

# Pupil Premium Strategy Statement 2020-2021 Review - Brookvale Groby Learning Campus

1. Summary information - Review of 2020-2021					
School	Brookvale Groby Learning Campus				
Academic Year	2020-2021	Total PP budget	£154, 710	Date of most recent PP Review	Feb 2019
Total number of pupils	1590	Number of pupils eligible for PP	197	Date reviewed	Autumn 2021

2. Current attainment - Summer Results 2021    This data is based on the TAGs Summer 2021			
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5 standard passes (Grade 4) incl. EM		41.7%	N/A
Progress 8 score average		-0.06	N/A
Attainment 8 score average		38.56	N/A
3. Desired outcomes		Success criteria	
A.	The HPA DS improve their progress and attainment scores in the Summer 2021 GCSE exams.	The gap between the progress and attainment of the Y11 HPA DS and their non DS peers is narrowed in Summer 2021 results. The progress and attainment of the HPA DS is closer to the national average scores for HPA students overall.	
B.	Better progress and attainment outcomes across the middle and lower ability bands Maths GCSE. Increased outcomes for students in History	The percentage of DS achieving Grade 4+ and Grade 5+ in English, Maths and both increases in Summer 2021. The percentage of DS achieving target grades will increase in Summer 2021. History results for PP students will improve.	
C.	All Y11 DS are resilient and able to complete all coursework and attend all examinations.	100% of DS complete all coursework to their highest ability. 100% of the DS are able to complete all examinations without incident.	

<b>D.</b>	The DS attend school regularly, and are thus able to complete all coursework to a high standard and access all of the revision timetable and the extended support offered by faculties. DS are able and willing to stay for after school sessions, with transport issues solved through taxis and school minibus. DS receive support in accessing online learning during enforced absences due to COVID.	The attendance of the DS cohort matches that of the non DS cohort; no DS have an attendance percentage of less than the national average.
<b>E.</b>	The DS are fully invested in their learning and are willing and able to revise thoroughly at home. Their targets are a spur to their learning rather than a barrier. The DS are not afraid to set themselves challenging goals. All DS have priority careers interviews and organise their Post 16 Pathways.	The Y11 reports show that attitude to learning scores are higher than the most recent ones (Spring of Y10). Tutors report that Y11 students are completing their planners, evidencing their 20/20/20 homework, and are fully prepared for the revision sessions.. No DS are NEET.
<b>F</b>	There is regular communication between the PP team and key DS families. The PP team will support families who are unable to attend virtual events.	DS attendance at virtual progress evenings improves. The PP team increases its regular contact with key families, through the PP newsletter and bespoke phone calls/emails/home visits.
<b>G</b>	The Attendance team is in prompt and regular contact with families of students with poor attendance. Interventions are made early with high profile families.	Attendance of DS improves with a target for all students of 95%+ attendance for all students.
<b>H</b>	DS show more determination in completing work to a high standard and following their revision plans. Higher attendance at the PP after school revision session. Attendance at subject specific revision sessions is high, as is attendance at extended support.	There is evidence of revision in the mock results. DS show improvement following those results. Summer 21 outcomes are on target.
<b>I</b>	The first tranche of government chrome books was distributed in July 2020; the second over the Autumn term 2020. A third tranche will arrive in January 2021.	LSH monitoring and teacher data shows that the IT is being used. Outcomes are on target.

