

Pupil premium strategy statement – Conyers School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the academic year 2025-6.

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	1111
Proportion (%) of pupil premium eligible pupils	22.3% (248 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 [within the context of the 2024-7 plan]
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Christopher Coleman
Pupil premium lead	Jade Hawthorne
Governor / Trustee lead	Nick Wills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 266,600
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 64,796
Total budget for this academic year	£ 331, 396

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for our disadvantaged students

- 1. Disadvantaged students achieve in line with non-disadvantaged students, nationally*
- 2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital*
- 3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education, training, or employment*

Our pupil premium strategy plan works towards achieving our objectives in the following ways:

- 1. Quality First Teaching for all students*
- 2. Strategies employed to close vocabulary and numeracy gaps allowing students to develop as effective readers and mathematicians, in turn enabling them to access a rich and deep curriculum*
- 3. Use of 'gap analysis' and timely intervention so that students know more and remember more*
- 4. Provide support to improve attendance so that all disadvantaged students can access a full curricular and extracurricular offer*
- 5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning*
- 6. Provide a programme of CEIAG provision and enrichment opportunities to support the development of cultural capital and character education and reduce the risk of disadvantaged students becoming NEET*

Key principles of our strategy plan:

- 1. Narrowing the gap between disadvantaged and non-disadvantaged students is the responsibility of all staff*
- 2. All of our schools share an ethos of inclusivity*
- 3. Strategies employed are evidence based*
- 4. Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance; attendance figures for our disadvantaged students last year were below both the national and whole school averages.¹</p> <ul style="list-style-type: none"> National (2024-5): 91.4% (state funded secondaries)² National (2024-5) FSM: 89.4% (compared to 94.6 for non-FSM) <p>Challenge: for any student to have gaps in attendance means they have gaps in knowledge and skills. The correlation between low attendance % and lower outcomes/progress is well evidenced and supported by research.³</p>
2	<p>Attainment: both the A8 score and P8 score for our disadvantaged students were below peers in 2024; our aim for disadvantaged students is that they achieve in line with their peers.</p> <p>Challenge: disadvantaged students attain less and progress less than their respective peers at the end of KS4. This is a significant national challenge and a core educational priority.</p>
3	<p>Access: some of our disadvantaged students have gaps in their vocabulary and less developed reading skills. Language gaps become attainment gaps; addressing these gaps will give our disadvantaged students the key to unlock their potential.</p> <p>Challenge: gaps in literacy that are apparent at the end of KS2 pose significant challenges to students accessing their KS3/4 curriculum fully if not addressed.</p>
4	<p>Attitude to learning: the behaviour of the vast majority of our disadvantaged students is exemplary; however some of our disadvantaged students struggle to manage their behaviour consistently.</p> <p>Challenge: if students do not have a positive attitude to learning then this can impede on attainment and engagement in lessons. Last year our disadvantaged students were over represented in suspension figures and negative behaviour points accumulation.</p>
5	<p>Appropriate and meaningful post-16 destinations: we have a comprehensive programme of support for careers however some of our disadvantaged students require additional targeted support to engage with opportunities post-16 that are both aspirational and appropriate for each individual.</p>

¹ **Conyers school attendance data 2024-5:** 92.6% full cohort, 87.1% for disadvantaged students.

² This release covers the full 2024/25 academic year, up to 18 July 2025: DFE 2025 -

