

Brookvale Groby Learning Campus - Pupil Premium Report 2019

What is the Pupil Premium?

The Pupil Premium (PP) is additional funding that comes into the campus each year to support students who are deemed to be economically disadvantaged and therefore more likely to underachieve at school. Students attract PP funding if they are currently in receipt of a free school meal (FSM) or have been at some time in the last six years. Students also attract additional funding if they are in care, were adopted after December 2005 or have a parent in the armed forces.

The funding is used to target students who may be disadvantaged economically or through personal circumstances in order to increase their academic outcomes and therefore narrow the gap between their attainment and that of their more advantaged peers.

Pupil Premium Students on campus

	2017-18	2018-19	2019-20
Year 7	47	29	39
Year 8	47	44	26
Year 9	46	41	39
Year 10	39	40	38
Year 11	42	38	36
Total	221	192	178

Barriers

The barriers faced by some of our PP students fall into the following categories:

- Poor attendance, often compounded by living out of catchment
- Mental health issues/ family members with mental health issues
- A literacy gap
- Difficulty in completing work and revision outside school
- Lack of engagement and aspiration
- Low levels of parent involvement

How much money does the campus receive in its PP funding?

This year the campus will receive £157,080.

How have we spent the funding?

The money is given to schools to ensure that PP students are fully supported in their learning and are therefore able to make the best possible progress and attainment. To help steer our decision-making we use guidance from two national organisations which have carried out extensive research into strategies to raise achievement: the Sutton Trust and the Educational Endowment Foundation. In addition, we used our own analysis of the barriers facing our most vulnerable PP students in order to determine the most effective deployment of the funding.

What strategies and interventions were supported by the PP fund in 2018-19?

Raising outcomes	<ul style="list-style-type: none">• A PP team was in place to monitor and support the PP students. The team comprised a member of SLT, a PP achievement mentor and 2 PP LSAs for in class support.• Students have been given free copies of revision guides, beginning in Y9 and moving through to GCSE.• PP students are prioritised when faculties consider their interventions. If these take place after the school day, PP students are offered support in getting home.• A Maths LSA delivers an after school revision session for a small group of students from the Spring term onwards.• All PP students are offered the use of a computer room during lunchtimes in order to complete homework assignments.• Booster sessions are run by staff as coursework deadlines approach; these can run during lunch, after school and at the weekends/holidays.• The PP fund supports the funding of HLTAs in all core subjects.• PP students who come into school as High Prior Attainers are offered university trips to raise their aspirations.• A free breakfast is provided for PP students during the exam period.• The PP fund supports the salary of the Attendance Officers.• A counsellor is currently available and her priority is PP students.• A business mentor scheme was piloted at school for the first time this year and the pupils involved were all PP boys.• The Pupil Premium Pathways were introduced at school this year. This gives clear guidance to staff about the interventions they need to use when teaching PP students.• All KS4 students were given revision packs.• All PP students are now taking part in a bespoke careers programme as they move through the school. The PP students are prioritised for all careers interventions.• Our most vulnerable students benefited from personal support in visiting Post 16 providers.
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	<ul style="list-style-type: none"> • The PP LSAs worked in classes to support key students. This extended to support in attending coursework sessions and support to counter anxiety during the GCSE exam period. • All PP students were supported through their UCAS applications as a way of ensuring that no PP students were NEET at the end of the year.
Parental engagement	<ul style="list-style-type: none"> • The PP team contacted all PP families over the course of the academic year, particularly prior to progress evenings and special events, such as the celebration evenings. • The team piloted a virtual progress evening to support families that are unable to attend the event. • Regular contact was maintained with 5 particularly vulnerable families to support with mental health concerns, evictions and post 16 placements. • Regular newsletters were sent throughout the year.
HPA DS	<ul style="list-style-type: none"> • A number of the HPA DS students were managing mental health issues throughout Y11. They were supported by the school's PP Achievement mentor (a trained counsellor). • For one student, support was intensive as the student's mental health deteriorated in the run up to the exams. • DS were personally invited to events such as the Careers Evening, Exam Success evening and the Post 16 Open evening. • DS were supported through their UCAS applications. • Y9 DS were interviewed by a member of the PP team about their option choices to ensure that their GCSEs were appropriate and challenging. • KS3 HPA DS were a part of the Widening Participation programme that encourages students consider applying to university. DS represented 33% of the students on those trips • DS who received awards at the celebration events were supported with transport costs and their families were invited personally to the events..
Improve DS Attendance	<ul style="list-style-type: none"> • The attendance of DS at extended support was chased. Meetings were held with parents, students, the HOY and a member of the PP team for three students. Arrangements were made for DS to come into school for additional support during non examination days. • Y11 attendance continued to be strong throughout the year • Specific students who were facing very particular barriers to attending school (serious accident, long term medical conditions, eviction) were supported by the team with home visits, liaison with other providers such as the hospital school, and support with transport.
Mental Health	<ul style="list-style-type: none"> • The GCSE load for two of our Y11 DS was reduced in order to alleviate anxiety. This was done following the advice of medical professionals. • Intensive support was targeted at the most vulnerable students. Although our provision was limited at the end of the year due to staff changes, we were able to ensure that all Y11 DS attended all exams and remained well during the exam

	period.
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What has been the impact of our targeted interventions for Pupil Premium students in 2018-19?

