Brent River College Pupil Premium Strategy 2024-2025 (including Sports Premium)

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. Students may also be with us on Additional Support 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 2021/2022 - £28,997.00
Pupil Premium Grant 2022/2023 - £30,000 (estimate) - £23,742.51 (actual)
Pupil Premium Grant 2023/2024 - £24,000 (estimate) - £19,415.63 (actual)

Sports Premium

	Plan	Actual	
2018/2019	**£4,083.00**		**Development and provision of Pogo Pulse - £4,083 contribution to the cost**
2021/2022	**£2,000**		**Boxing Sessions – £1500** **Basketball - £200**
2022/2023 -	**£2000**	**£2,583**	**Contribution towards a Reaction Time Cardiac Wall**
2023/2024	**£2,000**	**£1,250**	**Contribution to provision of roller skating equipment**

BRC Pupil Premium Strategy 2022-2023

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;

- less support at home;
- social, emotional and mental health difficulties due to
- complex family situations or
- attendance and punctuality difficulties.

Other environmental factors in Brent also need to be considered such as inadequate housing, areas of anti-social behaviour and 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.

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. 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 table below. Not all are funded by the Pupil Premium Grant.

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.	
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 and an awareness of how to lead healthy, fulfilling lives.	
Barriers	**Strategies**
Lack of Self-Esteem and Confidence	PiXL Edge - LORIC Girls Group Boys and Young men's work Mohammed Brothers IG Groups Construction Interventions Connexions Mentors 1:1's PSHE BRC PLEDGE DFE Alternative Provision Specialist Taskforce
Enrichment Within and Beyond the Curriculum –	Enriched curriculum opportunities- subsidised trips and visitors Breakfast and After School Clubs Wider variety of clubs Enterprise and Aspiration programmes Subsidised music tuition Residential trips **Entitlement to the BRC Pledge**
Sexual Health/CSE/ Relationships	Brent Young People's Wellbeing Service (WDP) PSHE Girls Group Boys and Young men's work Tender Young Women's Programme 1:1's PSHE
Drugs, Alcohol and Substance Misuse	Brent Young People's Wellbeing Service (WDP) PSHE Mentors 1:1's Counselling Therapy
Differences in faith, cultures and belief	SMSC Agenda Mentors 1:1's PSHE Cultural Drop Down Days BRC PLEDGE

2. Economic Well-Being	
To improve students' economic well-being through: - **Raised attainment** - **Raised Aspirations** - **The acquisition of knowledge and skills**	
Many of our students have low aspirations and do not have the skills required for success in the workplace. This lack of direction or the knowledge and skills to aspire to progress leads to a lack of motivation in learning.	
Barrier	**Strategy**
Low Expectations of Learning and the Curriculum	• Access to: - Primary – bespoke provision largely preparing for reintegration to mainsteam - Key Stage 3 – maintenance of a secondary curriculum to support re-integration to mainstream and preparation for progression to KS4 - Key Stage 4 – access to a of a wide range of qualifications in KS4 • 1:1 and small group tutoring including holiday tuition (revision sessions) • Providing a range of proven teacher and TA led interventions including Mathletics • Smaller classes where appropriate
Low Aspirations	• Career Plans in place for all students • Enterprise programme • Work Experience and Careers education programme

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. This has a significant impact on learning as a reduced ability to manage emotions up to serious mental health issue takes precedence over learning.	
Barrier	**Strategy**
Anger Management	Specific Anger Management Interventions Counselling Therapy Mentors 1:1's PSHE
A need to develop Emotional Intelligence	Therapy Mentors 1:1's PSHE Mindfulness
Bullying	Brent Anti-Bullying conference Anti-Bullying policy Student Voice Student Survey Tutorials & Tutorial Booklet PSHE
Mental Health	Therapy WEST Mentors 1:1's PSHE

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 and the context that the 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	St Giles BRAVE programme Trading Places Workshop Safer Schools Knife-crime workshop Guest Speakers YOT Reparation support Mentors 1:1's PSHE DFE Alternative Provision Specialist Taskforce
Radicalisation	PREVENT Agenda Mentors 1:1's PSHE BRC PLEDGE
Parents	• Develop Multi-Family Therapy Groups • Structured Conversations between teachers and families – coffee mornings • Family involvement in activities • Improving attendance and punctuality • Breakfast and After School Clubs •
	• Multi-Agency meeting

