

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	Bramcote College
Number of pupils in school	599 in Years 7 to 11 681 in Years 7 to 13
Proportion (%) of pupil premium eligible pupils	170 students 28% of Year 7 to 11 <ul style="list-style-type: none"> • 25% of Y7 • 27% of Y8 • 30% of Y9 • 33% in Y10 • 28% of Y11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	January 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Heidi Gale (Headteacher)
Pupil premium lead	Jo Cooper (Deputy Headteacher)
Governor / Trustee lead	Alex Slowey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,013
Recovery premium funding allocation this academic year	£21,968
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£170,981

Part A: Pupil premium (PP) strategy plan

Statement of intent

At Bramcote College our ethos centres around 'Work Hard • Be Well • Do Well' the driving force behind this is our focus on ensuring that all students make good progress by studying a broad and balanced curriculum which enthuses students and inspires them to have high aspirations for their own futures. In order to facilitate this for all students our PP strategy aims to identify and eliminate obstacle to learning for PP students.

We recognise that barriers are very specific to and personal for our PP students, so we strive to provide a tailor-made approach, matching action to the needs of individuals. Our strategy aims to embrace the specific needs of a broad range of students, offering personalised support for higher attaining students, SEND students, vulnerable students and those who have struggled the most due to the lockdowns of 2020 & 21, ensuring that we find an approach that suits them. Our intention is also that our strategy reaches beyond the school site and school day.

In school our focus on 'Quality First' teaching for all, with additional strategies employed to foster greater progress for DA students, has had a great impact on students' engagement and enthusiasm for their education, as well as improving outcomes year on year. Exam results demonstrate a clear pattern of improvement at Bramcote College which we continue to focus on, with the expectation that students' good outcomes are sustained and continue to improve, especially for PP students, ensuring that they are making sustained progress.

We are engaging actively with the national Catch-Up Programme to provide support for students in a range of contexts to ensure greater engagement; this includes offering after school tuition, in school tuition with an Academic Mentor and small group tuition with class teachers. We also communicate effectively with students, parents & carers to establish the individual barriers to learning that student face and are able to offer personalised solutions both in and out of school.

The key principles of our PP strategy are:

- To ensure that PP students are supported and challenged to have high aspirations for their futures.
- To adapt our support strategy to suit the specific needs of our PP students in order to overcome their own personal barriers to learning.
- To maintain the progress, engagement and aspirations of PP students as a high priority for all staff in the school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Ensuring that all students are making good progress which aims to diminish the differences between PP and non-PP students' attainment.</p> <ul style="list-style-type: none"> ✓ Y11 PP Girls' achievement is (P8 -1.1) lower than non-PP – Girls in this year group performed 12% lower overall in their mocks in summer 2021 than boys in 5 x grades 5+ ✓ Y10 PP Boys' achievement is lower than non-PP (there are similar trends suggested in other years) ✓ Reading ages on entry and going through school remain significantly different when comparing PP and non-PP ✓ Developing students' independent learning skills and resources to encourage PP students to work outside the classroom (e.g. homework and exam preparation) and to participate more actively in the classroom (no opt out etc. approaches used by teachers)
2	<p>Offering support to students who need it in a format in which they will engage.</p> <ul style="list-style-type: none"> ✓ Attendance monitoring ✓ Ensuring students have the resources they need to be in school e.g. uniform, equipment, transport etc. ✓ Participation in extra curricular activities, including the school production, music tuition, sports teams and academic clubs ✓ Support with online learning ✓ Academic support in a way that students are comfortable to access i.e. Action Tutoring (Y11 after school – online in a school IT room), School Led Tutoring (Y9-11 with staff familiar to students in class time), Academic Tutoring (all years - targets small group sessions during the school day in <i>Maths and English</i>) <p>Action Tutoring 2020-2021 outcomes – 100% of students achieved grades 4-7 having started at 100% achieving grades 2-3 in mocks. For 2021-2022 14 students have been selected all achieving grades 1-4 in summer 2021 mocks. These students December 2021 mocks show an average 1 grade improvement for all students (with some achieving 2).</p> <p>School Led Tuition – 40 Y9, 10 and 11 students are having 15 x 1 hour sessions with 10 teachers – mainly focussing on Science and Maths (where we were intentionally over staffed to improve outcomes) as well as H&SC, Geography & Spanish.</p> <p>Academic Tutoring in Maths for up to 47 students receiving 15 x 75 minutes sessions – after 15 sessions this will be reviewed and students who have made the expected progress will be replaced with more students.</p>

