

Pupil premium strategy statement – Brockington College

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1194
Proportion (%) of pupil premium eligible pupils	217 students 18.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sadie Batstone, Principal
Pupil premium lead	Victoria Carr, Assistant Principal
Governor / Trustee lead	Shirley Dudfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,389.00
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	0
Total budget for this academic year	£204,389.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

As a Church of England Academy, Brockington College is committed to helping our students to fulfil their full potential, recognising that each student is a unique and special individual. Our vision is “Learning to Live Life to the Full” and this, coupled with our eight underpinning values, is at the core of our strategy to support our disadvantaged students.

Our intention is that all students, regardless of their background, should make good progress during their time at the school, and should reach their full potential in terms of attainment. Furthermore, in keeping with our school vision, we recognise that becoming a rounded individual goes beyond attainment and progress, and so our intention is that no student should be disadvantaged in terms of wider opportunities to experience the curriculum. Our plan supports high-quality teaching and learning, alongside provision to ensure that all students are able to access experiences that inspire, stimulate intellectual curiosity, and increase cultural capital.

Our Pupil Premium strategy recognises that every student is unique and that the barriers to their progress and attainment, alongside wider opportunities, are equally unique.

Our core objectives are that all students should;

- have high-quality learning experiences both in and outside the classroom
- be challenged to succeed academically
- not be disadvantaged materially from achieving at school
- be guided towards the most appropriate destinations for their futures
- aspire to be the best person they can be

In preparing our Pupil Premium strategy, we have ensured that our plans are rooted in evidence, with guidance from organisations such as the EEF. We regularly monitor the progress of these plans to ensure they meet our core objectives and impact is such that it delivers value for money. We recognise that flexibility in approach is needed, and will alter plans according to individual, local and national need.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Student access to usable home-learning technology is generally poorer in homes receiving Pupil Premium funding.</p>
	<p><i>Surveys taken regularly during and since the pandemic have demonstrated that whilst internet access is generally available, the access to usable technology (e.g. laptops) for home-learning, homework and coursework remains inconsistent. Furthermore, John Hattie's research shows the demonstrable positive impact of homework on a student's progress.</i></p>
2	<p>Student access to subject-specific materials, particularly at KS4, has been shown as a barrier to learning for a significant number of disadvantaged students as they come with a cost.</p> <p><i>Resourcing issues have included access to revision materials and subject-specific equipment and materials such as scientific calculators and core English texts.</i></p>
3	<p>Overall student outcomes in English and maths at KS4 are weaker for disadvantaged students than non-disadvantaged students.</p> <p><i>Outcomes in previous years show a difference of around a grade on average in favour of non-Pupil Premium students in both English and maths in terms of headline figures. Research tells us that the gap between those achieving viable results in English and maths between the disadvantage and non-disadvantaged increases as a child progresses through school. By secondary school, there is an average gap of over 30%. This must be a key focus.</i></p>
4	<p>Attendance of disadvantaged students is lower</p> <p><i>Attendance data over the last year indicates that attendance among disadvantaged students has been generally lower than for non-disadvantaged students. Students cannot learn if they are not in school. In 2020-21 and 2021-22 attendance for disadvantaged students was 7% lower than non-disadvantaged students. This year the gap is currently 6.5%.</i></p>
5	<p>The mental health and wellbeing of disadvantaged students has suffered (it is likely that we are still seeing the long term implications of Covid-19)</p> <p><i>Referrals to DSLs and related services has increased significantly in the last academic year, with disadvantaged students making up a significant number of these referrals.</i></p>
6	<p>Disadvantaged students have lower aspirations and do not know how to achieve any aspirations that they may have</p> <p><i>Through observations and conversations with students and staff, alongside discussions with the college careers advisor, disadvantaged students are often more likely to have lower aspirations for post-16 education and careers than non-disadvantaged students. Research tells us that 17% of children from the least deprived wards attend university. In comparison, only 6% attend from the most deprived areas. A further consequence to this is that the average midlife salary of a degree educated person is £40, whilst an individual ceasing education at age 16 will earn half that amount.</i></p>