<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2025-week-29>

³ [Why is school attendance so important and what are the risks of missing a day? – The Education Hub](#) (Gov.UK)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan [current plan 2024-2027]**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1.) Attendance: to improve the attendance rates of disadvantaged students across all year groups.	<p><i>Year 1: we aimed for our disadvantaged students to have attendance $\geq 90\%$ last year.</i></p> <p>Year 2: this year we aim for our disadvantaged students to have an attendance figure of $\geq 90\%$ (higher than the national disadvantaged figure for 2024-5)⁴; we aim to successfully reduce the gap between disadvantaged students and non-disadvantaged students from 2024-5 figure.⁵</p> <p>Year 3: our ultimate aim is that there is no overall 'attendance gap' between disadvantaged students and their peers.</p>
2.) Attainment: to improve the quality of teaching, learning and assessment to ensure that disadvantaged students achieve in line with expected progress.	<p><i>Year 1: last year we aimed to reduce the gap between KS4 A8 outcomes for disadvantaged students vs their FFT targets. There were no national P8 measures to use in 2024-5.</i></p> <p>Year 2: this year we aim to reduce the gap between KS4 A8 outcomes for disadvantaged students vs their FFT targets.⁶ Specifically, we are aiming for the summer 2026 outcomes for our disadvantaged students to be:</p> <ul style="list-style-type: none"> • Basics EM4+ $\geq 78\%$ • Basics EM5+ $\geq 58.5\%$ • Basics EM7+ $\geq 7.3\%$ <p>Year 3: disadvantaged students attain (and progress) in line with national non-disadvantaged peers.</p>
3.) Access: to improve and extend literacy and reading interventions for disadvantaged students in order to support curriculum accessibility.	<p><i>Year 1: last year we aimed to use reading interventions to reduce the gap between the reading and chronological ages of disadvantaged students at Conyers.</i></p> <p>Year 2: this year we are aiming to see a significant reduction in the gap between the reading ages vs the chronological ages of disadvantaged students as a result of successful reading interventions.</p> <p>Year 3: timely and effective interventions mean that there is no gap between the reading ages and chronological ages of disadvantaged students.</p>
4.) Attitude to learning: to increase the recognition, celebration and reward the success of any/all disadvantaged students who meet the high standards of	<p><i>Year 1: last year we aimed to use enhanced pastoral care (and The Ignite Center facility) to improve engagement, attitudes and behaviour thereby reducing suspensions for disadvantaged students.</i></p>

⁴ This release covers the full 2024/25 academic year, up to 18 July 2025: DFE 2025 - <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2025-week-29>

⁵ Figures accurate as of May '25 (beginning of Y11 exam season) show a 5.5% gap average [2024-5]

⁶ SISRA target [Oct '25] A8 measure for the current Y11 cohort at Conyers to be 4.7 (average). There is no P8 measure this year [2025-6], this is Year 2/2 of no National P8 measures following COVID alternations in the system at KS2.

<p><i>engagement, attitude and conduct expected.</i></p> <p><i>To improve the engagement, attitudes and behaviours of a small group of disadvantaged students who struggle to manage their behaviour consistently.</i></p>	<p>Year 2: this year we are aiming to use enhanced pastoral care and our new Key Stage Progress Leaders to celebrate and reward engagement, positive attitudes and great behaviour at Conyers.</p> <p>Where required we will use pastoral care and interventions systems to support disadvantaged students who are struggling to manage their behaviour consistently. As a result we expect to see a reduction in suspensions for disadvantaged students so that the rate is broadly similar to their non-disadvantaged students.</p> <p>Year 3: proportionally the percent of disadvantaged students exhibiting low level disruption is in line with non-PP students. Our ultimate aim is for there to be no over representation of disadvantaged students in suspensions figures and behaviour incidents.</p>
<p>5.) Aspirational and appropriate post-16 destinations: to ensure that all disadvantaged students go on to secure aspiration and appropriate next steps destinations following high quality CIAG.</p> <p><i>To ensure that any disadvantaged student requiring additional targeted support to engage with opportunities post-16 are offered supported 1-1 by our in-house Careers Lead.</i></p>	<p>[all years] we aim to ensure that all disadvantaged students are fully involved in CEIAG events (across all Year groups)</p> <p>Success is measured by the continuation of zero NEET students from a disadvantaged background post-16.</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: **£165,698**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the whole school T&L focus. <i>Engagement and Oracy [2025-6]; tackling desktop truancy and passivity in the classroom. This follows on from 2024-5 'Communication and Oracy' focus</i> which built on the foundations of the 'Answer like a...' strategy (SDP 2021-4)	The development of communication (reading, comprehension and oracy) are a core EEF suggested strategy for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). ⁷	2, 3
Work with the trust-wide SparkEd programme specifically on 'Oracy' development.	Our specific whole school priorities for this academic year: 1) tackling desktop truancy and passivity 2.) developing oracy and communication in the classroom (<i>learning through talk</i>) 3) developing strategies to support reading accessibility.	
Embed, refine and tweak the 'We Are Readers' programme; WAR now spans the entirety of KS3; reviewing texts, increasing celebration, keeping the programme engaging.	Research from the National Literacy Trust found that '34.6% of young people, aged between eight and eighteen, said they enjoy reading in their free time. This is a sharp decline from 43.4% just last year and the lowest level on record since the charity started the survey in 2005'. ⁸ WAR is our flagship reading programme designed, timetabled and specifically tailored to develop students' reading skills, reading enjoyment and reading exposure; our aim at Conyers to <i>develop a 'primary reading culture'</i> in a secondary setting. WAR has dedicated curriculum time for every KS3 class. Evidence from an ever widening range of research, including the DFE, NLT, EEF and many more suggests that there is a strong and positive relationship between reading frequency, reading enjoyment and attainment. ⁹ <i>'We can't allow reading for pleasure to just ebb away. It's imperative that this practice is encouraged and prioritised amongst children and educators have a huge part to play in this.'</i> [NLT via EEF 'Nov 24]	
Regular Quality Assurance of Quality First Teaching for disadvantaged students	Routine quality assurance through lesson visits, work scrutiny, data monitoring meetings (all key stages) and learning conversations ensures that the delivery of QFT to disadvantaged students is a focus. QA informs subsequent staff development and CPD focus areas linked to ensuring disadvantaged students receive high quality teaching of the broad and balanced curriculum at Conyers.	2

