



Pupil Premium Strategy Statement - 2021-2024

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 links to a document which outlines the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brookvale Groby Learning Campus
Number of pupils in school	1473
Proportion (%) of PP eligible pupils	12.7% (FSM: 8.2%)
Academic years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Autumn Term 2021
Date on which it will be reviewed	Spring Term 2022
Statement authorised by	Will Teece
PP Lead	Kathryn Lee
Governor lead	Helen Stockill

Funding overview

Detail	Amount
PP funding allocation for this academic year	£167,125
Recovery premium funding allocation for this academic year	£26,390
PP funding carried over from previous year	£7,718
Total budget for this academic year	£201, 233

Part A: Pupil Premium Strategy Plan Statement of Intent

Our intent is that our disadvantaged students make the same rate of progress and achieve the same outcomes as our non-disadvantaged students with the same prior attainment.

We would like the levels of engagement for our disadvantaged students and their families to match that of non-disadvantaged students and families. In addition we believe that we need to raise the aspiration and motivation of our disadvantaged cohort, so that they are fully invested in their education and ambitious to exceed expectations.

Our strategy examines the barriers that prevent our disadvantaged students from thriving on campus and outlines the interventions we can make to mitigate against these barriers.

Our key principles are a determination to use evidence based decision making to underpin our choice of interventions and to acknowledge that all staff on campus are responsible for supporting the progress of disadvantaged students.

Challenges

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

Challenge #	Detail of challenge
1	There are additional gaps in students' learning as a result of COVID 19 school closures.
2	Students' literacy skills are not developed enough for them to excel at GCSE and few read regularly at home for pleasure.
3	Students deal with difficult home lives and lack the resilience and organisational skills to manage revision, coursework completion and the stress of an exam season.
4	Students are experiencing difficult family circumstances, including recent bereavement, eviction, poor parent mental health.
5	Students lack parental support for their learning and attendance at school.
6	Students lack motivation and aspiration, Their goals are focused on achieving access to next steps rather than reaching their potential.
7	Poor engagement in lessons and in learning at home means that progress slows. Engagement in extra-curricular activities is lower than non-disadvantaged students.
8	Poor attendance risks limiting progress and attainment.

9	Poor behaviour means that students are missing learning as they are removed from their lessons. As a result there are growing gaps in their understanding and fewer opportunities to practise skills.
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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
Disadvantaged students are behaving as well in school as their non-disadvantaged peers.	DS are not over-represented in behaviour data, in attendance at the ASC or removal room. DS are receiving similar levels of achievement points as their peers, and with a similar ratio of achievement to behaviour points.
Disadvantaged students' attendance is as good as that of non-disadvantaged peers and matches government definition good attendance	Disadvantaged attendance is at or above 95% in all year groups.
Disadvantaged students show an increased engagement in their lessons. Disadvantaged students complete their homework as regularly as non-disadvantaged students and to the same standard.	QA measures show that disadvantaged students are engaged in lessons. Detentions for non completion of homework decrease to non PP levels. The progress 8 figure for disadvantaged students matches that of non-disadvantaged students. The proportion of disadvantaged students engaged in every extra-curricular activity matches the PP proportion of the whole cohort. In 2021-2, this is 13%.
Students who are experiencing such circumstances understand the support available in school, avail themselves of this support, and are able to continue making progress in school.	QA activities show that disadvantaged students experiencing such circumstances are happy in school and able to make appropriate progress.
The engagement of our PP families matches that of non disadvantaged families.	Attendance of PP students matches that of non PP students. Attendance at extra-curricular events, including progress evenings, is the same across all families,

	PP or non PP.
Disadvantaged students have high aspirations and are ambitious to meet and exceed their potential in all aspects of the curriculum.	Disadvantaged students exceed their targets and are able to attend their preferred first choice for Post 16 education and training.
Disadvantaged students are able to organise and manage their classwork, homework and revision. They complete all NEA on time and at an appropriate level. They are able to withstand the pressures of an examination season, including MFL speaking and listening exams..	NEA interventions are required for fewer disadvantaged students. Disadvantaged students are able to perform to expectations in MFL speaking and listening exams. Less mental health support is required during the examination season.
Students read regularly for pleasure . Students can read confidently all the material required for successful completion of GCSE and BTEC courses. Students' written responses enable them to achieve the highest grades in examinations.	Library records and student voice indicates that reading is more popular. Disadvantaged students are able to achieve higher grades in exams and show a stronger Progress 8 figure.
Students are able to close the gaps in learning that resulted from disrupted learning in 2019, 2020 and 2021.	Students reach their targets in Y11 examinations and NEAs.

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. This document will be updated every term.

Teaching (for example: CPD, recruitment and retention)

Budgeted cost: £150,000

Activity (updated regularly)	Evidence that supports this	Challenge # addressed
Regular CPD, including <ul style="list-style-type: none"> • Disciplinary Literacy • Feedback • PiXL programmes • HPA strategies 	EEF (Teaching and Learning Toolkits) EEF (PP Guide) EEF (Feedback) EEF (Literacy) John Hattie - Visible Learning Alex Quigley - Closing the Vocabulary Gap Kathrine Mortimore - Disciplinary literacy	1,3,6,7,8,9
Faculty Interventions, targeting pupil premium students and other vulnerable groups.	EEF (Teaching and Learning Toolkits) EEF (PP Guide)	1,3,5,7,9
NEA boosters	School data prior to COVID 19 indicated that	1,7

	PP pupils are more likely to have incomplete NEA or NEA that are below target.	
Study Skills Sessions	Student voice prior to COVID 19 indicates that students are unsure of the most effective revision methods.	1,3,5,7,

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

Budgeted cost: £26,000

Activity	Evidence that supports this	Challenge # addressed
School Led Tuition	In line with the government's NTP, we are using school staff to provide pupils with small group targeted interventions	1
Music Tuition	EEF data suggests that engagement in the Arts has a positive impact on students.	1, 3, 7

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

Budgeted cost: £17,000 plus carry-over of £7,700

Activity	Evidence that supports this	Challenge # addressed
Close monitoring and early intervention when PP pupils' attendance falls below 95%. This work is done by form tutors, Pastoral leaders, the attendance team, PP team, SEND team.	Government data shows clearly the link between attendance at school and successful outcomes at GCSE.	8
Liaison between the HBEP team and PP team to monitor the progress of PP pupils educated at an alternative provision.		8,9
Behaviour interventions - led by the Pastoral team		9
Accelerated Reader reading programme	Alex Quigley - Closing the reading Gap	2

	EEF (Literacy Guide) EEF (Teaching and Learning Toolkit)	
Revision guides and school materials; music tuition	EEF Teaching and Learning Toolkit	3,5,7,9
Transport to and from extra-curricular school events		6,8
University visits, as part of the Wider Participation programme: Sept 21 - Y11 U of Loughborough Saturday event Oct 21- June 22 - Y8 DMU Cyberfirst Saturday events		6
Duke of Edinburgh Scheme	EEF Teaching and Learning Toolkit	1, 3, 7

Total budgeted cost: £201,000

Part B: Review of outcomes in the previous academic year

Please see the review which uses the previous government template:

[PP Strategy 2020-2021 Review](#)