



Pupil premium strategy statement – Brookvale Groby Learning Campus 2023-26

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1410
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Autumn 2023
Pupil premium lead	Taz Johal
Governor / Trustee lead	Karl Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,005
Recovery premium funding allocation this academic year	£41,952
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£189,957

Part A: Pupil premium strategy plan

Statement of intent

All students irrespective of their background are able to secure the highest possible outcomes, making excellent progress in their academic studies. We believe that all our students should acquire the skills, experiences and qualifications to progress successfully to the next phase of their education, employment or training - with personal hardship no barrier to success.

Character development of our students is equally important. Our school values are not just about academic excellence, but about personal development too and we aim for all our students to be well-rounded citizens, able and eager to take a positive and active role in our community. Part of our funding is targeted at ensuring that all our students are able to engage in all that the school offers.

We would like the levels of engagement to be high for all our students and their families. In addition we believe that we need to ensure that all our students have the aspiration and motivation to be fully invested in their education and that all students are ambitious to exceed expectations.

Our strategy focuses on the barriers that prevent some of our disadvantaged students from thriving on campus and outlines the interventions we can make to mitigate against these barriers. Our approach is tiered, in line with the Education Endowment Foundation recommendations, to include high quality teaching everyday, targeted academic support and wider strategies. 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. Knowledge of our students is vital and our Pastoral, Attendance, SEND and PP teams work closely together in order to provide a personalised approach to our vulnerable students.

The effects of COVID 19, including loss of learning, are still very much in evidence and will continue to support students in recovering knowledge, maintaining good mental health and resilience, and accessing the extra curricular experiences which are now resuming.

High-quality teaching and an excellent curriculum lie at the heart of our approach. The evidence is clear that these will have the greatest impact on our vulnerable students, raising their attainment and accelerating their progress. In line with Educational Endowment Foundation recommendations we also use the PP Fund to support targeted academic support, including School Led Tuition and the National Tutoring Programme. Our aim here is to acknowledge the greater loss of learning that disadvantaged students experienced during the disruption of COVID 19, which was particularly severe in Leicester City. A significant number of our disadvantaged students reside in the city. We recognise too, as evidenced by the NFER and EPI, that literacy skills have been adversely affected by the pandemic responses and we have put in place some wider strategies, as well as targeted support, to address this issue on campus.

Throughout the year we will continue to be responsive to the needs of our students and will review our interventions so that we continue to be evidence led in our decision making.

Challenges

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

Challenge number	Detail of challenge
1	Attendance continues to be a major barrier to learning for some of our disadvantaged students. Our data for last year shows that our disadvantaged students' attendance is below that of the cohort as a whole. As well as attendance to school, poor attendance at interventions is sometimes a barrier for students and a target area for the year ahead. Our experience on campus matches the national experience. We are aware too, as per the NFER's Caroline Sharp's address to the National Pupil Premium Conference in July 2022, that absence hits disadvantaged students harder than others.
2	Not all students' literacy skills are developed enough for them to excel at GCSE and few read regularly at home for pleasure. Research has indicated that this issue has been exacerbated by COVID 19. Internal data has confirmed lower reading ages than previously recorded on campus - and with higher numbers of students recording reading ages below chronological age. GL assessment data, from Autumn 2021 onwards, has been used alongside prior data to target students for additional support. The support comes from a range of interventions: the Reading Plus programme (new Autumn) which is implemented in English lessons for all KS3 students; Accelerated Reader, used for our weakest readers as an SEND intervention; and the Reading Partners intervention (students who have low comprehension levels.) Disadvantaged students are over-represented in KS3 data for students with low reading ages.
3	There continue to be additional gaps in students' learning as a result of COVID 19 partial school closures and absences. During lockdown, we offered our vulnerable students places at school, delivered the government-provided laptops to bridge the digital divide and prioritised key students. However our internal data showed that many disadvantaged students across all year groups were disengaged from their learning during this period. Disadvantaged students were overrepresented in the data for students who were not attending online lessons and not completing work. These gaps continue to be addressed in school.
4	Some disadvantaged 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. Sometimes family life can be particularly challenging with students coping with recent bereavement, eviction, poor parent mental health and domestic abuse.
5	Some disadvantaged students lack parental support for their learning and attendance at school. This is reflected in attendance, homework completion, detention data and in data around parental attendance at progress evenings.
6	Some disadvantaged students lack motivation and aspiration, Their goals are focused on achieving access to next steps rather than reaching their potential. This is often indicated in students' focus on core subjects rather than the full array of examination subjects, the risk of poor completion of non examined assessments and non-attendance at extended support or after-school sessions.
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 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. National data shows that students in receipt of FSM