3	<p>Minimising the disproportionate impact of lockdown on the learning of PP students</p> <p>PP students were given IT support both with equipment and Wi-Fi connectivity to ensure that they are able to access work online, however a significant number were identified as having lower participation in online learning, resulting in a disproportionate impact from lockdown</p> <p>In lockdown 2 69 PP students (making up 53% of vulnerable & children of key workers) were attending school regularly to insure improved participation in lockdown learning.</p> <p>Post lockdown receiving academic support (in addition to point 2 for numbers) through:</p> <ul style="list-style-type: none"> ✓ PP students continue to be the focus for the National Catch Up strategy. (14 students continuing with Action Tutoring 1 hour weekly) ✓ PP students supported by Academic Mentor in Maths (39 students – 31% PP) ✓ PP students supported by School Led Tutoring (40 students – 35% PP) ✓ PP students supported by SEND team – Focussing on Reading Wise and Touch typing for 22 students who use laptops in class to improve writing speed and legibility and the dyslexia group working with 23 students ✓ KS3 PP students with 6th Form 'Reading Buddies' – 62 x Y7, 54 x Y8 and 58 x Y9 students to be targeted as the year progresses <p><u>Attendance</u></p> <p>While national attendance levels are around 85%, attendance at BC is currently 90.7% 56.6% of absence is confirmed as 'illness'</p> <p>PP attendance is lower than the school average at 86%, however, this is still slightly higher than national average.</p> <p>PP represent 41% of persistent absences (47 PP students have attendance below 85%)</p>
4	<p>Raising literacy levels for all students, especially for PP students and especially focussing on students' general literacy levels on arrival at school in Year 7 and in preparation for formal exams by focussing on disciplinary literacy to ensure they are able to access questions and meet their demands.</p> <ul style="list-style-type: none"> ✓ PP students supported by SEND team – Reading Wise and Touch typing etc. (figures in point 3) ✓ KS3 PP students with twelve volunteer 6th Form 'Reading Buddies' (figures in point 3)
5	<p>Mocks exams and student voice have identified students' need to be more prepared for formal assessments.</p> <p>Students need support in developing their self-regulated study and preparation for exams. Ongoing work on metacognition with staff has been developed to</p>

	<p>build independent learners who know how to revise actively and engage with the knowledge they have gained and to be able to</p> <p>Students are also assessed for exam access arrangements to ensure they have the best possible arrangements to allow them to perform well under exam conditions. PP students are also offered support in revising and preparing for exams 26% of students receive access arrangements are PP, which also reflects that 28% of the year group are PP, suggesting broadly proportionate representation in support.)</p>
6	<p>The 2020/21 lockdown have created closer than ever links between home and school as school has had to share updates around online learning for all years, formal assessments for Years 11 and 13 and around the return to school for all and schools testing, isolation and vaccination programmes.</p> <p>The school aims to go on supporting families of PP students to overcome the problems they may have encountered to support our PP students and to foster closer home - school links which will enhance engagement with school by parents & carers of PP students.</p>
7	<p>Ensuring that all students including SEND students are engaging with social and emotional support to minimise the legacy of lockdown.</p> <p>49% of the 158 students receiving some sort of SEMH or SEND intervention are PP students – this is a significantly higher proportion than the average proportion of PP in the school which is 28%. Interventions are staged and progressively spread across the full range of year groups to adapt and develop levels of support</p> <ul style="list-style-type: none"> ✓ CAMHS outreach with Mental Health Support Teams (MHST) in school: coordinated by Learning Mentors / Heads of Year (also supported by Assistant Headteacher – Head of 6th Form) (39 students) ✓ 1:1 Counselling (22 students) ✓ 1:1 Mentoring (28 students) ✓ Football Mentoring (31 students) ✓ Forest School (32 students)

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
<p>PP students to achieve in line with their non-PP peers. This means general attainment will improve across the KS4 curriculum, with a specific focus on:</p> <ul style="list-style-type: none"> ✓ 'Progress 8' average scores ✓ Greater uptake of Ebacc subjects (there is a x10 difference) ✓ Improving outcomes for some 'Open Basket' subjects ✓ Maths (including 15 Year 11 students on Action Tutoring) ✓ Using termly data to establish current focus groups 	<p>By the end of this three-year plan:</p> <p>We will see</p> <ul style="list-style-type: none"> ✓ Diminishing differences in Maths between PP & non-PP students at GCSE ✓ Improved outcomes for the 15 Action Tutoring students (target: 75% achieve 4+ in Maths at GCSE) ✓ Improving progress of PP girls in Year 11 ✓ Improving progress of PP boys in Year 10
<p>Ensuring PP students make a good start in KS3 by ensuring a solid foundation in literacy and numeracy.</p> <ul style="list-style-type: none"> ✓ Reading age testing in Years 7, 8 and 9 for all students which will then lead to targeted intervention. ✓ The establishment of 'Reading Buddies' using BC6F students to do 1:1 reading with Y7 & 8 students in Library lessons. ✓ Small group maths tuition (Academic Tutoring programme). Further support with the SEND team. 	<p>Literacy:</p> <ul style="list-style-type: none"> ✓ The majority of students' reading ages are at or close to their chronological age. ✓ Students' develop disciplinary literacy so subject specific language is used with confidence. ✓ DEAR is part of the daily routine at BC <p>Numeracy:</p> <ul style="list-style-type: none"> ✓ Ensure that students build their confidence in the fundamental basics of maths.
<p>Improved access to online learning when / if necessary for PP students.</p> <ul style="list-style-type: none"> ✓ All PP students will have access to a computer / laptop / tablet at home should they be required to work from home. ✓ Connectivity will not be a problem for students at home. 	<p>Should students be required to isolate / if they are off school due to a positive Covid-19 test they will be able to keep up with work done in lessons.</p>
<p>Developing independent learning skills in all years, especially KS4, to ensure that students are fully equipped and skilled to be able to work independently outside the classroom.</p> <ul style="list-style-type: none"> ✓ Study Support lessons develop students understanding of how to revise and actively engage with the knowledge they have secured. 	<p>Students complete two half term programmes in their Study Skills lessons focussing on why active revision is so important and experiencing a range of revision methods to establish what works best for them.</p> <p>Students who need it will have 1, 2 or 3 sessions of 1:1 meetings with SLT to</p>

