

Brockington College Pupil Premium Report

Report for the academic year 2019-20



Brockington College

A Church of England Academy

LEARNING TO LIVE LIFE TO THE FULL

Pupil Premium is allocated to schools to tackle educational inequality. At Brockington College, we have targeted this additional funding to those who need it most as we are committed to improving our student life chances. The level of funding the school receives from the government is based on the number of pupils who claim Free School Meals (FSM), the number of students who are Ever 6 (those who claimed FSM in the last 6 years), the number of students who have been adopted and the number of students from service families. Additional Funding is also provided for 'looked after' children.

2019-20 Pupil Premium Funding	
Pupil Premium funding 2019-20	£212,190
Funding for Looked After Children (13 children)	£26,312
Overall Pupil Premium funding	£238,502

Target groups	Pupil Premium funding per student
Students eligible for free school meals (FSM)	£935
Students in year 7 to 11 recorded as ever 6 FSM	£935
Looked After Children (LAC)	£2300
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a special guardianship or residence order	£2300
Students in year group reception to 11 recorded as Ever 4 service child or in receipt of a child pension from the Ministry of Defence	£300

OFSTED November 2017

- The leadership of the school's work with disadvantaged students is strong. These students receive a wide range of support and extra teaching. The Pupil Premium funding used to support their progress has been spent wisely. This means that they make similar progress to other students nationally.
- The school is welcoming and inclusive. Everyone is valued as an individual and this is appreciated by the students.
- Vulnerable students, students who are looked after and students who have special educational needs and/ or disabilities are supported exceptionally well. They receive help academically and in their personal development. They make good or outstanding progress as a result.
- Disadvantaged students make good progress across a range of subjects. In 2017, the progress of disadvantaged students was similar to that of other students nationally in English and maths. Differences between the attainment and progress of disadvantaged students and those of other students nationally are diminishing rapidly. Disadvantaged students make good progress because they are supported through extra help outside of the school day.
- Students' make striking progress in reading as a result of an intervention called the 'Brockington Books Scheme'.
- Students who enter year 7 with below average in English and mathematics receive extra help so they can 'catch up'. They make significant gains in a short time as a result of this support.

Peer challenge April 2016

- 'Leaders work to monitor the progress of disadvantaged students is rigorous. This results in underperforming students being identified and given effective target support, the gap between disadvantaged pupils and their peers is closing
- 'Governors are aware of the impact of the additional funding for disadvantaged students and the gap is narrowing between their achievement and other students in the college'
- The strategic use of Pupil Premium and SEND funding is having a direct impact on pupil outcomes, particularly at Key Stage 3. The progress across the curriculum of disadvantaged and SEND students is improving towards that of other students due to a whole college focus.
- There is a 'focus on key groups and a myriad of intervention strategies. Interventions are carefully designed to meet the needs of the learners and subject teachers and high-quality support staff are used to ensure that the interventions are effective. Intervention programmes are subject to robust quality assurance.'

SIAMS inspection, December 2015

- 'Short term intervention groups are very effective because they specifically address the needs of able students as well as those who find learning difficult.'

Pupil Premium Report 2019-20

2019-20 Pupil Premium action plan

1. To ensure our Pupil Premium strategy is highly effective in closing gaps between students eligible for Pupil Premium and students not eligible for Pupil Premium.
2. To ensure all barriers to learning are identified and Pupil Premium funding is targeted to meet progress needs.
3. For 2019-20, our target is for student outcomes in GCSE exam results to generate a progress 8 score of zero or above and to close the gap further between students eligible for Pupil Premium and students not eligible for Pupil Premium.
4. To further reduce the differences in percentage of Pupil Premium students as opposed to non-Pupil Premium students achieving 9-5 and 9-4 in English and maths.
5. To improve the attendance of students eligible for Pupil Premium.