are more likely to be permanently excluded and we are determined to avoid reflecting that at BGLC.

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
<p>Attendance data for disadvantaged students improves Baseline data: 28% Y11 PP students last year had attendance below 80% and 52% below 90%/. in 2022/23 was 88% and non PP was 93%. Year 8 PP students had the lowest attendance of 86%.</p>	<p>Attendance of disadvantaged students matches that of non disadvantaged students and is above the government and school target of 97%. Persistently absent students to improve their attendance and the number of PA students is reduced. Disadvantaged students attend targeted interventions and extra curricular events.</p>
<p>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. Baseline data: Current data (Sept 23) shows that KS3 students in receipt of FSM are more likely to have reading skills below national average, whereas the school's students as a whole score above national average. Currently our data shows that 31% of students in Ys 7,8 and 10 are reading below average, and 40% of students in Y9 are below average. PP students are overrepresented in this group.</p>	<p>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. Disadvantaged students are prioritised for literacy interventions. Reading test data shows an improvement in the reading ages of disadvantaged students.</p>
<p>Students are able to close the gaps in learning that resulted from disrupted learning in 2019, 2020 and 2021. Baseline data: Our overall Progress 8 figure for Y11 PP students in 2022-3 was -0.79 (Sisra data), a widening of our gap.</p>	<p>Disadvantaged students, across all year groups, are making appropriate progress and reaching appropriate outcomes. Y11 disadvantaged students are able to achieve their targets as a minimum at GCSE/BTEC and are able to begin their Post 16 training or education, or being employed.</p>
<p>Students who are experiencing difficult family circumstances understand the support available in school, avail themselves of this support, and are able to continue making progress in school. Baseline data: In 2022-23 the mental health support in school was used to support PP students across KS3 and 4.</p>	<p>QA activities show that disadvantaged students experiencing such circumstances are happy in school and able to make appropriate progress. Data from specific interventions, such as Mindfulness, is positive. Students' attendance, progress and outcomes are improving.</p>
<p>Disadvantaged students are behaving as well in school as their non-disadvantaged peers. Baseline data:</p>	<p>Disadvantaged students are not over-represented in behaviour data, in attendance at the ASC or reflection room.</p>

In 2022 -23, there were 24 students in the PP cohort whose behaviour was the major barrier to learning. 11 PP students from the cohort of 161 were suspended last year versus 26 students who were not PP.	Disadvantaged students are receiving the same level of achievement points as their peers, and with the same ratio of achievement to behaviour points.
The engagement of our disadvantaged families matches that of non disadvantaged families and support for learning increases.	Attendance of disadvantaged students matches that of non disadvantaged students. Attendance at extracurricular events, including progress evenings, is the same across all families, regardless of background.
Disadvantaged students have high aspirations and are ambitious to meet and exceed their potential in all aspects of the curriculum. Baseline data: 17% of the PP cohort were entered for the EBacc. 35% on non PP were entered.	Disadvantaged students exceed their targets and are able to attend their preferred first choice for Post 16 education and training. Disadvantaged students continue to be prioritised by our Careers Officer and supported through their choices for Post 16. Year 9 PP students are supported through their option choices by the PP team and are encouraged to enter the EBacc route where appropriate.
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. Baseline data: In 2022-23, all PP students completed coursework, supported by NEA sessions within the school day. Not all work was completed at target grade.	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.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £132,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching. Ensure staff have access to CPD which develops their pedagogy.	Feedback Using metacognition and self-regulation Effects of high quality PD on outcomes	
Regular staff CPD, including	Data reaching back to 2011 and the	2,3,6,7,8