4. Review of expenditure			
Previous Academic Year		2020-2021 All data for Summer 2021 based on TAGs.	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved progress and attainment scores of HPA DS	<p>The HPA students, particularly the boys, were targeted in the Chase, Challenge and Check strategy and as part of the C2S programme.</p> <p>Revision advice was broken down into more precise instructions, with some subjects using PiXL Personalised Learning Checklists.</p> <p>All HPA DS students were contacted by KLE as part of the after school sessions on Wednesdays. They were also contacted as part of the monitoring of the usage of the government chrome books</p> <p>All study sessions on Wednesdays began with revision trips or growth mindset exercises, based on the GCSE Mindset book.</p>	<p>No. The average progress of HPA PP students at -1.78 was significantly below the MPA (+0.64) and LPA (+0.21) PP students. Attendance for some of the HPA PP students was very low as a result of repeated periods of isolation, the January 2021 - March 2021 lockdown, and family difficulties. As a result, the impact of the interventions was severely curtailed. It is worth noting that of our 9 HPA PP students this year, 8 are currently in receipt of FSM and therefore living with ongoing deprivation; some have been persistently poor throughout their time at our school. Their lack of progress matches the national picture for persistently poor students (David Laws, National Pupil Premium Conference, July 2021)</p> <p>The students responded positively to the PLCs, but some did not benefit from them due to reasons cited above.</p> <p>Attendance at the Wednesday sessions was impacted by isolations and lockdown. Those who attended most often had better P8 scores than those who were unable to attend.</p>	<p>Yes. We have produced a list of the key marginal disadvantaged students (in place of the C2S programme) and these students will be targeted throughout the year with additional interventions, including invitations to the Wednesday study skills sessions. The majority of the PP students identified are HPA.</p> <p>Yes. The PiXL PLCs are being used more extensively this year and will be available across all subjects areas for all students.</p> <p>Yes. HPA PP students were invited to join the study sessions in June of their Y10 and have already begun to attend in Y11. The government chrome books will continue to be distributed to PP students in most need.</p> <p>The Wednesday session will continue to focus on both revision techniques and growth mindset exercises.</p>

<p><b>Improved scores at English and Maths GCSEs for DS at BGLC so that the gap between their data and national non DS data is narrowed.</b></p>	<p>Literacy: Accelerated Reader and Myon Accelerated Reader lessons were unable to proceed because of lockdown restrictions until the summer term 2021. In December 2020 we launched MYON, an online library from Renaissance Learning, giving students access to over 2,000 titles of fiction and non-fiction.</p> <p>Numeracy: PiXL PLCs The Maths faculty made extensive use of the PiXL PLCs to direct students to targeted and personalised revision exercises.</p>	<p>Comparisons with national data this year are problematic, given the varying methods by which students from school to school were assessed. Comparisons with last year's data is also invalid as the methodology is very different.</p>	<p>Yes. We will continue to focus on raising the literacy levels of all students on the campus and this will benefit the PP students particularly. Our work with Accelerated Reader will focus on the students with the weakest reading levels and we will begin focusing on reading speed and fluency with all year groups. member ship of the PiXL newly launched reading Hubs will support this work.</p> <p>The MYON library is suitable for our weaker readers, but not all students. We will be seeking to use an alternative this year.</p> <p>Yes. The PiXL PLCs proved effective and will be used by more departments this year. Science will continue to use Tassomai.</p>
<p><b>Quality teaching schoolwide for all DS - in order to improve progress and outcomes: launch of PiXL</b></p>	<p>We continued to develop our Model for Effective Teaching skills through whole school CPD. PiXL was launched successfully and staff received training in a variety of PiXL programmes, including PLCs and Unlock. During the lockdown of January 2021 to March 2021, teachers were able to deliver more lessons live than in the March 2020 lockdown.</p>	<p>The impact of our teaching was impeded by poor attendance and disruptions to learning as students self-isolated and entered a second lockdown. PiXL PLCs were particularly effective in allowing the Maths faculty to identify individual gaps in learning. Attendance monitoring showed that PP students attended sessions less frequently overall than non PP overall - although the individual data showed that some PP students had 100% attendance and completion of work. Some of the students with poor attendance online had been given government chrome books. Lack of wifi was responsible for some of the issues. However the results of our LPA and MPA PP students show that the school's strategies are working for the majority of our PP students.</p>	<p>We are aware that effective classroom teaching is the most effective way to close the progress and attainment gaps so we will continue to focus on this. Our priorities will be memory retrieval, knowledge organisers, DDIs, a move to growth management rather than performance management. We will continue to use the PiXL platform to support our PP students' academic progress and attainment, including PLCs, Unlock, Reading Hubs etc. PP students who need them will be given government chrome books, so that they will be able to work online immediately, should there be a third lockdown.</p>

