

Pupil premium strategy statement – Brockington College

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	1168
Proportion (%) of pupil premium eligible pupils	219 students 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jon Barton, Principal
Pupil premium lead	Victoria Carr, Assistant Principal
Governor / Trustee lead	Karen White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,945.00
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 <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>	£225,945.00

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 school, and should reach their full potential in terms of attainment and progress. Furthermore, in keeping with our school vision, we recognise that becoming a rounded individual goes beyond academia, and so our intention is that no student should be disadvantaged in terms of wider opportunities to experience the curriculum and build personal development. 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 enhance 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, as well as internal data. 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 contexts. Our strategy aligns with our School Improvement Plan and recognises the data from our IDSR.

Challenges

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

Challenge number	Detail of challenge
1	<p>Required resources can be costly. Disadvantaged students can therefore be hindered by a lack of technology or equipment necessary to access the curriculum.</p> <p><i>Audits to disadvantaged families state that they do not have access to either the internet or devices at home. This means that students are unable to access homework, revision materials and coursework outside of school. John Hattie's research shows the demonstrable positive impact of homework on a student's progress and the EEF site that sustained completion of homework at secondary school can attribute to 5 months progress.</i></p> <p><i>Due to the cost of living crisis, an increasing number of families are telling us that they cannot afford basic materialistic resources such as ingredients for food, calculators, educational visits and uniform.</i></p>
2	<p>Overall student outcomes in English and maths at KS4 are weaker for disadvantaged students than non-disadvantaged students.</p> <p><i>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 a National average gap of over 30%.</i></p> <p><i>Our IDSR shows that we are currently performing above the National average for attainment in English and maths. However, the Brockington 2025 results tell us that 21% fewer disadvantaged students achieved a grade 4+ in English and maths than the non- disadvantaged cohort and 13% fewer achieved a level 5+ in English and Maths. Current year 11 mock grades are showing a 19% gap at grade 5+ and a 9% gap at grade 4+. This must be a key focus. We also need to focus on attainment and progress of our disadvantaged cohort that have high prior attainment as currently our students are performing below the national average</i></p>
3	<p>Attendance of disadvantaged students is lower</p> <p><i>Nationally the attendance of disadvantaged students is 5.1% lower than their peers. For 2024-2025 the disadvantaged attendance was 4.7% lower, standing at 87.9% average attendance. It is currently at 88.8%, 4.2% lower than the full cohort. Clearly this is a key priority as our aims cannot be met if students are at home.</i></p>
4	<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>

5	<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>
6	<p>Disadvantaged students can transition from feeder schools with low levels of oracy, reading and writing, and struggle with cognitive load. This can lead to poorer behaviour and associated sanctions.</p> <p><i>Many educational papers are citing poor literacy skills as a significant barrier to learning, compounded as a child gets older. Last year the oracy education committee stated that 2 million children were not at the expected level for language and communication by the end of reception. When children can not access learning their attention can turn to poorer behaviour with the unfortunate consequence of them missing even more curriculum time. 45% of children with SEN needs at Brockington are entitled to pupil premium funding. We have a higher than national number of students with moderate learning difficulties, some of which are also disadvantaged. Half of the disadvantaged children in both year 7 and year 9 have a below average reading age.</i></p>

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
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<p>1. Disadvantaged students are provided with the resources needed to access the academic and wider curriculum</p>	<p>All disadvantaged students can access technology at home as well as school, and possess all materials needed to meet curriculum needs.</p> <p>Students meet homework and coursework standards and deadlines as evidenced in teacher data spreadsheets</p> <p>KS4 students receive revision guides for their subjects.</p> <p>Disadvantaged students are funded to go on at least one trip per academic year.</p>
<p>2. Improved outcomes for disadvantaged students in English and maths at Key Stage 4.</p>	<p>Disadvantaged students in year 11 show improvement for the summer 2026 exam series. Internal data drops show improvements in lower years</p> <p>Targeted students receive small group intervention from specialists</p> <p>Wider aids are implemented such as provision of breakfast for those in need to improve concentration</p> <p>Initiatives such as reading rampage, handwriting club, Brockington books and the Brilliant Club in KS3 will give students a stronger base of knowledge to begin KS4.</p> <p>The following SIP KPIs will be met:</p> <p>‘disadvantaged students will achieve in line with their peers’</p> <p>‘progress of disadvantaged students improves by at least half a grade compared to last year’</p>
<p>3. To achieve and sustain improved attendance of disadvantaged students.</p>	<p>Work done by our attendance officer succeeds in improving the attendance of targeted individuals.</p> <p>A rewards trial initiative helps improve the attendance of chosen students</p> <p>The gap between disadvantaged and non-disadvantaged students narrows .</p> <p>Parents are regularly reminded of the importance of attendance and supported to get their children to school</p>
<p>4. Increased access to wellbeing and mental health support services for disadvantaged students.</p>	<p>Student referrals to our wellbeing services are dealt with swiftly.</p> <p>Waiting times for appointments decrease and our year-on-year capacity to deal with wellbeing cases increases.</p>