<ul style="list-style-type: none"> ● Closing gaps and identifying misconceptions ● Literacy ● Growth Management and Coaching ● SEND training ● Pedagogical Content Reading <p>Target students: all years</p>	<p>Sutton Trust shows that excellent teaching impacts more on disadvantaged students than non disadvantaged students.</p> <p>We will continue our literacy CPD, following prior work completed on improving vocabulary and disciplinary literacy. This is both in response to the wealth of evidence supporting the idea that strong literacy skills support strong outcomes and also in anticipation of the literacy gap having widened post pandemic (NFER data, Education Policy Institute data).</p> <p>A focus on closing gaps and identifying and addressing misconceptions will support our aim of closing the outcomes gap.</p> <p>Our Growth Management programme ensures that staff are focusing on delivering the highest quality teaching every day.</p> <p>SEND students, especially those who also live in financial hardship, are supported through regular SEND training, focusing on differentiation and deployment of support staff.</p> <p>EEF (Teaching and Learning Toolkits)</p> <p>Faculty leaders allocate time throughout the year for staff to ensure that their PCK is up to date.</p> <p>EEF (PP Guide) EEF (Feedback) EEF (Literacy) John Hattie - Visible Learning Alex Quigley - Closing the Vocabulary Gap Kathrine Mortimore - Disciplinary literacy</p>	
<p>Faculty Interventions, targeting pupil premium students and other vulnerable groups.</p> <p>Target students: all years, but culminating in Y11</p>	<p>Extended support sessions run at key points during the year, especially in the run up to examinations. Small group tuition has been shown to improve students' performance by up to 4 months (EEF Teaching and Learning Toolkit). Disadvantaged</p>	<p>1,3,6,7,8</p>

	students who attend the sessions are able to improve their outcomes, as evidenced by our data from Summer 2023 data. Making progress regularly also improves attendance and aspiration as students are able to see a positive way forward through the stresses of Y11.	
NEA boosters Target students: Y11	School data prior to COVID 19 indicated that disadvantaged pupils are more likely to have incomplete NEA or NEA that are below target. All faculties with NEA include booster sessions to ensure that students' work is completed on time and to an appropriate grade.	3,4,5,6,7
A focus on literacy development and the Tutor Time Reading Programme Target students: all years for the Tutor Time Reading Programme All years for the disciplinary literacy approach	Across campus, faculties ensure that students have the literacy skills required to tackle the demands of the academic curriculum. Regular literacy CPD through morning briefings and after school sessions keeps staff aware of the latest research. Briefings have been based on the work of Alex Quigley, Kathrine Mortimore and presentations by ResearchEd. In September 2022 we began the Tutor Time Reading Programme, exposing students in Y7 to Y13 to a range of high-quality texts. The aim is to broaden students' cultural capital, as well as improve their reading skills. Research behind this is included in the EEF guide to Improving Literacy in Secondary Schools.	2,3,5,6,7

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress leaders to invite universities into school to support identified students with study skills. Focus on how to use revision guides which are provided for all KS4 subjects. KS3 peer mentoring with KS5 students.	EEF Toolkit shows positive gains from one to one tuition, collaborative learning and peer mentoring. All of these activities are able to happen in the study skills sessions.	4,5,6,7

Target students: all years		
Accelerated Reader - delivered to bottom set students through English lessons to students following the Flex pathway in Y10 and Y11, and to targeted students in KS3 Target students: all years	The programme is designed to improve students' reading comprehension skills and reading ages. EEF toolkits and PP guides support this intervention, as does the EEF guide to Improving Literacy in Secondary Schools. Data from the PP National Conference in July 22 also predicts large gaps in literacy skills as a result of the pandemic and so this intervention is vital for closing gaps.	2,7,8
Music Tuition is offered to students in KS3 and KS4, with a proviso that students in receipt of Music tuition also contributes to the choir, orchestra and shows produced during the year. Providing ingredients for students to take part in food practicals. Target students: KS3 and KS4 students studying musical instruments (including voice)	EEF data suggests that engagement in the Arts has a positive impact on students. By encouraging our disadvantaged students to further their musical skills we are also broadening their cultural capital and encouraging greater engagement in the school's cultural life.	1,3,6,7

