

Conyers Pupil premium strategy statement (2023 24)

School overview

Metric	Data
School name	Conyers School
Pupils in school	1379*
Proportion of disadvantaged pupils	18%*
Pupil premium allocation this academic year	£254,840
Academic year or years covered by statement	2023– 2024
Publish date	October 2022
Review date	October 2023
Statement authorised by	Louise Spellman
Pupil premium lead	Angela O'Boyle
Governor lead	Curriculum and Standards Committee

*Numbers on roll 27.10.23

Disadvantaged pupil performance overview for last academic year (22-23)

Progress 8	* 223 students (Y11) 49% 21/ 43 pp students gained a positive P8 (compared to 148 (67%) of the main cohort)
Ebacc entry	52% - 223 students (y11) 44%- 19 /43 disadvantaged students y11
Attainment 8	53.47- 221 students (y11) 44.31- disadvantaged students y11
% Grade 5+ in English and maths	60%-- 223 students (y11) 45%- 19/43 disadvantaged students y11

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Disadvantaged students perform at least in line with 'national other'.	August 2024
Attainment 8		August 2024
Percentage of Grade 5+ in English and maths	50% of disadvantaged students achieve at least a grade 5 in both EM	August 2024
Other	<ul style="list-style-type: none"> % disadvantaged students with good attendance in line with national other 	Sept 2024

	<ul style="list-style-type: none"> • All disadvantaged students offered a trip or visit All disadvantaged students engaged in extracurricular activities • All disadvantaged students in y11 have secure appropriate and aspirational destination plans - 0 NEET 	
Ebacc entry	Not a school target due to open options and early entry RE in year 10.	

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Students experience high quality first teaching so that the attainment gap is narrowed and all students have positive progress.</p> <p>Teachers are aware of the disadvantage students may face and adapt teaching methods to improve rates of progress</p>
Priority 2	<p>Teaching strategies to focus on the development of effective communication such as ‘answer like a..’ across the curriculum. The development of effective questioning strategies to improve outcome for all as engagement improves. Also the embedding and roll out of the ‘we are readers’ scheme to promote reading and improve literacy skills, across year 7 and 8.</p>
Barriers to learning these priorities address	<p>Adaptive teaching to scaffold and support student progress.</p> <p><i>(The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support) Janneke van de Pol^{1,2} • Monique Volman¹ • Frans Oort¹ • Jos Beishuizen³ Published online: 5 June 2015</i></p> <p>Improve communication skills and the development of literacy to reduce the ‘Matthew effect’. Increasing the breadth of reading will also improve student’s cultural capital and possibly encourage the development of lifelong reading habits. Good reading habits have been linked to improved mental health and reducing screen time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>A programme of staff CPD that has a focus on reading across the curriculum.</p>
Projected spending	staffing costing £200,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Tilt KS4 interventions towards disadvantaged students to support student progress.
Priority 2	Tilt KS3 interventions towards disadvantaged students to support student progress.
Barriers to learning these priorities address	<p>To close learning gaps perhaps caused by previous school absence. Small group or one to one interventions provide safe spaces for students to freely ask questions.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813</p>

	<p>Pre-teaching can boost some students' confidence and reduce disruption in the classroom or just increase the participation from the student in the lesson. https://www.youtube.com/watch?v=9I2wMle5zP8</p> <p>ARROW and other literacy interventions increase the access students have to the rest of the curriculum. <i>ARROW stands for Aural- Read- Respond- Oral- Write. It is a programme developed by Colin Lane (2008). It works on the principle that hearing one's own voice is a psychological key to much language comprehension. Conyers school data indicates levels of impact.</i></p> <p>Revisiting a topic or revision lessons can help support the development of independent learning strategies as well as aiding retrieval techniques https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction</p>
Projected spending	£ 8,550

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve rates of good or outstanding attendance and support those with poor attendance to improve their attendance record
Priority 2	Monitor the uptake and encourage disadvantaged students to participate in extracurricular activities, trips and visits.
Priority 3	Provide support and intervention where necessary to ensure all students have a clear and appropriate post 16 destination.
Barriers to learning these priorities address	<p>Reduced learning gaps will result from improved attendance records and this will support improved rates of student progress https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</p> <p>Student engagement in extracurricular activities, trips and visits, increases their engagement with school and provides opportunities to broaden their experiences, enriching their cultural capital.</p> <p>To increase student awareness of the full range of post 16 destination opportunities and enable them to take actions to pursue chosen career paths, through advice, guidance and support</p>
Projected spending	£46,290

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough curriculum development time and priority is given to support disadvantaged students so that the specific barriers these students face in accessing quality first teaching are identified and the impact of these barriers on progress are reduced.	Use of department action plan, use of PA reviews and curriculum training to make the progress of disadvantaged students a priority for all teachers
Targeted support	Ensuring interventions are effective. The challenge of ensuring the intervention programme is coordinated so that it targets according to need and is reactive enough to be timely.	Clear communication from department leads, class teachers and the intervention team to support student progress. Encourage subject leads to review the effectiveness of interventions
Wider strategies	Engaging the families facing most challenges Coordination of the vast range of extra curricular activities, trips and visits and monitor the uptake from disadvantaged students	Working closely with the LA to support review meetings to assess the data for disadvantaged students and implement bespoke actions to remove barriers and provide support.

Review: last year's aims and outcomes

Aim	Outcome
Disadvantaged students perform at least inline with national other.	<p>Conyers overall P8 score of +0.37 and A8 5.35 (43 y11 students) PP students P8 -0.17 A8 4.43 compared to national P8 (awaiting national data release)</p> <p>5 or more 9-5 at GCSE including English and maths: national disadvantaged (awaiting national data release) %, Conyers disadvantaged 45% (Conyers whole cohort 56%)</p> <p>5 or more 9-4 at GCSE including English and maths: national disadvantaged (awaiting national data release) %, Conyers disadvantaged 70% (Conyers whole cohort 79%)</p>
50% of disadvantaged students achieve at least a grade 5 in both EM	45% (19 of the 43) pp students achieving 9-5 63% of pp students in English with a strong pass and 49% in Maths

Aim	Outcome
Disadvantaged students' attendance to be in line with national other.	Conyers whole school - (1184) 91.28% v national 89.4% Conyers disadvantaged (243) 88.35%
All disadvantaged students offered a trip or visit	achieved
All disadvantaged students offered extracurricular activities	achieved
All disadvantaged students in y11 have secure appropriate and aspirational destination plans - 0 NEET	1 NEET in the whole cohort.