

## **Brent River College Pupil Premium Strategy 2019-2020**

Brent River College is a Pupil Referral Unit for students ranging from KS1-KS4 who are either permanently excluded from mainstream schools or at risk of permanent exclusion. Primary students may also be with us on Respite placements.

All our students are School Action Plus and a higher than average number of students have an Education, Health and Care plan or are being assessed.

There is a higher than average percentage of boys, and students eligible for FSM.

At Brent River College we are committed to ensuring that each individual student receives the very best education allowing them to reach their full potential academically and socially. This belief is reflected in our school vision and values.

We have the highest expectations and that we continually strive to ensure that no student is left behind.

The purpose of the Pupil Premium is to narrow the attainment gap between disadvantaged students and their peers. Our students have widely differing needs and attainment levels and we provide a wide range of different interventions and experiences to help students improve their commitment to learning, thrive and build confidence for the future. Some involve the whole school; some are designed for individual students with particular needs.

Students who are eligible include:

- Students who have been registered for Free School Meals (FSM) at any point in the last six years
- Children who have been looked after continuously for more than six months
- Children of armed services personnel.

**Pupil Premium Grant 2018/2019 - £25,423.76**

**Pupil Premium Grant 2019/2020 - £25,000 (estimate)**

**BRC Pupil Premium Strategy 2019-2020 – (to be reviewed July 2020)**

## **BRC Pupil Premium Strategy 2019-2020**

### **Barriers to Achievement**

When deciding how to spend the Pupil Premium Grant ('PPG') it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school.

The reasons for underachievement are many and varied and could include;

- Parents working long hours and less support at home;
- social, emotional and mental health difficulties
- complex family situations
- poverty
- attendance and punctuality difficulties.
- drugs and alcohol misuse

Other environmental factors in Brent also need to be considered such as inadequate housing and contextual safeguarding issues such as: areas of anti-social behaviour and crime, youth violence and knife crime and the rise in gang culture and CSE in Brent.

Each child entitled to the PPG is unique in their situation and our response to their needs must reflect this. With this in mind, at Brent River College we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential.

### **How we measure impact**

The progress and attainment of all students at Brent River College is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. This work is carried from the point of entry of a student to BRC; we have a thorough induction process in place to identify the needs of the student from our first point of contact. This work is then monitored throughout the year using a range of tools to be able to identify the current and changing needs of our students. Students have a detailed Personal Progress review termly. We also work closely with a number of external services such as YOS and Social services who help us to keep up to date with the needs of our students in a more holistic way. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our students.

We will ensure that:

- All staff are accountable for the progress of Pupil Premium children

## Our funding priorities for 2019-20 fall into 4 key areas:

### 1. **Personal Development and Participation and Engagement**

To further develop resilience and self-esteem and in addition to develop the skills to manage personal challenges.

### 2. **Economic Well-being**

To improve students' economic well-being through:

- Raised attainment
- Raised Aspirations
- The acquisition of knowledge and skills

### 3. **Social, Emotional and Mental Health**

To support students' social, emotional and mental health

### 4. **Contextual Safeguarding**

To provide Contextual Safeguarding strategies for students and their families in order to support them to be able to identify risk to improve their personal safety.

## Priorities, Barriers and Strategies

Some of the strategies we use are shown in the tables below. Not all are funded by the Pupil Premium Grant.