⁷ [EEF -Improving Literacy in Secondary Schools Guidance Paper](#) original research from: Ricketts, J., Sperring, R. and Nation, K. (2014). Educational attainment in poor comprehenders. *Frontiers in Psychology*, 5. p. 445. DOI: 10.3389/fpsyg.2014.00445

⁸ [New research from the National Literacy Trust \(NLT\) highlights the declining number of young people reading for pleasure.](#) [November 2024]

⁹ (Clark 2011; Clark and Douglas 2011) referenced from - [Department for Education UK.Gov - Reading for Pleasure Report](#)

Regular and effective feedback via structured teacher, self and peer assessment – adaptive teaching (<i>inc. check ins, questioning, scaffolding, annotated seating plans</i>)	<p>The development of effective feedback is an EEF suggested strategy for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6).¹⁰</p> <p>New [Sept. 2025] temporary TLR KS3 Strategic School Lead for Engagement position has been filled by a highly successful team leader/teacher who will implement strategies to improve QfT and engagement in classrooms. This post will look at strategies to support disengaged learners and will have a specific lens on disadvantaged student engagement in learning.</p>	2, 3
Specific target setting and review in all curriculum areas for underachieving disadvantaged students as part of ClassContext.	<p>Specific and personalised target setting on ClassContext sheets support disadvantaged students in closing any gaps in their learning. Executive and Team Leader analysis (post-monitoring data input) will identify any disadvantaged students gaps.</p> <p>Team Leaders conduct '<i>Challenge conversations</i>' which take place after every Y11 data input putting a focus on individual performance of disadvantaged students in the cohort.</p> <p>The new BOOST after school sessions are designed to provide additional 'boosts' to academic progress ahead of examinations. Free transport will be provided to all of these session to remove any potential barriers for disadvantaged students.</p>	2, 3
T&L CPD: Identification of gaps in learning and development of adaptive teaching strategies to address misconceptions and gaps.	<p>Adaptive teaching strategies are developed via staff training (T&L CPD - inc T&L Conference Nov '25] and used extensively to scaffold and support student progress where gaps are identified for learners from a disadvantaged background.</p> <p>The effectiveness of adaptive teaching strategies to support independent work and attainment are well documented in educational research.¹¹ Recent research (using the EEF5aDay toolkit) has developed an 'Understanding Adaptive Teaching' resource for schools/staff to support training and CPD in this area.¹²</p>	2, 3
<p>The extensive T&L CPD programme aims to develop best practice in teaching, learning, assessment and personal development.</p> <p>At Conyers we use our flagship T&L '<i>Training Rooms</i>' (inc. Science Lab) and microcourse CPD carousels to enhance the existing strong provision for T&L development and training undertaken throughout the year.</p>	<p>The Sutton Trust report identifies that the effects of high-quality teaching (vs poor teaching) are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p> <p>In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning (vs just under half a year's extra progress for most students).¹³</p> <p>Appropriate and timely CPD for all staff will raise awareness of multiple and complex barriers faced by students from a disadvantaged background and will ensure that effective teaching strategies are shared and subsequently used in lessons.</p>	2, 3

¹⁰ [EEF - Teacher Feedback to Improve Pupil Outcomes - Research/Guidance Report](#) further corroborating research: Newman, M et al (2021, in press), *A Systematic Review of Feedback Approaches in the Classroom*, EEF; Wisniewski B, Zierer K, Hattie J (2020). *The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research*. *Frontiers in Psychology*; EEF Teaching and Learning Toolkit.

