



Brookvale Groby Learning Campus - Pupil Premium Strategy

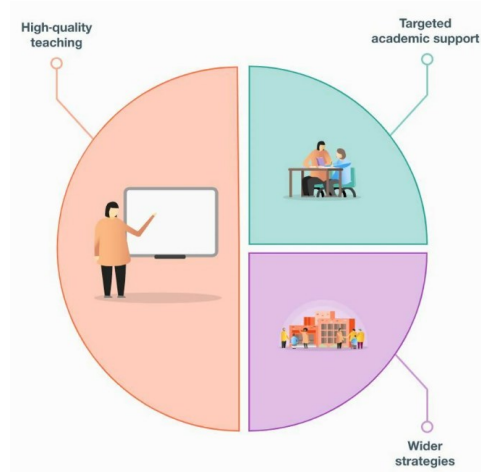
A one page overview of our tiered approach



Quality First Teaching

'Good teaching is the most important lever schools have to improve outcomes for disadvantaged students' EEF

- Ensuring all staff are adhering to the Model of Expert Teaching
- Delivering a curriculum that forms a clear and purposeful journey across all the key stages
- Using the Growth Management process to support teachers' professional learning
- Dropping in on lessons regularly to celebrate excellent teaching and offer constructive criticism and coaching opportunities
- Teaching literacy skills explicitly within each faculty
- Providing fast and frequent feedback
- Guaranteeing all students the right to learn in a disruption free lesson
- Rewarding students for showing CARE
- Awarding a student of the lesson each lesson
- Knowing students well and establishing positive relationships with all
- Signposting students to extra-curricular activities
- Meeting special educational needs
- Challenging all students to maximise their potential
- PP Champions in each faculty advocate for PP students (from 23-24)



Key interventions our staff use to support PP students

- Fast, frequent and specific feedback
- Clear guidance on learning and revision
- An everyday focus on literacy
- Preferential seating
- Positive contact home
- Close monitoring of progress

Targeted Support

EEF toolkit indicates that small group tuition can generate 4 months of additional progress.

- PP students prioritised for reading partner places
- Study Skills sessions after school
- PP students prioritised for School Led Tuition
- Academic progress monitored by FLs, SLT lead and link trustee
- PP students targeted as part of every QA
- SLT link and HoY monitor PP behaviour and pastoral issues
- SENDCo liaises with SLT PP link for students who are both PP and SEND
- FLs ensure PP students are prioritised for interventions

Wider Strategies

'The link between attendance and achievement for disadvantaged students is clearly established' DfE Research, 2016.

- Attendance and PP teams work to support PP students with low attendance
- PP students prioritised for Mindfulness and Meditation sessions
- Breakfast provided for vulnerable students
- Subsidies provided for trips, educational activities and music tuition
- Academic supplies provided for all; uniform costs supported for most vulnerable
- PP students prioritised for Careers interviews



BROOKVALE GROBY LEARNING CAMPUS

Pupil Premium: our challenges

Some students who are eligible for the Pupil Premium have low attendance and this has an impact on their exam results and their enjoyment of school. The government target for students is 95% attendance and at BGLC we aim for 97%. Missing lessons means that students fall behind in their learning, are unable to plug the gaps from 2020 and 2021, and complete coursework at a lower level than their peers who attend every day. At Easter 2023, our PP students had an average attendance of 88%. This is below the school's overall average and is the main challenge we are addressing.

Literacy levels for some PP students is below expected levels. Some PP students do not read for pleasure, rarely visit the school library and cannot maintain a reading age that matches their chronological age. Having a reading age below 15 means that students will struggle to read a GCSE exam paper - across all subjects, including Maths.

For some PP students, learning habits are not well embedded and this leads to a high number of behaviour points. PP students are over-represented in the C2 data, a C2 being the consequence where students are removed from the lesson to reflect on their behaviour, under the supervision of another teacher. Every C2 means part of a lesson missed. These missed lessons mean that PP students are not able to master new information and skills or fill in gaps that emerged during lockdown.

Some PP students have a range of adverse childhood experiences that affect their performance and attendance at school. These experiences can mean that students feel less connected to school, lack the resilience or social skills to manage challenging situations, and have fewer aspirations.

Not all PP students engage in the wide range of extra curricular events or additional support available at the campus. This means that students are missing out on opportunities to broaden their experiences and take a greater role in our school community.