7	<p>Student experience of extra -curricular opportunities is lower in students accessing Pupil Premium funding</p> <p><i>The majority of students, in particular the disadvantaged, have not recently experienced many extra- curricular opportunities due to the pandemic and subsequent cost of living crisis. Student voice tells us that all cohorts are keen to visit different places, meet other people and partake in alternative methods of learning to experience a more varied cultural capital.</i></p>
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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
1. Improved access to technology, particularly at KS4.	<p>All disadvantaged students in Key Stage 3 and 4 will have access to a school-provided laptop.</p> <p>Home technology surveys will demonstrate that requirements are met.</p> <p>Students are able to meet homework and coursework standards and deadlines as evidenced in teacher data spreadsheets</p>
2. All students have the necessary equipment and resources to access their courses.	<p>No students are disadvantaged because they do not have the required resources to succeed. KS4 students automatically receive all essential resources for their subjects. This will be demonstrated through a centrally monitored financial database. Learning walks and book looks will confirm that all students have the required resources</p>
3. Improved outcomes for disadvantaged students in English and maths at Key Stage 4.	<p>Disadvantaged students in Key Stage 4 will show improvement for the summer 2024 exam series with the gap between disadvantaged and non-disadvantaged students decreasing. Exam data at the end of the academic year will provide this information, although this will be tracked with internal assessment drops in every subject.</p> <p>Students identified as in most need will receive small group intervention from specialist teachers. Their progress will be monitored by attainment at either end of their sessions.</p>

	<p>Research shows a link between attendance at breakfast club with higher attainment, alongside increased energy and concentration</p> <p>Initiatives such as reading rampage, handwriting sessions, Brockington books and the Brilliant Club in KS3 will give students a stronger base of knowledge to begin KS4. Internal data will evidence the impact of such projects</p>
<p>4. To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Attendance is constantly tracked and work is done with students before attendance becomes too low. Where applicable, disadvantaged families will receive support in getting their children to school. The gap between disadvantaged and non-disadvantaged students will narrow from its current figure (excluding long-term medical absences). Attendance records and communication with the attendance officer will show this information.</p>
<p>5. Increased access to support services for wellbeing and mental health for all students, particularly our disadvantaged students.</p>	<p>Student referrals to our wellbeing services will be picked up and dealt with swiftly. Waiting times for appointments will decrease and our year-on-year capacity to deal with wellbeing cases will increase. Registers of all interventions will show evidence of referral numbers alongside the impact of those services.</p>
<p>6. Improved aspiration amongst all disadvantaged students</p>	<p>All students in years 9-11 have at least one encounter with the school careers advisor. Opportunities for encounters with employers and higher-education institutions (e.g. universities) will increase for all students year-on-year so that they are aware of how to achieve aspirations. All year 10 students will complete one week of work experience. This information will be provided by careers registers and personal development records. A selection of KS3 students graduate in the Brilliant Club. Chosen Y11 students will engage in employability workshops leading to more confidence when applying for post 16 opportunities Internal registers will show this uptake. All year 11 will attend a</p>

	careers fair at school. Those interested in apprenticeships will receive information during apprentice week.
7. To increase extra-curricular uptake by disadvantaged pupils, to broaden experiences and cultural capital	More disadvantaged students participate in school clubs and external visits. 100% of students will complete a variety of enrichment opportunities. Personal developments records will give this information, alongside attendance registers for clubs and trips.

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: £ 6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on literacy and adaptive teaching	Impact of Feedback - EEF Feedback recommendations - EEF Impact of Metacognition – EEF	3
Use of step lab as an internal instructional coaching tool	Steplab	3,2
Recruitment and retention of quality staff	EEF Effective professional development EEF reducing school workload	All
Opportunity for improving staff wellbeing and thus aiding staff retention	EEF reducing school workload	All

Timetabled lessons in Y9 to allow access to maths GCSE	EEF maths at KS3	3
Timetabled small group intervention to target individuals for improvement in Y9 English	EEF secondary literacy	3
Provision of 'reading rampage' scheme to increase reading levels	EEF secondary literacy	3

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

Budgeted cost: £38,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Small Group Intervention tutor for maths.	Small Group Tuition – EEF	3
Timetabled lessons of extra English tuition to targeted students	Small Group Tuition – EEF	3
Employment of an outside group to work with Y11 students, to improve revision techniques and managing stress at KS4.	Small Group Tuition – EEF	3, 5
Engagement with National Citizen Service workshops looking at employability skills with selected Y11 students	education-achievement-poverty-summary.pdf	6
Lexia programme to improve literacy amongst	Small Group Tuition – EEF	3

disadvantaged / SEND students.		
Provision of 'Brockington book' scheme and 'Reading Rampage'	EEF Reading comprehension strategies	3
Staffing of Easter and Saturday School targeted booster classes for year 11 in advance of mock and actual exams	Small Group Tuition – EEF	3, 5
Provision of discounted lesson to learn a variety of musical instruments / singing lessons	Music and Mathematics	7
Funding for a laptop loan scheme to ensure all students have access to technology at home.	Cambridge University Research on Digital Poverty Using digital technology to improve learning – EEF	1, 2, 3
The employment of two breakfast club supervisors and funding for a morning breakfast club.	Magic breakfast	3,4, 5
Funding of the Brilliant Club	The Brilliant Club	3,6