¹¹ *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

¹² [Understanding Adaptive Teaching \[Education South West\] - Resource](#)

¹³ <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf> (Page 2)

<p>Mixed ability teaching at KS3 (for the majority of the curriculum offer)</p>	<p>Using <i>Pupil Premium: Guidance for School Leaders (March 2025)</i> where possible, we use mixed-ability grouping as part of a strategy to support disadvantaged pupils who may (as research suggests) be disproportionately placed in lower sets and potentially disadvantaged by them.¹⁴ Wherever applicable we use more mixed-ability teaching groups so we can help reduce the structural disadvantage as outlined by educational research.</p> <p>Research from the Sutton Trust clearly outlines the effectiveness of this strategy and specifically outlines the positive impact that mixed ability teaching groups can have on students from low income households.</p> <p>Some of the review findings also go further to suggest that the overall impact on learners is negative when considering academic setting (i.e. over time their performance deteriorates – an effect size of -.06). Mixed ability teaching therefore supports less able students and can reduce behaviour issues (Sutton Trust).¹⁵</p> <p>The ‘Setting and Streaming’ research from the EEF supports this conclusion, outlining that if a school is using mixed-ability there is a solid research basis for doing so — especially from an equity and disadvantage perspective. This EEF research also notes that there is a greater risk of misallocation in setting for disadvantaged students and subsequent negative outcomes and opportunity impacts accompany this.¹⁶</p> <p>Research by UCL, Institute of Education (IOE) and others suggests that lower-attaining pupils may be disadvantaged by setting.¹⁷</p> <p>The study ‘The Student Grouping Study’ (2019-2025) at UCL is explicitly investigating the impact of mixed-attainment grouping vs setting for Year 7–8 mathematics.¹⁸ While its findings are forthcoming (report expected 2026) it signals that mixed attainment is a serious research question.</p>	<p>2, 4</p>
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Targeted academic support

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

Budgeted cost: **£82,849**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The establishment of the KS5 ‘Academic Support Assistant’ (ASA’s) programme to support disadvantaged students 1-1 in Maths and English lessons across the KS4.</p>	<p>As per EEF research findings, peer tutoring, on average, has a positive impact on both tutors and tutees. Research further shows that impact is similar (+5 months) for both literacy and mathematics interventions and ASA’s are deployed according to gap analysis ‘area of need’ post monitoring input.¹⁹</p> <p>We are intending to recruit, train and deploy between 7-10 ASA’s in the academic year 2025-6.</p>	<p>1, 2, 3, 4</p>

¹⁴ [Using Pupil Premium - DfE March 2025](#)

¹⁵ https://f.hubspotusercontent30.net/hubfs/5191137/attachments/1/toolkit-summary-final-r-2-.pdf#_blank (Page 9)

¹⁶ [EEF Setting and Streaming Research Outcomes](#)

¹⁷ [UCL Setting Schools - "teaching in 'ability' sets despite evidence this may cause harm"](#)

¹⁸ [UCL \(via EEF/IOE\) Student Grouping Research](#)

¹⁹ [EEF Education Evidence Report - Peer Tutoring](#) (see specifics under ‘Closing the Disadvantage Gap’)

