

Pupil Premium Strategy Statement Autumn 2019

School overview

Metric	Data
School name	Brookvale Groby Learning Campus
Pupils in school	1590
Proportion of disadvantaged students	15%
Pupil Premium allocation this academic year	£157,080
Academic years covered by this statement	2019-2020 to 2021-2022
Publish date	November 2019
Review Date	October 2020
Statement authorised by	Mandy Bearne
Pupil Premium lead	Kathryn Lee
Governor lead	Connor Acton

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.498
EBacc entry	26%
Attainment 8	38.2
% Grade 5+ in English and Maths	23.5%

Strategy aims for disadvantaged pupils

Aim	Target	Target Date
Progress 8	To achieve top quartile for progress made by disadvantaged students at similar schools, with a focus on HPA	Results 2021
Attainment 8	To attain national average for attainment for all pupils	Results 2021
% Grade 5+ in English and Maths	To achieve average English and Maths scores at 5+ for similar schools	Results 2021

Attendance	To demonstrate an improving trend for DS at Y11 and in the school overall	Results 2021
EBacc entry	To ensure all Y11 HPA disadvantaged students enter the EBacc qualification; to ensure that disadvantaged students select the EBacc pathway in the same percentage as non DS	For current Y9 students onwards (option choices February 2020)
Growth Mindset, Resilience, Aspiration, Well-being	To improve the students' ability to navigate revision and exams with confidence; to show ambition; to remain mentally fit and well.	Ongoing

Teaching Priorities for current academic year (2019-2020)

Measure	Activity
Priority 1	An increased focus on explicit literacy teaching across all disciplines
Priority 2	An improvement in the progress and attainment of DS in Maths GCSE
Barriers to learning that these priorities address	<ul style="list-style-type: none"> • Underachievement of HPA DS • GCSE English and Maths - underachievement
Projected spending	£70,700

Targeted academic support for current academic year (2019-2020)

Measure	Activity
Priority 1	Increased support for disadvantaged students in completing coursework and revision for early exams
Priority 2	Interventions through the extended support programme with DS as priority, overseen by the faculty DS reps, and through the Accelerated Reader programme, delivered through English in KS3
Barriers to learning that these priorities address	<ul style="list-style-type: none"> • Lack of revision and preparation for deadlines, including both exams and coursework projects • Poorer literacy and numeracy skills that impact progress and attainment across all disciplines
Projected spending	£47,100

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing the attendance of the DS, in Y11 particularly, delivered through work of attendance team, PP team,

	pastoral teams and form tutors.
Priority 2	Additional support through the tutor programme and PP team to bolster disadvantaged students' resilience. Additional support from Careers advisor to raise aspiration. Outside speakers used to promote well-being.
Barriers to learning that these priorities address	<ul style="list-style-type: none"> • Poorer attendance from disadvantaged students compared to non DS • Lack of resilience in our DS, especially evidence during the examination period • Lack of ambition in determining future pathways • Poorer mental health and wellbeing
Projected spending	£39,300

Monitoring and implementation

Area	Challenge	Mitigating
Teaching	Literacy support focuses on the vocabulary elements but not on supporting extended writing; Maths department use the revision sessions to target the DS with weakest progress	KLE continues to deliver the literacy strategy with a focus on extended writing and strategies to support it; TJO to monitor the students attending Maths sessions
Targeted support	Teaching staff do not target DS frequently enough during extended support sessions; chase, challenge and check is not used effectively; disadvantaged students are not supported in the run up to deadlines.	Senior leaders use line management meetings to raise the profile of DS progress; Faculty leaders prioritise DS in all elements of Quality Assurance and Performance Management; SLT/FLs monitor the use of BRAG sheets by teaching staff.
Wider strategies	Disadvantaged students continue to attend less regularly; attendance and resilience becomes increasingly problematic as exams approach; student voice suggests little progress in improving students' resilience and aspiration	Regular meetings between attendance team and KLE to identify key students; using the additional PP support to target support at key students; regular meetings with DS to monitor preparation for exams.

Review of last year's aims

Please see the Strategy Statement Review 2019