	Impact of all interventions will result in a decrease of need
5. Improved aspiration amongst all disadvantaged students	<p>All students in years 9-11 will meet with the school careers advisor annually.</p> <p>Opportunities for encounters with employers and higher-education institutions will be taken.</p> <p>All year 10 disadvantaged students will complete one week of work experience, at a placement, or virtually.</p> <p>A selection of KS3 students graduate in the Brilliant Club.</p> <p>Year 11 will attend a careers fair and perform mock interviews. Those interested in apprenticeships will receive information during apprentice week.</p> <p>A selection of disadvantaged Year 10 students will visit a university.</p>
6. Literacy skills do not present a barrier to learning, and students are able to focus in lessons	<p>Initiatives such as Lexia raise literacy levels</p> <p>Adaptive teaching helps to support individuals</p> <p>Students show positive behaviour and stay in their main learning environments</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: £55K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on improving bespoke aspects of T&L via departmental 'plus one' cycles	Designated CPD provider: Mark Burns mark-burns.co.uk	2,3
Use of step lab as an internal instructional coaching tool	Steplab	All

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
Bespoke maths intervention led by a specialist	EEF maths at KS3	2
Provision of 'reading rampage' scheme to increase reading levels	EEF secondary literacy	2,6
Provision of extra adult support in English and maths	NASEN	6
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
The employment of two breakfast club supervisors and funding for a morning breakfast club.	Magic breakfast	3,4, 5

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

Budgeted cost: £6K (Most intervention is performed without cost, from members of staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Small Group Intervention tutor for maths.	Small Group Tuition – EEF	2
Provision of 'Brockington book'	EEF Reading comprehension strategies	2

scheme and 'Reading Rampage'		
Funding of the Brilliant Club	The Brilliant Club	2,3,5
Provision of a handwriting club for targeted individuals	EEF handwriting	2,6

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

Budgeted cost: £165K

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.	2,3,4
Additional funding for Educational Psychologist Services over and above normal funding.	Social and emotional learning - EEF	4
The employment of a school counsellor for the duration of the academic year.	Social and emotional learning - EEF	4
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	All
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 over resources forms one of the biggest barriers to accessing higher education.	5
Provision of discounted lesson to learn a variety of musical instruments / singing lessons	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 Music and Mathematics	4,6
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	6
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	6
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	5

	the careers advisor from y9 and fully funded work experience	
Rewards for increased attendance and effort	Attendance	all

Total budgeted cost: £ 226,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our school's disadvantaged pupils during the 2024/25 academic year has been analysed using key stage 4 performance data and our own internal assessments.

Our Attainment 8 (a measure of GCSE attainment across 8 subjects) was 38.13 for disadvantaged students. This is an increase of 5.62 from the previous year. Attainment 8 for non-disadvantaged is 46.84, giving a gap of 8.71. This shows a positive trend of narrowing the gap between disadvantaged and non-disadvantaged, the gap being reduced from last year's figure of 11.61 and the previous year where it was 14.36.

Work will continue to be done to bring disadvantaged students even closer in attainment to their peers, particularly in relation to achieving grade 4+ in English and maths.

Entry for EBacc and the achievement of an EBACC pass significantly increased for disadvantaged pupils throughout 2024-2025, in comparison to previous years.

The attendance of our disadvantaged students increased last year and was 1.7% higher than the National average. However, their attendance remains 4.7% below that of the non-disadvantaged cohort so work will continue to be done with families.

All Families in need were given chrome books for use at home. 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.

A third of school counsellor appointments last year were devoted to disadvantaged students. Regular sessions helped individuals to cope better with aspects of life, ultimately leading to improved attendance in some as well as more confidence and success. Alongside this, provision from LCFC aspires, breakfast club, and the educational psychologist service all contributed to students coping better with school life and therefore achieving more. All disadvantaged students in KS4 received careers advice. Year 10 students visited a university, to raise aspirations by considering further education post Brockington. Half of them went on work experience.

Targeted students received additional support in mathematics. 50% of disadvantaged students seen achieved their target GCSE despite, prior to this intervention, none of them were predicted to pass. Great gains were also met at KS3. Some students received tuition via Lexia, Brockington books or reading rampage to improve literacy skills. 8 students graduated from the Brilliant Club.

All students were involved in 3 enrichment days to widen their cultural capital. 90% of them went on a school trip, an increase of 5% from the previous year. Targeted students worked with Leicester City Football club on a range of bespoke programmes.

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
Reading Rampage	Reading Rampage
LCFC Inspires	LCFC
The Brilliant Club	The Brilliant Club

Service pupil premium funding (optional)

<i>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</i>
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.