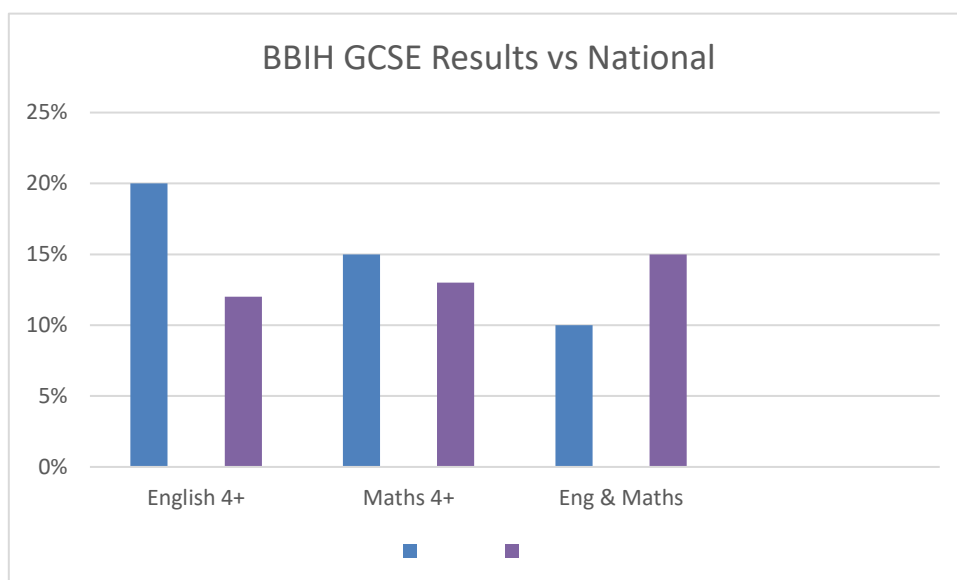
Attendance headlines 2022-23:

	Pupil Premium Attendance	Non-PP Attendance	Gap
2021-2022	93.1	79.6	-13.5
2022-2023	84.4	73.9	-10.5
2023- 2024	68.7	53.6	-15.1

Attendance:

Attendance for disadvantaged students continues to be above that of non-Pupil-Premium students. Attendance remains significantly above AP National Average of 67%.

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
Tutoring	Fleet Tutors
Counselling	London Young
Votes for Schools	Votes for Schools