Raising progress and attainment	<ul style="list-style-type: none"> • XXXX of our DS achieved a GCSE certificate of at least 5 standard GCSEs, including English and Maths - 44% of the DS cohort. • The average achievement of our DS was 38.17 and the Progress 8 was -0.5. • The lower prior attainment students had a positive progress 8 of 0.026, an improvement on last year. • More of these students improved in Maths, with 50% having a positive progress score.
Engaging Hard to Reach Families	<ul style="list-style-type: none"> • Our Y11 progress evening gained the highest PP attendance for three years.
Improve outcomes for HPA DS	<ul style="list-style-type: none"> • The 10 students achieved an average grade of 5.4 in this summer's exams. Their progress 8 average was -0.874. These figures were adversely affected by the fact that two of the students experienced serious mental health issues during the course of Y11 and one student suffered a bereavement in the week before GCSEs began.
Improve the outcomes for male DS	<ul style="list-style-type: none"> • The 19 male DS in Y11 achieved an average grade of 3.42 in their exams and had a progress 8 of -0.965. The female DS outperformed the male DS this year one again.
Improve attendance	<ul style="list-style-type: none"> • The attendance figures for DS were much better than last year overall. The students who did have poor attendance were students with medical issues (2) or were dealing with multiple evictions(1).
Mental health and well being	<ul style="list-style-type: none"> • A number of our DS experienced periods of poor mental health during the course of Y11. The most serious cases were supported with counselling from school and from CAMHS. Parents were supportive throughout the year. DSLs were kept informed as appropriate. All the relevant students were supported by Mindfulness workshops in 2019 and were offered individual support during the exam period. All the students attended all the exams, with the exception of one exam missed because of a parent's funeral.

How will we target the funding for 2019-20?

Key priorities

- To offer DS additional support in completing coursework to an appropriate standard
- To assist DS in preparing for exams which are taken before the main exam period in May 2020
- To help students manage a revision programme in the run up to the mocks and the real GCSEs
- To improve the attendance of key DS
- To continue to focus on improving the attainment and progress of our DS so that the gap between their performance and the performance of national non DS narrows
- To continue to foster good relationships with our PP families, with a particular focus on supporting our hard-to-reach parents
- To support the mental wellbeing of our DS
- To ensure that male DS achieve and make the same progress as our female DS
- To develop the literacy skills of our DS
- To encourage our DS to think ambitiously about the future
- To ensure that our DS experience as rich a curriculum as our non DS, especially in terms of their cultural capital

Attainment and Progress of Catch Up (CU) students

Students who do not meet the expected standard at the end of Key Stage 2 in English, Maths or both, are part of the Catch Up group. The campus receives some additional funding for these students. It is currently set **at £18,000**.

This funding is used to provide extra support in Maths through the work of an additional teaching assistant. In English, the Catch Up students are part of the Accelerated Reader programme which aims to improve students' literacy skills and instil a love of reading in the students. In addition the LSAs and TAs are trained in and deliver Numicon in Maths and the RML synthetic phonics programme in English.

Progress against GCSE targets

The percentage represents the number of students who are currently performing at or above their end of Y7 target. The data shows that the CU students are making very strong progress as they transition from KS2 to KS3.

	English	Maths	Science	EBacc	Others
All	93.4	84.8	98.1	93.3	94.2
CU	100	100	100	100	98.6
Non CU	93.3	84.7	98.1	93.2	94

Attainment 2019

The prior attainment of the CU in 2019 was 90.5, compared to the non CU prior attainment of 106.5. This difference in starting point is reflected in the students' attainment at the end of Y7. The grades given below are the new GCSE grades.

	English	Maths	Science	EBacc	Others
All (240)	1+	1+	2	1+	1
CU (10)	0+	0+	1-	1-	1-
Non CU (230)	1+	1+	2	2-	1

Services students

We have a small number of students who have a parent in the Armed Services. We intend this year to meet regularly with our Services Children to raise the profile of the work our Armed Services and celebrating their contribution to society. The progress and attainment of the Services students are monitored by Kathryn Lee, Assistant Head.

Attainment and Progress of our Looked After Children (LAC)

We track the progress and outcomes of our LAC in order to identify underachievement and determine appropriate interventions. Our SENDCo, Michelle Tointon, monitors this data.

PP and the trustees

The way in which the school spends the PP additional funding, and the impact this has on students' progress and attainment, is monitored by the governors. This is done through reports to the governing body and through governor visits. The current governor with responsibility for vulnerable students, including PP students, is XXXXX.

How can families help?

If you think your child qualifies for a free school meal then please contact school. We can support you in completing the forms in order to apply for support and help. If your child already receives free school meals and you would like help with a particular educational resource, then it is always worth contacting the PP team.

Updated: October 2019

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