<b>DS are able to access all relevant revision materials</b>	<p>Revision materials were provided for PP students at both KS3 and KS4.</p> <p>Through lockdown, some revision materials were posted or delivered to students' homes.</p> <p>Government chrome books were distributed throughout the year, according to need.</p>	<p>The impact of these interventions was dependent on the support that students received at home, especially during lockdowns and periods of self-isolation. Where families were able to support students, then interruptions to learning were kept to a minimum. A small number of students were hampered by relocation during the past academic year or by spending time at different addresses where the resources and support varied.</p>	<p>We will continue to provide PP students with free access to revision guides at both KS3 and KS4.</p> <p>We will continue to prioritise access to the government chrome books.</p>
<b>DS complete their homework and are able to evidence their learning clearly in their planners; they complete revision at home.</b>	<p>Tutors to monitor the planners of PP students to ensure they are engaging with the 20/20/20 homework.</p> <p>The Wednesday revision sessions support the HPA PP students in their revision.</p>	<p>For most of the 2020-2021 academic year, close scrutiny of planners was limited by COVID 19 mitigation measures.</p> <p>The Wednesday sessions were able to support students to keep on top of revision and to engage in more effective revision exercises (past papers, use of marking schemes etc).</p>	<p>Now that we are able to do so, we will monitor the planners of PP students particularly carefully so that we can support students where necessary.</p> <p>Wednesday study skills sessions will focus on revision techniques as part of every meeting.</p>
<b>Underachieving DS are able to close the gap in their progress and achieve outcomes that match their targets.</b>	<p>Monitoring of the data from the Summer of 2020 allowed for a key group of underachieving students to attend the Wednesday sessions. In addition, in the spring and summer of 2021, a series of NEA days were organised to support students with completion of coursework. PP students were prioritised for this intervention. Individual faculties offered support sessions for underachieving students, prioritising PPs.</p>	<p>The impact varied according to the student and her/his attendance at school and at the various interventions. Some PP students were shielding and others experienced multiple self-isolations; the interventions were less successful for these students. The NEA completion sessions were particularly effective as they took place during the school day and were staffed by the relevant teachers. This meant that the majority of targeted PP students completed all their coursework and were able to do so at the expected standards.</p>	<p>Faculty interventions to support the completion of NEAs will continue - and will continue to focus on PP students.</p> <p>Running NEA catch up sessions will go ahead this year, should they be required, particularly if we have high numbers of students who have had to self-isolate multiple times.</p>

<b>Once COVID restrictions are removed, DS are represented proportionally (or even over represented) in extra-curricular events</b>	COVID restrictions were not lifted until the summer holidays 2021 and therefore extra-curricular events were extremely limited.		We will continue with this strategy once restrictions are removed.
<b>DS are able to participate fully and ambitiously in practical subjects</b>	Students were provided with the materials they needed for their GCSE course. The ability to complete practical cooking was curtailed during the year as a result of COVID measures. However we continued to support any need for ingredients. We continued to support Music GCSE students by continuing to give financial support for private tuition and by loaning out electronic keyboards.	The impact was very positive for Music - with the PP student achieving a Grade 6. In Art, 4 of the 5 students achieved a Grade 6 or above. In Food there was less success as only 2 of students achieved a P2 or above. However this particular group of students were heavily impacted by poor attendance, including repeated self-isolations.	We will continue with this support during the 2021-2022 academic year.
<b>DS express a confident and ambitious attitude to their future studies, with HPA DS opting for Post 16 study with a view to attending university or gaining professional apprenticeships.</b>	The WP trips were limited to virtual experiences this year and recommenced towards the end of the summer term. Due to a reluctance to withdraw students from further lessons, given the isolation periods and lockdowns, we will begin the events in September 2021 at Loughborough University.	The impact of the work of our Careers Advisor was crucial this year. As well as attending our Wednesday sessions, HDY was assiduous in chasing the PP students and supporting their applications to Post 16 and other colleges. This support continued into the summer as students requested help changing their courses.  The end destinations of PP students were positive, with the vast majority earning places at college.	We will begin the WP events in September 2021 with a VIP Saturday event at Loughborough for Y11 HPA students and their families. There are also two guest speakers already invited for that term.