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

Budgeted cost: £47,052

Activity	Evidence that supports this approach	Challenge number(s) 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. Target students: all years	Government data shows clearly the link between attendance at school and successful outcomes at GCSE. School data also shows a clear link between attendance and good outcomes.	1,5,6,7
Liaison between the HBEP team and PP team to monitor the progress of disadvantaged students educated at an alternative provision. Target students: students at AP providers	Unannounced visits will take place to ensure safeguarding and the school is alerted to absences each day. The monitoring is designed to ensure the best attendance at all providers. In addition, visitors will QA work completed by students at AP.	1
Behaviour interventions - led by the Pastoral team, but also delivered through faculty leaders, Head of Year and their teams, SEND and PP. Target students: all years	A range of staff provide additional support to ensure that students have excellent behaviour for learning. National data shows that disadvantaged students are over represented among students who are permanently excluded and	8,1,3,7

	early interventions can keep students in lessons and in full-time education.	
Mindfulness and Meditation sessions to support the mental health and well-being of students. Target students: all years Revision guides and school materials are provided to disadvantaged students for use in school, in study sessions and at home. Target students: all years	Our in school data shows that the sessions have been positively received by students.	1,5,7,8
Revision guides and school materials are provided to disadvantaged students for use in school, in study sessions and at home. Target students: all years	EEF Teaching and Learning Toolkit	1,8,4
Providing IT resources to support students when working away from the campus. Target students: all years	EEF Teaching and Learning Toolkit	1, 3, 4, 5
Transport to and from extra-curricular school events Target students: all years	Given that a significant proportion of our disadvantaged students live out of catchment, providing transport home from extra-curricular activities is crucial for ensuring that students engage with all that we have to offer.	1,4,5,7
University visits, as part of the Wider Participation programme Careers based visits Target students: Years 7-10		6
Duke of Edinburgh Scheme Target Students: Y9-10	EEF Teaching and Learning Toolkit	1, 3, 7
Providing students with breakfast.		1, 4, 7

Total budgeted cost: £189,957

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the summer 2023 results, the PP students achieved an average A8 of 32.3 and a P8 of -0.71. This was a lower average than the non PP students whose average A8 was 51.19 and whose P8 was +0.04. When analysis the outcomes of PP students with attendance of above 90%, their A8 increases to 47.17 and P8 to +0.22.

The picture for individual PP students is very varied and the data shows that the majority of our PP students achieved 8 GCSEs and many had a positive P8. Our internal document analysis explores this data in more detail.

Comparisons with previous years' data is not recommended for Summer 2023.

Review of last year's aims

Aim Outcome	
Disadvantaged students are behaving as well in school as their non-disadvantaged peers.	The majority of PP students received no behaviour points. However PP students are over represented in behaviour data, such as the reflection room.
Disadvantaged students' attendance is as good as that of non-disadvantaged peers and matches government definition good attendance	Attendance continues to be the major barrier for students; data shows this clearly. The PP students who attended school regularly were successful. However the PP students who did not attend regularly earned fewer GCSEs and at lower scores. This remains a key target area for the campus
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 has shown no difference between the engagement of PP students and non PP students. There is still some variation in the use of planners by PP students.
Students who are experiencing difficult family circumstances understand the support available in school, avail themselves of this support, and are able to continue making progress in school. The engagement of our PP families matches that of non disadvantaged families and support for learning increases.	We have used a mindfulness and mediation coach with some of our most vulnerable students this year.
Disadvantaged students have high aspirations and are ambitious to meet and exceed their potential in all aspects of the curriculum.	All Y9 PP students had their options checked to ensure the options were appropriately challenging

<p>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.</p>	<p>Specific sessions were organised to ensure that all students met their NEA deadlines. All PP students complete their work.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider