

Pupil premium strategy statement – Brookvale Groby Learning Campus 2025-2028

This statement details our school’s use of pupil 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	1225
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2028
Statement authorised by	Will Teece, Principal
Pupil premium lead	Taz Johal, Assistant Principal
Governor / Trustee lead	Karl Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,899
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£216,899

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing/mental health In recent years there has been a notable rise in students exhibiting emotion-based school avoidance. This trend underscores an urgent need to provide enhanced support for students facing challenges related to anxiety, stress and low mood. Addressing these issues is crucial to fostering a supportive

	educational environment for all students. We have also experienced a rise in families seeking financial assistance due to the rising cost of living.
2	<p>Attendance</p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. For 2024/25 it was 86.3% compared to 93.4%. Unauthorised absence of disadvantaged students was 6.6% compared to 1.3% of their peers.</p>
3	<p>Literacy</p> <p>Our Reading Plus data shows that in Sept 2024 63% of KS3 students were reading below their chronological reading age with 30% of these 4-5+ years below. Disadvantaged students are not making as much progress as students not known to be disadvantaged.</p>
4	<p>Outcomes</p> <p>The outcomes achieved by disadvantaged students is less than those achieved by students not known to be disadvantaged. In recent years data shows they do not make expected progress from KS2 to KS4 and since covid 19 the gap has been widening.</p>
5	<p>Behaviour for Learning</p> <p>Disadvantaged students receive on average per student more negative behaviour points and less achievement points than students not known to be disadvantaged. They are also overly represented in the C2 removal room.</p>
6	<p>Character Development</p> <p>Some of our students do not participate in enrichment events, lack aspiration, resilience and are reluctant to openly show their achievements. Building the cultural capital of our students and developing them as a person is important alongside developing them academically.</p>
7	<p>Parental Engagement</p> <p>Our progress evening data indicates that parental engagement is lower with our disadvantaged students' families. Our observations also suggest that school events such as open evenings, options evenings, school surveys have less engagement from disadvantaged students' families.</p>
8	<p>Other Factors</p> <p>Students are treated as individuals, and this means that each student may have challenges unique to them. For example, struggles due to the cost of living, lack of education in health and fitness, English as an additional language.</p>

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>1. Wellbeing/mental health To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations. · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>2. Attendance To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils reducing from 2.3%% in 2024/25 and disadvantaged students not being overly represented, as in 2024/25 disadvantaged students had unauthorised absences of 6.6% compared to 1.3% for students not known to be disadvantaged. • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from 7.1% in 2024/25 and all students achieving our campus target of 97% attendance.
<p>3. Literacy Improved reading comprehension among disadvantaged students across KS3 and KS4 students able to access exam content.</p>	<p>Reading plus data showing students are reading to at least their chronological age and there being no disparity between the scores of disadvantaged students and those not known to be advantaged. Teachers should also recognise this through engagement in lessons, assessment data and book scrutiny.</p>
<p>4. Outcomes Improved outcomes among disadvantaged students across the curriculum at the end of KS4.</p>	<p>KS4 performance measures in 2026/27 demonstrate that disadvantaged students achieve an Attainment 8 score of at least 50 and that there is no gap between their outcomes and that of students not known to be disadvantaged. For 2024/25 advantaged students A8 was 36.14 and the gap 15.53.</p>

<p>5. Behaviour for Learning All students to be equipped with strategies to regulate and manage their own behaviour so students make progress in every lesson.</p>	<p>Disadvantaged students gain as many achievement points as students not known to be disadvantaged, in 2024/25 it was 435.3 v 454 per student. Disadvantaged students not over represented in our C2 remove/remain data. Staff should also recognise all students are adhering to our campus Code of Conduct.</p>
<p>6. Character Development Supporting and developing our CARE values (Community, Aspiration, Resilience, Excellence) with students so they are well rounded members of our campus and community.</p>	<p>The same proportion of disadvantaged students participating in enrichment and extra-curricular opportunities. All students gaining accreditation in PiXL Edge. CARE values embedded in all students.</p>
<p>7. Parental Engagement Engagement from parents/carers, including from those who are disadvantaged</p>	<p>Increased parental engagement at campus events, including Progress Evenings, by all our parents/carers.</p>
<p>8. Other Factors Supporting our students with challenges that that may be facing.</p>	<p>All students able to access the curriculum, live a healthy life and feel as though they belong to our school.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 115,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching - all students taught by subject specialists.</p>	<p>Sutton Trust shows that excellent teaching impacts more on disadvantaged students not known to be disadvantaged. Feedback Using metacognition and self-regulation</p>	<p>All</p>

Quality first teaching. Ensure staff have access to CPD which develops their pedagogy.	Effects of high quality PD on outcomes	All
Regular staff CPD, including: <ul style="list-style-type: none"> • Closing gaps and identifying misconceptions • Literacy • Growth Management and Coaching • SEND training • Pedagogical Content Reading 	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	3,4,5,6,7
A focus on literacy development through Reading Plus at KS3, the Tutor Time Reading Programme and PiXL literacy resources (Unlock, Disciplinary literacy)	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	3,4,5
Software to support diagnostic assessment for all students. Subscriptions for Tassomai and Sparx for a range of subjects including Maths, Science, English and History.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	3,4,5,6,7

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

Budgeted cost: £ 46,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Faculty Interventions, targeting pupil premium students and other vulnerable groups. These will also run outside of school hours and in holidays/on weekends.		2,3,4,7
NEA Boosters	All students to complete NEA so successful in Summer outcomes.	2,3,4,7
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.	6
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.	EEF Arts Participation	2,4
BGLC Big Revise - all Year 11 students to attend this after school revision event.	EEF Small Group Tuition, Belonging book by Owen Eastwood	4,6

Targeted subjects based on reports three times a year.		
Targeted online tutoring for identified students.	EEF Small Group Tuition	2,3,4

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

Budgeted cost: £ 55,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Close monitoring and early intervention when PP pupils' attendance falls below 95%. This work is led by the Attendance Champion. Target students: all years Rewards for attendance competitions. PP prom passport and Year 11 attendance competition led by RSL and Progress Leaders.	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.	All
PiXL subscription - continue membership. Numerous strategies used by RSL and Principal to raise aspirations, KS3/4 character development programme based on PiXL's LORIC, all KS3/4 aim for PiXL Edge accreditation.	EEF indicates that explicit teaching of SEL skills like self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making can be effective.	All
Whole year group and targeted events to develop the character of our students and addressing issues that	EEF: behaviour interventions,	4,5,6,

are a concern in our context. These include Humanutopia and progressive masculinity.		
Extra-curricular activities, including sport, outdoor activities, arts and culture and school trips	EEF: Physical Activity	5,6
Having in post Progress leaders in each key stage that organise activities such as mentoring, aspiration events, contact with parents	EEF Mentoring, parental engagement	1,3,4,5,6,7
Revision guides and school materials are provided to disadvantaged students for use in school, in study sessions and at home.	EEF Teaching and Learning Toolkit	3,4
Providing IT resources to support students when working away from the campus.		4
Transport to and from extra-curricular school events	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.	6,7
Activities run by progress Leaders to develop our CARE values with students: University visits as part of the Wider Participation programme, Martial Arts, BEBRAS	EEF: Physical Activity, Aspirations	1,2,4,6,7

computer competition, careers based visits		
Duke of Edinburgh Scheme	EEF Teaching and Learning Toolkit	6
Providing students with breakfast.		1,2,4
Supporting families facing financial hardship so students can attend school, e.g. with uniform.	EEF School uniform	1

Total budgeted cost: £ 219,632

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our school's PP strategy was effective in supporting our students with the common challenges faced by our disadvantaged students but also our targeted approach in addressing individual needs of each student. The whole school focus on high quality teaching and learning contributed massively to our gap between disadvantaged and non disadvantaged students total attainment 8 narrowing slightly from the previous year.

In summary for disadvantaged students:

- Average total A8 increased to 35.02 from 33.40 the previous year. This figure increases to 37.05 not including the two students that were enrolled through fair access. This further increases to 40.74 not including the students that were attending alternative provision full time.
- When attendance was above 95%, Average total A8 increased to 49.96
- The percentage of students achieving 5 standard passes including English and Maths increased to 41.2% from 38.1% the previous year
- The percentage of students achieving 5 strong passes including English and Maths increased to 20.6% from 14.3% the previous year
- The picture for individual disadvantaged students is very varied and the data shows that the majority of our PP students achieved 8 or more GCSEs. Our internal document analysis explores this data in more detail.

Disadvantaged students in Year 11 had the highest attendance from all KS3 and KS4 year groups and their attendance was higher than students not known to be disadvantaged in the same year group. These students were involved in whole year group attendance competitions and also the PP Prom passport

Review of last year's aims

Aim Outcome	
Wellbeing Students who are experiencing difficult family circumstances understand the support available in school, avail	We have used a mindfulness and mediation coach with some of our most vulnerable students this year.

<p>themselves of this support, and are able to continue making progress in school.</p>	
<p>Attendance</p> <p>Disadvantaged students' attendance is as good as that of non-disadvantaged peers and matches government definition good attendance</p>	<p>Attendance continues to be the major barrier for students; data shows this clearly.</p> <p>Disadvantaged students that attended school regularly were successful in their KS4 outcomes. However, disadvantaged students who did not attend regularly earned fewer GCSEs and at lower total Attainment 8 scores.</p> <p>Year 11 disadvantaged students had the highest attendance out of all the year groups showing the impact of the Prom Passport and Y11 attendance competition.</p> <p>Disadvantaged students' negative behaviour points for late is 61.4% compared to 27.9% for their peers.</p> <p>The impact of our Attendance Champion is showing a positive impact across the school, including disadvantaged students.</p> <p>This remains a key target area for the campus.</p>
<p>Literacy</p> <p>Reading and literacy levels of disadvantaged students improving in line with non-disadvantaged students.</p>	<p>Reading Plus data shows the reading age of students in KS3 improving. Y7 and 9 show a small gap between the improvements made between disadvantaged students and students not known to be disadvantaged. However, there is a larger gap in Y8 (current Y9).</p>
<p>Outcomes</p> <p>Disadvantaged students show an increased engagement in their lessons.</p> <p>Disadvantaged students complete their homework as regularly as non</p>	<p>See above for KS4 outcomes.</p> <p>QA has shown no difference between the engagement of PP students and non PP students.</p>

<p>disadvantaged students and to the same standard.</p> <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>There is still some variation in the use of planners by PP students.</p> <p>pecific sessions were organised to ensure that all students met their NEA deadlines.</p> <p>All PP students complete their work.</p>
<p>Behaviour for Learning</p> <p>Disadvantaged students are behaving as well in school as their non-disadvantaged peers.</p>	<p>Many of our disadvantaged students received no behaviour points. However, they are over represented in behaviour data, such as the reflection room.</p> <p>All of our disadvantaged students gained achievement points. 29% received above 500 points compared to 27% of the total students.</p> <p>Many of our disadvantaged students received no behaviour points. However disadvantaged students are over represented in behaviour data, such as the reflection room as they receive more C2s per student.</p> <p>Disadvantaged students receive more negative behaviour points and less achievement points than students not known to be disadvantaged on average.</p>
<p>Character Development</p> <p>Enrichment opportunities available for PP students and finances not to be a barrier.</p>	<p>DofE is fully funded for those completing this. Contributions to residential/trips means that disadvantaged students can be involved in these opportunities.</p> <p>All trips as part of the curriculum are funded to not disadvantage students further.</p> <p>Martial arts sessions to develop student's resilience.</p> <p>Post 16 mentoring sessions.</p>

Parental Engagement	All parents/carers of disadvantaged students are contacted prior to Progress Evenings and to increase participation for The BGLC Big Revise. This is still a target area to increase parental engagement.
Other Factors	Uniform contributions on an as needs basis.