This report has been written at the end of an extraordinary and difficult year for schools due to COVID 19 pandemic. The impact on our students eligible for Pupil Premium has been considerable both emotionally and academically. The Education Policy Institute 2020 report has indicated that the disadvantage gap has stopped closing for the first time in over a decade and it is clear the impact of the pandemic on disadvantaged students has been considerable.

Many of the planned interventions for 2019-20 were ended abruptly or did not take place and the impact on those that did take place needs to be considered in this light.

Brockington College summary information 2019-20				
Year 11: Total 242 43 students eligible for Pupil Premium	Year 10: Total 243 41 students eligible for Pupil Premium	Year 9: Total 244 40 students eligible for Pupil Premium	Year 8: Total 247 43 students eligible for Pupil Premium	Year 7: 248 pupils 36 students eligible for Pupil Premium
Total number of students	1224 students	Number of students eligible for Pupil Premium		204 students 16.6% of school population

HEADLINES

Based on examination results awarded not GCSE examinations

	Students eligible for Pupil Premium (Brockington)	Students not eligible for Pupil Premium (Brockington)
Progress 8 2019	-0.507	-0.119 Difference 2019: 0.388
Progress 8 2020 based on examination results awarded	-0.99	0.28 Difference 1.27

The school Pupil Premium champion, left the Brockington College in December 2019 and was replaced by Mike Higham who took up his post in January 2020.

	Students eligible for Pupil Premium (Brockington)	Students not eligible for Pupil Premium (Brockington)
Attainment 8 average score 2019	39.48	48.10 Difference 2019: 8.62
Attainment 8 average score 2020 based on examination results awarded	35.28	54.44 Difference 2020: 19.16

2020 exams	Students eligible for Pupil Premium Brockington	Students not eligible for Pupil Premium Brockington	Difference	Students not eligible for Pupil Premium (national average)
% achieving 9-4 in English 2019	58.2% up from 56.1% in 2018 2.1% increase	81.1%	23.6%	64.9% 2017
% achieving 9-4 in English 2020	60.5% up from 58.2% in 2019	92%	31.5%	tbc
% achieving 9-4 in maths 2019	52.7% up from 48.8% in 2018	75.6%	22.9%	69.9% 2017
% achieving 9-4 in maths 2020	51.2% a decrease from 52.7%	81.9%	30.7%	tbc

Key Stage 4

Brockington College interventions commissioned through Pupil Premium funding	Outcomes for students
Saturday ReVision event	<p>In 2019-20, year 11 students eligible for Pupil Premium were invited to Saturday ReVision sessions before their mock examinations, where they had additional tuition in RS, English, maths and science.</p> <p>16 year 11 students eligible for Pupil Premium attended the Saturday ReVision event. Further events were scheduled but were not possible.</p>
New mentoring programme including Inspires programme	<p>An in-school mentoring programme was introduced at the beginning of the academic year for 47 year 11 students where there were concerns about their progress. This was led by three members of school staff and was supported by the Leicester City Football club Inspires mentor. 23 out of the 47 students involved were eligible for Pupil Premium.</p> <p>At the last assessment point in year 10, the students eligible for Pupil Premium had a Progress 8 score of -0.74 and a positive attitude to learning average score of 2.65. At the first assessment point in year 11, both these scores had improved with students achieving a Progress 8 score of -0.34 and an average attitude to learning score of 2.25.</p> <p>This programme was extended to 11 year 10 students eligible for Pupil Premium in February 2020.</p>
Small Group Intervention (SGI) in mathematics	<p>51.2% of students eligible for Pupil Premium were awarded a grade 9 to 4 in maths GCSE in 2020.</p>