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

Budgeted cost: £ 135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The employment of a Home-School Liaison and Attendance Officer to work with families whereby attendance is a concern, and at risk of failure to engage with school.	DfE advice on Improving School Attendance supports the use of the Pupil Premium to build relationships between families and schools to encourage positive attendance.	4
Additional funding for Educational Psychologist Services over and above normal funding.	Social and emotional learning - EEF	5
The employment of a school counsellor for the duration of the academic year.	Social and emotional learning - EEF	5
The employment of a mentor through the Leicester City Football Club Inspires programme.	Social and emotional learning - EEF Behaviour interventions – EEF	3, 4, 5
Provision of an opportunities fund and hardship fund to allow students to access uniform, course resources etc	School uniform - EEF Point 4: If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.	2, 3, 4, 5, 6
Funding of university taster days for KS4 to promote aspirations.	Aspirations Interventions - EEF Whilst evidence surrounding the impact of aspirational interventions is currently quite weak, the need amongst our cohort to understand what opportunities are open to them is vital. Furthermore, the bespoke programmes offered by many local universities to help students understand courses, as well as financing for higher education, is important as our discussions with families have shown that concerns	6

	over resources forms one of the biggest barriers to accessing higher education.	
Funding of peripatetic music lessons for aspiring musicians.	Arts participation - EEF All disadvantaged students are offered a discounted rate to study an instrument of their choice or to sing with a peripatetic specialist	6
Provision of 3 enrichment days per year, fully funded for disadvantaged families	EEF T&L toolkit: outdoor adventure learning / physical activity/ arts participation All disadvantaged students participate in 1 day at school and 2 trips to experience different opportunities and experiences. Enrichment trips will be fully funded	7
Availability of school trips for all year groups, funded for disadvantaged families	EEF T&L toolkit: outdoor adventure learning / learning styles Disadvantaged students are able to use opportunity funding as full or part payment towards school trips	7
Employment of a part time careers advisor, alongside work experience in Y10	Aspirations Interventions england-education-aspirations-summary.pdf education-achievement-poverty-summary.pdf Every disadvantaged student will have at least 2 appointments with the careers advisor from y9 and fully funded work experience	6

Total budgeted cost: £ 237,405

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, our Progress 8 score (a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.14. It was -0.14 for non-disadvantaged.

Our Attainment 8 (a measure of GCSE attainment across 8 subjects) was 30.53. This figure for non-disadvantaged is 48.18.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. In particular, work needs to be done in English, combined science and RS.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.14, and the Attainment 8 score was 48.18. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

EBacc entry for disadvantaged pupils was 9.5%, this is 2.8% below that for non-disadvantaged pupils.

Our attendance gap between disadvantaged and non-disadvantaged children has stayed relatively static. In the academic year 2021-2022 the gap was 7.1%. In 2022 – 2023 it was 7.3%. A new full-time attendance officer has been employed to work closely with students and their families.

44 families in need were given a Chromebook for use at home. This scheme has rolled on this year and already 15 more homes have the desired facility to access electronic means of learning. All KS4 students received all resources needed for their GCSE subjects as well as stationary packs for exams. All families used allocated funding for general needs such as school uniform.

30 disadvantaged students received support from our school counsellor in the academic year of 2022-2023. (6 more than last year). This was 31% of the total seen. More work is able to be continued this year due to extra available hours from the counsellor. Alongside this, provision will continue from LCFC aspires, breakfast club, our internal 'hub' facility and the educational psychologist service. All disadvantaged students in KS4 received careers advice. Year 10 students visited a university to consider further education post Brockington.

Targeted students received additional support in mathematics, bespoke to their needs. Another cohort received tuition via Lexia, Brockington books or Reading Rampage to improve literacy skills.

All students were involved in 3 enrichment days to widen their cultural capital. 88% of them went on a school trip. 10 disadvantaged students completed their bronze DofE award and another 10 worked with Leicester City Football club on building self-esteem.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia Power Up	Lexia
Reading Rampage	Reading Rampage
LCFC Inspires	LCFC
Duke of Edinburgh	Youth without limits

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.