<ul style="list-style-type: none"> ✓ 1:1 mentoring for students who are struggling with the skills to work independently ✓ Build an ethos that students are prepared for assessments (by working outside lesson time) and ready to do the best they can in every assessment. 	<p>establish what works best for them as independent learners + regular check ins there after.</p> <p>Ensuring students have everything they need to be independent learners.</p>
<p>Raising aspirations towards the next stage of education / training / employment by providing careers advice and events focussed around raising the aspirations of all but especially PP students at BC through:</p> <ul style="list-style-type: none"> ✓ External events /workshops. ✓ In school careers events. ✓ Support when considering Post 16 applications. ✓ Ongoing support into KS5 to raise aspiration to go to university / apply for higher level apprenticeships. 	<p>PP students continue to participate with the University of Nottingham's 'Achieve Nottingham' (formerly Sutton Scholars) events.</p> <p>PP students have access to careers interviews in KS4.</p> <p>PP students attend the school careers fair and have access to additional workshops and events in KS4 and KS5 to develop their career aspirations.</p> <p>PP students receive support throughout application processes i.e. writing personal statements and having interview experience.</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: £ 60,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing Star Reader reading age assessments for Year 9 as well as Years 7 & 8	Regular assessment of reading ages facilitates intervention to ensure progress towards chronological reading age. As reading age improves reading speed will also develop, making larger volumes of text accessible.	4 (also 1, 2, 3, 5, 6 indirectly)
<p>Literacy Lead (PAR) attending literacy in school CPD</p> <p>Developing and implementing a school wide literacy strategy which covers general literacy improvement and the development of disciplinary</p>		4

<p>literacy and comprehension in preparation for assessment at KS4.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Link between attainment and reading / comprehension</p> <p>word-gap.pdf (oup.com.cn)</p>	
<p>Developing quality first teaching using Rosenshein's principles and ongoing development of metacognition and self-regulation principles – this involves training and release time for staff leading on this.</p>	<p>Key elements of Rosenshein's principles</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> <p>https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide</p> <p>Metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>The importance of including comprehension strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 4, 5</p>
<p>Ongoing curriculum development in all subjects to ensure that the curriculum is progressive and ambitious and includes structure and content which allows students to make sustained progress throughout KS3 and 4.</p>	<p>In line with or better than National Curriculum</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £ 54,343 and £12,181 (data)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Tutoring for Maths & English	<p>Targeted support for students who need it in a format which suits them best – in school / after school, with class teachers / with tutors, small group (1:3) / 1:1 to minimise barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>2</p> <p>(also 1, 3, 4, 5 indirectly)</p>
National Tutoring Programme – Action Tutoring – 15-20 Year 11 students (majority PP students) running from Summer term 2 in Y10 to Summer term 2 in Year 11.		
School led tuition – 15 week programme of tuition with class teachers for identified small groups of up to 3 students – 2 cycles per year.		
Century online learning platform encouraging students to work independently while incorporating key elements of metacognition through interleaving and ongoing low stakes testing.	<p>Self regulation can be enhanced by support offered in Century and the use of Century is focussed around key principles of metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
Accelerated Reader for KS3 students	<p>Developing reading age and speed (as well as developing disciplinary literacy in specific subjects) to make chronological texts accessible and to ensure access to exam text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>1, 3, 4</p>
DEAR for KS3 students and DEAR time in KS4 lessons with subject specific content		
SEND team support ... Star Reader Read Wise Touch Typing Etc...		
Reading buddies		

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

Budgeted cost: £ 70,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring and focus on encouraging improved attendance.</p> <p>Heads of Year, Student Support staff & SEND key workers will be released to mentor students with attendance concerns.</p>	<p>Supporting students who are persistently absent to minimise gaps in learning and improve their relationship with school.</p> <p>Overcoming barriers to attendance.</p> <p>Forming positive relationships with home.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	<p>1, 2, 6, 7</p>
<p>National Breakfast scheme providing bagels daily for approx. 300 students in Years 7 to 13. Also providing breakfast packs for families who are in specific need.</p>	<p>Providing breakfast for all students who want it in school improves morning learning and attendance & punctuality. Breakfast packs sent home enhances home-school links by opening lines of communications.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=breakfast</p>	<p>1, 2, 6</p>
<p>Uniform financial support to ensure that (in advance of the new uniform expectations as set out by the DfE uniform) is available for all students on a sliding scale from cash back to full uniform sets being purchased.</p>	<p>https://www.gov.uk/government/publications/school-uniform/school-uniforms</p> <p>(lacking details but worth reference)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=uniform</p>	<p>6, 2</p>

<p>SEMH focus on supporting students' wellbeing through counselling in school through CAMHS outreach MHST (Mental Health Support Teams).</p> <p>Co-ordinated by HoY who is also a Student Support mentor, offering counselling services with CAMHS trained counsellors in school which reduces the waiting time / travel to appointments, making this support more accessible for students who need it.</p>	<p>Supporting students' wellbeing to encourage improved attendance and progress. Developing resilience in students and offering bespoke support for students (and the family where necessary)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring</p>	<p>7, 6, 3</p>
<p>Encouraging PP students to participate in wider school life more actively.</p> <p>PP students are actively encouraged in Y9 & 10 to apply to be a Student Leader.</p> <p>PP students are supported with music tuition.</p> <p>PP students have been actively encouraged to participate in key enrichment activities such as D of E, the school production & attending trips & events.</p>	<p>Developing cultural capital, as well as skills and involvement in wider school life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</p>	<p>1, 3, 6, 7</p>
<p>Forest school provision for targeted students – sessions added to timetables based on the specific needs of students. This provides an enhanced timetable offering students social and skills development.</p>	<p>Forest School focussing on team and skills development, as well as developing enhanced provision for specific students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1, 2, 3, 6, 7</p>

Total budgeted cost: £ 196,961

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Overall there is a data trend which suggests that the improved grades achieved in 2019 have been maintained or improved on in 2020 and 2021 for all Y11 students.

P8 for PP students has shown an improving trend since 2017, reaching positive P8 in 2021 with TAGs. Non-PP students show a similar trend but from an improved starting point; so while there is an improving trend for both, there is still a significant gap between PP & non-PP students.

While CAGs in 2020 and TAGs in 2021 saw an improvement in PP students' GCSE grades, the gap between PP and non-PP outcomes widened for 5 x grades 7+, and for 2021 5 x grade 5+ (when there were only 67 students in the year group) however, this was not the case in 2020 for 5 x grade 5+ when there were 88 students.

Mock exams in summer 2021 for current Year 11s show the gap between PP and non-PP has been reduced and is actually lower than it was in 2019 suggesting that some strategies in place are having an impact.

- For 5 x 7-9 there is 0% gap in the summer 2021 mocks, however Non-PP are targeted significantly higher and so Non-PP HA students are a focus for support.
- For 5 x 5+, this gap increased to 13% with Non-PP doing better in their mocks than PP. PP target grades for 5 x 5+ is 13% lower than Non-PP, however, while this needs to be an area of focus for both groups, Non-PP need more attention as their gap is 13% greater.
- At 5 x 4+ this gap increases to 30%, which needs significant attention. Curriculum Leaders will be looking at this in Friday morning meetings and as part of LM meetings to allow for subject level analysis– focussing on personalised intervention to reduce barriers to learning.

Students have repeated mock exams in December 2021 – currently P8 shows a -0.45 difference between non-PP and PP attainment with English P8 showing the greatest

difference (with a gap of -0.76), Maths and Ebacc have a similar shortfall (average. - 0.4). and the Open basket has the lowest difference (at -0.29)

In order to support PP students during lockdown laptops were provided for PP students where needed.

- ✓ 100% of Year 11 and 53% of Year 10 students were given a laptop and access to a dongle or support to get enhanced Wi-Fi
- ✓ In other years an average 26% of PP students given a laptop for home use.

We also focussed during lockdown on providing support in other ways to meet students' needs; this included providing breakfast packs to between 17 and 20 families during lockdown, which reduced to 11 families on 2021 and is now reduced to 4 families. Families were also supported with stationery and sanitary products which are still available on request to 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
Breakfast club	National Breakfast scheme
Ambition Nottingham	University of Nottingham

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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.