Evaluation of Pupil Premium Grant Strategies

	2222/2023		2023/2024		
	Analysis shows that Pupil Premium Students are provided with engagement and participation activities, support for mental health and personal progress which leads to improved attitudes towards school. **Pupil Premium students' attendance is above non-pupil premium students and significantly higher than PRUs nationally.** **Pupil Premium students have higher FFT value-added scores compared to non-pupil premium students.** **All Pupil Premium student progressed to Further Education in September 2023**		**Analysis shows that Pupil Premium Students continue to be supported with engagement and participation activities, support for mental health and personal progress which leads to improved attitudes towards school.** **Pupil Premium students' attendance has dipped post-Covid and for the first time is below non-pupil premium students whilst still significantly higher than PRUs nationally.** **Waiting for Pupil Premium students' FFT value-added scores compared to non-pupil premium students.** **Waiting for progression data**		
Strategy	**Cost – 22/23**	**Evaluation**	**23/24**	**Evaluation**	**Plan for 24/25**
Therapy	**£6000**	Fast on-site referral for support	**£6000**	Excellent engagement	**£2000**
Counsellor	**£2000**	Fast on-site referral for support	**£2000**	Not available this year however a new therapist has been engaged for 2 days a week	
Girls' and Young Women Group	**£250**	KS4 girls engaged very well and in particular two girls demonstrated increased self-esteem. Gained a better understanding of healthy relationships.	**£250**	Has been less effective this year and has been relaunched	

Music Studio	**£500**	100% achievement of BTEC Music Technology and increased engagement of students in Options and afterschool	**£500**	Has improved the engagement of students and continues to be popular	**£1,500 For Stag Lane Year 11**
Boys and Young Men Group	**£250**	Exploring contextual safeguarding – personal safety and crime and consequences. One KS4 student with high levels of risk taking behaviour moved on to 1-1 support and reduced the risks	**£250**		
Mohammed Brothers	**£2000**	Motivation of students and engagement of parents	**£2000**	Motivation of students and engagement of parents	
Residential	**£3000**	COP 26 residential – 3 students have now all been re-integrated to mainstream	**£6000**	Trip to Liverpool Slavery Museum (Black History Month) and Liverpool F.C.	**£6,000**
Mathletics	**£500**	Mathematics results with +0.7 value added June 2022	**£500**	Continued online support to raise achievement in mathematics	**£500**
Holiday Provision	**£2000**	Increased participation and engagement	**£2000**	Attendance has improved and has supported contextual safeguarding issues	**£2,000**
Revision Materials	**£2000**	All groups have positive value-added and Pupil Premium students have greater value-added	**£2000**	Continued support to students to raise attainment in GCSE qualifications	**£1,500**
T.A. Support for improvement of reading age – KS3 and KS4 And to raise attainment in numeracy	**£6000**	**KS3 PP and NPP** Of the 5 PP students, 1 student made very good progress and exceeded his chronological age and 3 closed the reading gap. Of the 6 NPP students, 3 made better progress and exceeded their chronological reading ages and 2 closed the reading gap by 2+ years. **Year 10 PP and NPP**	**£6000**	**Progress report due**	**£6000**

		Of the 8 PP students, 3 (38%) made better progress and exceeded their chronological reading ages when tested in July 2022. 3 students (38%) closed the reading gap. Of the 4 Non PP students tested in July 2022, 2 students (50%) made better progress and exceeded their chronological reading ages, one student made expected progress. **Year 11 PP and NPP** Of the 8 PP students in the cohort, by June 2022, 3 made better progress and exceeded their chronological age and 4 closed the reading gap. Of the 5 NPP students, 2 (40%) made better progress and exceeded their chronological reading ages by June 2022. 1 student who had been at the school for 1 year, made progress, improving his reading age by 1+ years and closing the reading gap.			
Support for Vocational Quals – KS4	**£3000**	Excellent attainment of Vocational Qualifications	**£1500**	Excellent attainment of Vocational Qualifications	
Construction engagement	**£500**	100% achievement of C&G NVQ Construction with 20% progressing to Further Education on Construction courses.	**£250**	100% achievement of C&G NVQ Construction with 33% progressing to Further Education on Construction courses. Increased intervention work.	**£2000**
Hairdressing engagement	**£500**	100% achievement of C&G NVQ Hairdressing and sessions to raise the self-esteem of girls	**£250**	100% achievement of C&G NVQ Hairdressing and sessions to raise the self-esteem of girls	**£250**

Introduce Health and Social Care			**£500**	Results not available as yet	
Total (est) **Actual**	**£29,000.00** £28,997.00	**Total (est)** **Actual**	**£30,000.00** **£23,441.00**	**Total (est)** **Actual**	**£20,250**