	27.9% of students eligible for Pupil Premium were awarded a grade 9 to 5 in maths GCSE in 2020.
Small Group Intervention (SGI) in English language (autumn term 2019 only)	60.5% of students eligible for Pupil Premium achieved a grade 9 to 4 in English Language GCSE in 2020. 27.9% of students eligible for Pupil Premium achieved a grade 9 to 5 in English Language GCSE in 2020.
GCSE revision materials for English, maths, science, history and RS	100% of year 11 students eligible for Pupil Premium received English, mathematics, science and RS revision materials, as well as opportunities for their option subject revision materials.
GCSE textiles GCSE food	GCSE textiles and GCSE food technology students eligible for Pupil Premium were provided with materials needed for their course.
Careers interviews	100% of students eligible for Pupil Premium attended at least one careers interview with the college careers advisor.
Motivational university visit 2019-20	<p>At the autumn term 2019, Oxford University visit:</p> <ul style="list-style-type: none"> • 100% agreed that they had learnt more about university that day • 79% said they are now considering applying to Oxford University • 96% they will be considering or will definitely be applying to go to university. <p>Comments included:</p> <ul style="list-style-type: none"> • ‘Very informative, useful information. It made me consider going to Oxford’ • ‘I learned a lot about A Levels and university’ • ‘I learnt a lot about the application process’ <p>At the autumn term 2019, Birmingham University visit:</p> <ul style="list-style-type: none"> • 82% said they would recommend this trip to students wanting to know more about university life • 78% found the trip useful for revision help this year • 67% found it helpful to hear the experiences of others.

	<p>Comments included:</p> <ul style="list-style-type: none"> • 'The most useful part was memory sessions and student experiences'
Key Stage 4 breakfast club	29 students accessed KS4 breakfast club during the first term of 2019-2020.
Key Stage 3	
Literacy transition programme Brockington Books Scheme June 2019 to October 2019	<p>In 2019, 53 students from year 6 and five Brockington Book ambassadors took part in the Brockington Books Scheme to encourage students to read and to support transition. Students were treated to two afternoons of book-related activities, a range of free books and inspiring talks by renowned local author, Bali Rai.</p> <p>Students taking part in the scheme made an average reading age improvement of 10 months and students eligible for Pupil Premium funding made an average reading age improvement of 12 months during the scheme.</p> <p>Student comments included the following:</p> <ul style="list-style-type: none"> • 'It has encouraged me to read more' • 'It has helped with my confidence' • 'Reading is fun' • 'It was awesome'
Lexia PowerUp reading programme	<p>During 2019-20, we were able to take advantage of an improved Lexia package. The Lexia PowerUP reading programme places an emphasis on phonics, vocabulary and word attack skills in order to improve reading fluency and comprehension. The on-line Lexia programme targets areas of reading weaknesses and focuses attention on skills mastery in these areas with repeated practice and reinforcement</p> <p>Students worked at different levels depending on their initial assessments. By the time of the school closure the number of units completed by students ranged from 24 units to an amazing 44 units.</p>
Small Group Intervention (SGI) numeracy	<ul style="list-style-type: none"> • 33% of year 7 students eligible for Pupil Premium who had SGI sessions were making expected progress or were above expected progress in March 2020.

	<ul style="list-style-type: none"> • 33% of year 8 students eligible for Pupil Premium who had SGI sessions were making expected progress or were above expected progress in March 2020. • 53% of year 9 students eligible for Pupil Premium who had SGI sessions were making expected progress or were above expected progress in March 2020 (higher than the year 9 students as a whole). • During lockdown, contact was made with 59 students to help support them with issues arising from mathematics work at home.
Key Stage 3 breakfast club	Key Stage 3 breakfast club was assessed by 15 students during 2019-20 with student attending having an average attendance 91.49%. The average school attendance for student eligible for Pupil Premium is 97.21% (to March 2020).
Whole school initiatives	
Consultation evening attendance	Intervention to improve the attendance at the consultation evening of parents/carers with pupils eligible for the pupil premium funding saw additional 11 parents/carers booked into consultation evening.
Home-school liaison and attendance officer	<p>In 2019-20, Pupil Premium funding continued to support the work of the home-school liaison and attendance officer.</p> <p>In 2019-20, the average attendance of students eligible for Pupil Premium was 86% with whole school attendance for the academic year to March 2020 93.75%.</p>
School counsellor	<p>Brockington College provides emotional support to its students and takes the well-being of students very seriously and this has been particularly at the forefront of our work during the COVID-19 pandemic.</p> <p>The counselling service aims to provide high-quality support and to be a service that responds flexibly to different needs. The main issues that were brought to the counselling service were related to anxiety/panic, depression, relationships, self-esteem and identity and loss/bereavement.</p> <p>During 2019-20:</p> <ul style="list-style-type: none"> • 26 students accessed 263 individual counselling sessions • 9 students accessed drawing and talking sessions