<b>1. Personal Development and Participation and Engagement</b>	
<b>To further develop resilience and self-esteem and in addition to develop the skills to manage personal challenges.</b>	
<b>We acknowledge that our students face a range of external challenges and significant barriers to learning, often have low self-esteem and confidence when they join the school. We believe that our students are entitled to an excellent Personal Development provision, which will help them develop resilience, perseverance to achieve and an awareness of how to lead healthy, fulfilling lives.</b>	
<b>Barriers</b>	<b>Strategies</b>
Lack of Self-Esteem and Confidence	<ul style="list-style-type: none"> <li>• PiXL Edge - LORIC</li> <li>• Girls Group</li> <li>• Boys and Young men's work</li> <li>• Mohammed Brothers</li> <li>• IG Groups</li> <li>• Construction Interventions</li> <li>• Mentors</li> <li>• 1:1's</li> <li>• PSHE</li> <li>• BRC PLEDGE</li> </ul>
Lack of access to opportunities and experiences	<ul style="list-style-type: none"> <li>• Enriched curriculum opportunities- subsidised trips and visitors</li> <li>• Breakfast and After School Clubs</li> <li>• Wider variety of clubs</li> <li>• Enterprise and Aspiration programmes</li> <li>• Subsidised music tuition</li> <li>• Subsidised residential trips</li> <li>• Entitlement to the BRC Pledge</li> </ul>
Vulnerability to Sexual Exploitation and negative relationships	<ul style="list-style-type: none"> <li>• Brent Young People's Wellbeing Service (WDP)</li> <li>• PSHE</li> <li>• Girls Group</li> <li>• Boys and Young men's work</li> <li>• Tender Young Women's Programme</li> <li>• 1:1's</li> <li>• PSHE</li> </ul>
Drugs, Alcohol and Substance Misuse	<ul style="list-style-type: none"> <li>• Brent Young People's Wellbeing Service (WDP)</li> <li>• PSHE</li> <li>• Mentors</li> <li>• 1:1's</li> <li>• Counselling</li> <li>• Drama Therapy</li> </ul>

<b>2. Economic Well-Being</b>	
<b>To improve students' economic well-being through:</b> <ul style="list-style-type: none"> <li>- Raised attainment</li> <li>- Raised Aspirations</li> <li>- The acquisition of knowledge and skills</li> </ul>	
<b>Many of our students have low aspirations and do not have the skills required for success in the workplace. This lack of direction leads to a lack of motivation in learning.</b>	
Barrier	Strategy
<b>Low Expectations of Learning and the Curriculum</b>	<ul style="list-style-type: none"> <li>• Providing a range of proven teacher and TA led interventions</li> <li>• 1:1 and small group tutoring including holiday tuition (revision sessions)</li> <li>• Afterschool revision sessions</li> <li>• Parents meeting to provide each parent with a pack of revision books for examination subjects</li> <li>• Smaller classes where appropriate</li> <li>• T.A.s with responsibility for improving reading ages</li> <li>• Numeracy Awards</li> <li>• Literacy focus</li> <li>• Whole school debates</li> </ul>
<b>Low Aspirations</b>	<ul style="list-style-type: none"> <li>• Career planning</li> <li>• Target setting</li> <li>• Motivational speakers</li> </ul>
<b>Lack of knowledge, experience and skills to reach their potential</b>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Work Experience</li> <li>• Module foci</li> <li>• Mentoring</li> <li>• Connexions</li> <li>• Careers Drop down days – Mock interviews</li> <li>• Careers fairs</li> <li>• Take your child to work days</li> <li>• T.A. responsible for Careers and progression in KS4</li> </ul>
<b>Engagement in learning with a vocational focus</b>	<ul style="list-style-type: none"> <li>• Provision of a range of BTEC courses</li> <li>• Provision of a range of practical vocational courses</li> <li>• Enterprise projects</li> <li>• PiXL Edge</li> <li>• Active Citizenship</li> </ul>

### 3. Social Emotional and Mental Health

To support students' social, emotional and mental health

The majority of our students have social, emotional or mental health issues that have led to their permanent exclusion. These range from a reduced ability to manage emotions up to serious mental health issues. Emotional Instability has a significant impact on learning.

Barrier	Strategy
Anger Management Issues	<ul style="list-style-type: none"> <li>• Specific Anger Management Interventions</li> <li>• Counselling</li> <li>• Drama Therapy</li> <li>• Mentors</li> <li>• 1:1's</li> <li>• PSHE</li> <li>• TAMHS</li> </ul>
A need to develop Emotional Intelligence	<ul style="list-style-type: none"> <li>• Drama Therapy</li> <li>• TAMHS</li> <li>• Mentors</li> <li>• 1:1's</li> <li>• PSHE</li> <li>• Mindfulness</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>• Brent Anti-Bullying conference</li> <li>• Anti-Bullying policy</li> <li>• Student Voice</li> <li>• Student Survey</li> <li>• Tutorials &amp; Tutorial Booklet</li> <li>• PSHE</li> </ul>
Mental Health Issues	<ul style="list-style-type: none"> <li>• Drama Therapy</li> <li>• TAMHS</li> <li>• Mentors</li> <li>• 1:1's</li> <li>• PSHE</li> <li>• Mindfulness</li> <li>• Asha</li> </ul>
Poor Social Skills	<ul style="list-style-type: none"> <li>• Drama Therapy</li> <li>• TAMHS</li> <li>• Mentors</li> <li>• 1:1's</li> <li>• PSHE</li> <li>• Mindfulness</li> <li>• Intervention groups</li> <li>• Restorative justice</li> </ul>

#### 4. Contextual Safeguarding

To provide Contextual Safeguarding strategies for students and their families in order to support them to be able to identify risk to improve their personal safety.

We have found that our most vulnerable students are those that underachieve the most. Their attendance and punctuality are much lower than other students. The context that they live in, outside of school, has a significant impact on learning and their well-being. Many of these students are known to Social Services, the Police and the Youth Offending Service.

Criminal Activity & Gang Affiliation	<ul style="list-style-type: none"> <li>• St Giles BRAVE programme</li> <li>• Trading Places Workshop</li> <li>• Safer Schools Knife-crime workshop</li> <li>• Guest Speakers</li> <li>• YOT Reparation support</li> <li>• Mentors</li> <li>• 1:1's</li> <li>• PSHE</li> </ul>
Radicalisation	<ul style="list-style-type: none"> <li>• PREVENT Agenda</li> <li>• Mentors</li> <li>• 1:1's</li> <li>• PSHE</li> <li>• BRC PLEDGE</li> </ul>
Complex family situations	<ul style="list-style-type: none"> <li>• Develop Multi-Family Therapy Groups</li> <li>• Structured Conversations between teachers and families</li> <li>• Family involvement in activities</li> <li>• Improving attendance and punctuality</li> <li>• Breakfast and After School Clubs</li> </ul>
Poor attendance and punctuality	<ul style="list-style-type: none"> <li>• Educational Welfare Officer</li> <li>• Daily tracking</li> <li>• Staff training</li> <li>• Weekly Rewards for good attendance</li> <li>• Module Attendance and Punctuality rewards</li> <li>• Breakfast club</li> <li>• Meetings with Parents</li> <li>• Year 11 Prom</li> </ul>
Contextual Safeguarding Strategies	<ul style="list-style-type: none"> <li>• Multi-Agency meetings</li> <li>• Peer mapping</li> <li>• Safety Plans</li> </ul>

## Evaluation of Pupil Premium Grant Strategies

Strategy	Cost – 18/19	Evaluation	19/20
TAMHS - contribution	£6000	<p>We have had some excellent support for students from TAMHS but the quality has depended upon the person. This service has been discontinued and we now refer to the Inclusion service for support.</p> <p><b>Impact – Students improved in the management of their emotions.</b></p>	Cancelled
Drama Therapy	£6000	<p>Drama therapy is accessed regularly each week by both KS3 &amp; KS4 students. Students engage well in Drama therapy and it has proved to have a positive impact on student's emotional well-being and ability to manage and understand their emotions and experiences. Students do not like to miss their sessions with our drama therapist and often request to see her if they are facing a personal challenge. This service has also allowed for parents/carers to play a part in the personal development of their child by engaging in sessions also.</p> <p><b>Impact – Students improved in the management of their emotions.</b></p>	£6000
Counsellor	£2000	<p>Counselling is a service that is accessed from both internally and externally provided services, by BRC students. Students working with external agencies such as YOS, family solutions or social care often have access to a counsellor through these services. Our KS3 students have access to an on-site counsellor once a week to support them with their issues that are acting as barriers to their re-integration back into mainstream education.</p> <p><b>Impact – Students improved in the management of their emotions.</b></p>	£2000
Girls' and Young Women Group	£150	<p>Our Gender specific groups are very popular at BRC as it allows for students to have an arena whereby they can relate to their peers and discuss issues that they may not feel comfortable discussing in front of members of the opposite sex. Such groups allow us to challenge negative viewpoints and behaviours and</p>	£250



		<p>carry out work around current themes that young people are facing such as unhealthy relationships.</p> <p><b>Impact – Students engaged in Race for Life and a range of charity events – raised self-esteem and confidence</b></p>	
<b>Music Studio</b>	<b>£2400</b>	<p>Our music studio has been a massively successful intervention at BRC which is always in high demand. This intervention allows students to gain new skills in music as well as giving them an outlet to express themselves. Studio sessions during Options, lunches, breaks and after-school are all well attended and usually oversubscribed.</p> <p><b>Impact – Students improved engagement and attitudes to learning</b></p>	<b>£1000</b>
<b>Boys and Young Men Group</b>	<b>£150</b>	<p>Our Gender specific groups are very popular at BRC as it allows for students to have an arena whereby they can relate to their peers and discuss issues that they may not feel comfortable discussing in front of members of the opposite sex. Such groups allow us to challenge negative viewpoints and behaviours and carry out work around current themes that young people are facing such as negative attitudes towards women.</p> <p><b>Impact – Planned residential took place</b></p>	<b>£250</b>
<b>Mohammed Brothers</b>	<b>£2000</b>	<p>Mohammed brothers carry out a motivational speaking sessions each week at both KS3 and KS4 that focus on raising aspirations, self-belief and the importance of respect and responsibility. These sessions are high energy and often involve guest speakers. Students engage really well and enjoy the weekly quizzes competing against each other.</p> <p><b>Impact – Students improved in confidence in expressing views in public and improved self-image.</b></p>	<b>£2000</b>
<b>Residential</b>	<b>£3000</b>	<p>Students took part in a 5 day residential to the lake district whereby they had to overcome some personal challenges and face their fears. The residential involved a number of tough activities including a hike up the second highest mountain in the UK where students and staff then had to camp and prepare food for</p>	<b>£3000</b>

		<p>themselves. The residential was a way of introducing the new year 9's to the KS4 cohort and building their resilience to be able to overcome challenges in their lives.</p> <p><b>Impact – The residential was a huge success and a new experience for many of the students that will continue to impact them throughout their lives.</b></p>	
<b>Lexia</b>	<b>£1000</b>	<b>This has had limited impact</b>	<b>Cancelled</b>
<b>Holiday Provision</b>	<b>£2000</b>	<p>At BRC we deliver holiday provision for our students to keep them engaged in positive activities during school breaks. These can be revision sessions as well as holiday clubs offering a range of activities from hair and beauty, cooking and sports. These sessions are well attended and help our students to keep busy in the holidays.</p> <p><b>Impact – Increased support for contextual safeguarding</b></p>	<b>£2000</b>
<b>Revision Materials</b>	<b>£2000</b>	<p>Year 11 students receive a Revision pack each year full of revision textbooks, resources and materials to support them in the run up to their exams. We also offer revision tips and timetables to help structure their studies. These are given out during our Yr.11 information evening where parents/carers are receive information, advice and guidance about how to best support their child to reach their full potential in their exams.</p> <p><b>Impact – Parents more confident to support students and encourage them to revise</b></p>	<b>£2000</b>
<b>T.A. Support for improvement of reading age – KS3 and KS4</b>		<p>These post will offer tailor-made programmes to our students who need extra support in reading which directly impacts on their overall academic progress. We will re-test our students reading age in order to measure impact.</p>	<b>£3000</b>
<b>T.A. Support for Careers and progression – KS4</b>		<p>In addition to our weekly Connexions sessions; we now have a dedicated TA who has the responsibility to ensure that our students have secured career pathways or re-integration pathways by working closely with students to give them the knowledge, skills and understanding to aspire to be the best</p>	<b>£1500</b>

		they can be. Students are often supported to attend college interviews as well as having the opportunity to visit colleges, universities and career days. Students have expressed that they welcome this support and it impacts on their personal development and raising their self-esteem and aspirations.	
<b>Construction engagement</b>		Vocational education has been a massive success at BRC with all learners achieving their qualification in construction. Beyond the formal C&G qualification we offer construction activities to our primary, KS3 and KS4 student's that have been massively successful. It is often the highlight of a student's week and works as an incentive/reward for student's to work towards also. It has proven to have an impact on post-16 pathways in confirming students' interest in this industry. This intervention has taught our students new skills and given them new opportunities. <b>Impact – 100% attainment of qualification and reengagement of disaffected students.</b>	<b>£500</b>
<b>Tasomai</b>		This is an online revision programme for Science that has been proven to raise attainment	<b>£1000</b>
<b>Boxing Tutor</b>		Boxing sessions to be reintroduced into Options, requested by the students.	<b>£500</b>
<b>Total</b>	<b>£26,700</b>		<b>£25,000</b>