

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	1198
Proportion (%) of pupil premium eligible pupils	16%
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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sadie Batstone, Principal
Pupil premium lead	Victoria Carr, Assistant Principal
Governor / Trustee lead	Stuart Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,595
Recovery premium funding allocation this academic year	£25,810
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>	£21,000
Total budget for this academic year	£237,405

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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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. As such, our plan makes provision to support 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.

Therefore, 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 in 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 at its core. We will regularly monitor the progress of these plans to ensure they meet our core objectives and will be flexible in changing an approach, where needed

Challenges

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

Challenge number	Detail of challenge
1	Student access to usable home-learning technology is generally poor.

	<i>Surveys taken regularly during the pandemic have demonstrated that whilst internet access was relatively consistent, the access to usable technology (e.g. laptops) for home-learning, homework and coursework has remained poor. Furthermore, John Hattie's research shows the demonstrable impact of homework on a student's progress.</i>
2	Student access to key subject-specific materials, particularly at KS4, has been shown as a barrier to learning for a significant number of students. <i>Resourcing issues have included access to revision materials and subject-specific equipment/materials such as scientific calculators and core English texts.</i>
3	Overall student outcomes in English and maths at KS4 are weaker for disadvantaged students than non-disadvantaged students. <i>Outcomes in the last two years showed 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. Whilst this gap had narrowed, it must still remain a key focus.</i>
4	Attendance (including persistent absence) is higher for disadvantaged students than non-disadvantaged students. <i>Attendance data over the last year indicates that attendance among disadvantaged students has been generally lower than for non-disadvantaged students. 2020-21 attendance for disadvantaged students was 7% lower than non-disadvantaged students; 2021-22 (to date) is 5% lower than non-disadvantaged students. Whilst this was impacted by Covid, this must remain a key priority.</i>
5	Student mental health and wellbeing has suffered as a result of Covid-19 <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>
6	Student aspiration amongst disadvantaged students <i>Through observations and conversations with Brockington 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.</i>

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 access to technology, particularly at KS4.	All disadvantaged students in Key Stage 4 will have access to a school-provided

	<p>laptop; the majority of students in Key Stage 3 will have access to a laptop.</p> <p>Home technology surveys will demonstrate that requirements are met.</p>
<p>Improved outcomes for disadvantaged students in English and maths at Key Stage 4.</p>	<p>Disadvantaged students at Key Stage 4 will show improvement for the summer 2022 exam series with the gap between disadvantaged and non-disadvantaged students shown to decrease. This will then further narrow during the course of the plan.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>By the end of this academic year, our aim is that the overall attendance rate for the school (all students) will be no less than the national benchmark (excluding Covid-related absence). The gap between disadvantaged and non-disadvantaged students will narrow from its current figure (excluding long-term medical absences).</p>
<p>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.</p>
<p>Improved access to school learning resources to bolster student learning, and consequently, student outcomes.</p>	<p>All students at KS4 to have access to the equipment revision guides recommended by department to succeed in their exams. All KS3 students to have full access to learning resources required by department such as course texts and equipment. This will be demonstrated through a centrally monitored database.</p>
<p>Improved aspiration amongst all disadvantaged students in years 9-11 particularly</p>	<p>All students in years 10-11 to have at least one encounter with the school careers advisor; all disadvantaged Year 9 students to have at least one appointment with the careers advisor. Opportunities for encounters with employers and higher-education institutions (e.g. universities) will increase for all students year-on-year.</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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on assessment, feedback and metacognition.	Impact of Feedback - EEF Feedback recommendations - EEF Impact of Metacognition – EEF	3

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

Budgeted cost: £37,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Small Group Intervention tutor for both English and maths.	Small Group Tuition – EEF	3
Employment of an outside group to work with all students, but with particular focus on disadvantaged students, to improve revision techniques at KS4.	Small Group Tuition – EEF	3
Continuation of the Lexia programme to	Small Group Tuition – EEF	3

improve literacy amongst disadvantaged SEND students.		
Staffing of Easter and May half-term targeted booster classes for year 11 in advance of the summer exam series.	Small Group Tuition – EEF	3

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

Budgeted cost: £ 193,552

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 cause for concern, and to work with families at risk of nonattendance to reengage 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 with increased hours (four days/week) for the duration of the academic year.	Social and emotional learning - EEF	5
The employment of a mentor through the Leicester City	Social and emotional learning - EEF	3, 4, 5

Football Club Inspires programme.	Behaviour interventions – EEF	
The employment of two breakfast club supervisors and funding for a morning breakfast club.	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, 5
Funding for a laptop loan scheme to ensure all students have access to usable technology at home.	Cambridge University Research on Digital Poverty Using digital technology to improve learning – EEF	1, 2, 3
Provision of an opportunities fund and crisis fund to allow students to access extracurricular activities (e.g. school trips; music clubs; uniform provision).	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 KS3 and KS4 to improve aspiration.	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 over resources forms one of the biggest barriers to accessing higher education.	6
Expand the “Wise up” team building event for new year 7 students to improve transition after Covid.	Collaborative Learning Approaches - EEF	4, 5
Funding of music lessons for aspiring musicians.	Arts participation - EEF	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 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, 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 -0.66. It was -0.14 for non-disadvantaged.

Our Attainment 8 (a measure of GCSE attainment across 8 subjects) was 36. This figure for non-disadvantaged is 48.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 48.7.

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 2021/22 was below our expectations in Spanish, history, art and business.

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 -0.07, and the Attainment 8 score was 50. 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 27.8%, this is 13.7% below that for non-disadvantaged pupils.

In relation to having suitable IT equipment, families were offered chromebooks and 19 families of KS4 students received a chrome book for the year. This scheme has rolled on this year and already many more homes have the desired facility to access online learning.

Our attendance gap between disadvantaged and non-disadvantaged children has decreased slightly. This is due to having a full-time attendance officer, working closely

with students and their families. In the academic year 2020-2021 the gap was 7.6%. In the year 2021 – 2022 it was 7.1%

24 disadvantaged students received support from our school counsellor. This was 26% 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.

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

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.