<b>DS will develop the resilience required to navigate through the coursework and exam seasons and receive all necessary support.</b>	Close liaison between PP teams and the Pastoral teams means that we were able to support students with their mental well-being. The governing body showed a particular interest in this work out of concern about the impact of COVID 19 on students' mental health.	RGD as worked with a large and growing number of Y11 students, predominantly female, who struggled with their wellbeing and response to the stress of Y11 and COVID. We were able to support them with expert workshops. A number of these students were PP. The NEA interventions alleviated some of the stress for those students who were anxious about gaps in their coursework.	We will continue to support students with their mental health and wellbeing. The Wednesday sessions will support this element of resilience, as well as revision skills and completion of NEAs.
<b>Higher outcomes for DS in the GCSE exams as a result of better literacy skills</b>	We have continued to teach vocabulary explicitly and to preteach key Tier 3 words that students need to excel in each discipline. We continue to use Accelerated Reader ( though use has been limited this year) and have invested in the MYON online library.	The impact of our literacy drive has been negatively impacted by the COVID lockdowns and by students' periods of self-isolation. The use of the library is now restricted to specific year groups on specific days and this restriction will be lifted once we dispense with year group bubbles.	In 2021-2022 we will continue our literacy drive, with the support of the PiXL Reading Hubs. Faculties will continue to work to support students' writing in their specific disciplines, and with a focus on PP students' progress.
<b>The attendance of DS matches that of the non DS, across all year groups but with a particular focus on Y11</b>	There was close liaison between the PP and Attendance and Pastoral teams to support the attendance of some key PP students. We worked with a number of families to try and improve attendance, including meetings on site.	One Y11 PP student shielded I from March 2020 until he officially left school; his Y9 brother returned for the new academic year in August 2021. Another Y11 student attended a return to school meeting attended by GGO, JJO, MTO, KLE. However the return to school plan was not a success. A Y11 student was educated at the HBEP. A number of Y11 students were had poor attendance as a result of multiple self-isolations. We were unable to make an impact on the attendance of these students.	We will continue to work closely with students at risk of poor attendance by identifying them early and putting support into place.
<b>DS families are confident about</b>	The majority of events that have taken place this year	A number of Y9 students and their families needed support during the options process, and we supported	We will continue to support the PP families to engage more with school. There will be follow up work with

<b>contacting school and regularly attend progress evenings and other events.</b>	<p>have been virtual, which has proved a barrier for a number of our PP families.</p> <p>However there have been occasions where we have been able to support students with taxis to and from events, particularly in the summer term.</p>	<p>the Y8s in making their decision about ADT options too. We were proactive in contacting parents through the google classrooms.</p> <p>PP families continued to attend events at a lower rate than non PP families.</p> <p>We have continued to offer tickets and taxis to PP students for the few extra curricular events which occurred this year.</p>	<p>families who are not able to attend progress evenings and we will again encourage PP families to attend evening school events with free tickets and transport.</p> <p>We will make sure that our most vulnerable students and families are given additional support throughout the year - particularly through the work of TMO as PP support for students and families.</p>
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<b>Interventions</b>	<b>Cost</b>
Contribution to salaries of teaching staff and of non teaching staff engaged with Pupil Premium students (including Assistant Headteacher leading on PP, Heads of Year, Attendance officer, PP administrative support)	<b>£139,000</b>
Academic and pastoral support for students, comprising	
<ul style="list-style-type: none"> <li>Revision guides and text books for students Y7-11</li> </ul>	<b>£3,800</b>
<ul style="list-style-type: none"> <li>Music tuition subsidies</li> </ul>	<b>£400</b>
<ul style="list-style-type: none"> <li>ADT Materials for students Y7-11; Scientific calculators for PP Maths students; printing and postage of lockdown materials</li> </ul>	<b>£2,800</b>
<ul style="list-style-type: none"> <li>Transport costs for PP students to attend revision sessions and exams</li> </ul>	<b>£550</b>
<ul style="list-style-type: none"> <li>Contingency spending: uniform, emergency travel, masks</li> </ul>	<b>£100</b>
<ul style="list-style-type: none"> <li>National Pupil Premium Conference</li> </ul>	<b>£350</b>
<b>Total</b>	<b>£147,000</b>
<b>Carry over to next year's budget</b>	<b>£7,700</b>