- 32 students accessed stress busting sessions
- 22 students accessed anxiety busting sessions
- 8 students accessed exam stress busting sessions.

And during lockdown

- 428 emails were sent to and received from students
- 4 telephone call / emails were sent to families to provide support strategies for their children
- 10 weekly journal themes were sent to students

30% of students accessing individual counselling sessions were eligible for Pupil Premium whilst 34% of students accessing stress busting sessions were eligible for Pupil Premium.

The average attendance for students who accessed individual support and anxiety / stress busting sessions from the counsellor was 84.86% despite the many difficulties encountered by this vulnerable group of pupils and a number of the students having significant health issues.

Student comments:

- 'I will take everything you've taught me with me through sixth form and then university as well as the rest of my life.'
- 'My counsellor has helped me through everything, thank you so much'.
- 'Made me feel confident and that when a problem occurs it's not the end of the world.'
- 'Thank you for the wonderful support you have provided over the years. You have no idea just how important our meetings were to me, a place where I felt so comfortable. I appreciate everything you have done for me. '
- 'Thank you so, so much for everything you have done for me, having someone to talk to and someone I could trust through that time was so, so helpful to me and I really can't thank you enough.'

Whole school strategies 2019-20

The Pupil Premium champion interviewed all year 11 students entitled to Pupil Premium to uncover their barriers to learning and where investigate where further support was needed. Student profiles were compiled for each student in the same way as the SEN profiles. Inset was delivered for staff in response to this so that teaching staff could more effective in the classroom – this is called the ‘disadvantaged first’ strategy. This is yet to be fully embedded but had begun by the lockdown in March 2020 and will be picked up in 2020-21. This will support quality first teaching in the classroom so that students who are disadvantaged are at the forefront of teacher planning and delivery. The feedback to training was positive with staff saying that they were able to implement the strategies quickly, that workload wouldn’t be increased as a result and that they are able to work smarter.

Looked After Children overview 2019-20

Brockington Staff attended 100% of Personal Education Plan (PEP) meetings with carers and social workers including during lockdown when the Designated teacher for looked after children worked from home. Pupil Premium Plus funding supported SGI sessions in mathematics and English, music lessons, additional teaching assistant in-class support and the provision of laptops, textbooks, examination packs & revision guides.

In the 2019, the average grade for year 11 looked after children was 3.22 an increase from 2.58. Overall, the Progress 8 score for students categorized as looked after was -0.99. The average attainment score was 32.17 an increase from 2018 of 6.93.

Pupil Premium funding was used:

- to support the work of the designated teacher for looked after children
- to provide resources for literacy and numeracy interventions
- to support an after-school revision group
- to enable us to publish a regular Pupil Premium bulletin for parents and carers and to improve home-school communication
- to provide music lessons for disadvantaged students
- to provide opportunities funding per student
- to enable students to take part in the TAIKO drumming project and then to perform in front of over 100 teachers at a conference at Leicester City Football ground.

2020-21 Pupil Premium strategy

School closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap.

For 2020-21 the Pupil Premium strategy will be reviewed in order to ensure disadvantaged students are supported through our recovery curriculum, and to ensure that barriers to learning for students eligible for Pupil Premium are swiftly identified and effectively addressed.