<p>The Brilliant Club. Scholars Programme [2025-6]</p>	<p>We have used PPG funding this year to purchase 14 places on the Spring cohort of 'The Scholars Programme' [2026]. This programme is explicitly designed for students from less advantaged backgrounds (e.g., non-selective state schools, low-income areas, first-generation to HE) and requires a minimum of 70% cohort selection to be in receipt of the PPG.</p> <p>Independent evaluations (via UCAS) show that participants in the Scholars Programme are significantly more likely to apply to, receive offers from, and progress to <i>competitive universities</i> compared with matched peers. For example: around 44 % vs 28 % for non-participants.²⁰</p> <p>Data from the Higher Education Access Tracker (HEAT) has shown that the Scholars Programme also has a positive impact on GCSE attainment. Students who did the Scholars Programme in Year 8, 9 or 10 were more likely to achieve a 9-5 in Maths and English than students who scored similarly at Key Stage 2 within their schools.²¹</p>	
<p>Targeted use of <i>Lexonic Leap</i> in small group phonics/decoding interventions.</p> <p>Specialist Primary Teacher to lead the new 'Elevate' reading intervention programme.</p>	<p><i>Lexonik Leap</i> is a targeted literacy intervention designed for learners who struggle with reading due to gaps in foundational phonics and decoding skills. The EEF Toolkit notes that targeted, intensive phonics interventions for pupils who need additional support (delivered in small groups or 1:1) are an effective way to support students. Extensive evidence compiled by the EEF shows that there is an average of +5 months for students participating.²²</p> <p>EEF research shows that phonics interventions have particularly strong benefits for lower-attaining pupils and those with weak decoding skills; they are therefore especially impactful for disadvantaged pupils who often enter with weaker literacy foundations.²³</p> <p>This year, Conyers' aim will be to run <i>Lexonik Leap</i> with fidelity and assess its impact on some of our most vulnerable learners. We have 56 students identified, or this number 46.6% are from a disadvantaged background and in receipt of the PPG.</p>	<p>2, 3</p>
<p>Use enhanced pastoral support to deliver small group/1-1 interventions including 'Zones of Regulation' and Thrive®.</p>	<p>Research is clear about the positive impact of tailored / small group support and suggests that it should be considered as part of a school's pupil premium strategy when effectively targeted at pupils from disadvantaged backgrounds.²⁴</p> <p>In line with suggested research conclusions from the EEF, we use a range of pastoral / behaviour specific interventions (Zones, Thrive ©) to support progress for many disadvantaged pupils. Research suggests that this strategy has a moderate impact for low cost (impact +4 - interventions for secondary age pupils tend to be more effective according to latest research, +5 months).²⁵</p> <p>Sessions are designed to deliver a range of social and emotional learning interventions which seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions,</p>	<p>1, 2, 3, 4, 5</p>

²⁰ [ONS - equality-of-opportunity/effective-practice/the-brilliant-club-the-scholars-programme/](https://ons.gov.uk/equality-of-opportunity/effective-practice/the-brilliant-club-the-scholars-programme/)

²¹ [The Brilliant Club - see link for stats used.](#)

²² [EEF Phonics - Research and outcomes?](#)

²³ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics/>

²⁴ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

²⁵ [EEF Educational Evidence - Behaviour Interventions](#)

	rather than focusing directly on the academic or cognitive elements of learning. ²⁶	
Use of specialist Academic Mentor to deliver intervention programmes for targeted students across KS4; small group tuition and gap specific intervention support progress for disadvantaged students in Maths and English.	<p>EEF research suggests that tuition can significantly accelerate progress of disadvantaged students (high impact for moderate cost, impact +5).²⁷</p> <p>As supported by research, as part of the 1-1 work that our academic mentor delivers with disadvantaged students, reading comprehension is prioritised; all tuition (both E&M) is explicitly linked to current lesson content and fully follows curriculum plans set by the subject team leaders.²⁸</p> <p>In conjunction with curriculum specialists, our academic mentor designs short (30-45 mins), regular sessions over a set period of time (reviewed each half term and gap data led). EEF research suggests adopting this model appears to result in optimum impact when considering 1-1 interventions. One to one tuition from our in-house academic mentor enables our disadvantaged learners to make effective progress by providing intensive, targeted academic support (including 'pre-teaching' strategies for English Shakespeare units) to those disadvantaged students identified as having low prior attainment or at risk of falling behind.</p>	1, 2, 3, 4
Enhanced accountability for disadvantaged students' progress for HoTs / class teachers	<p>TLs are responsible for robust SoLs in their curriculum areas and ensuring that these support students in knowing more and remembering more. They are best placed to interpret data for their subject to identify trends, gaps in learning, etc that are used to identify and track the progress of disadvantaged students.</p> <p>All teachers use an e-Teaching ClassContext sheet to track progress of any student who might need further support and there is a specific section to monitor the progress and attainment of disadvantaged students.</p>	2, 3, 4
Further development of homework and revision support using our highly embedded school iPad's for Learning programme.	<p>Homework is one of the strategies identified by the EEF as having a considerable impact on improving progress (high impact for very low cost, Impact +5).²⁹</p> <p>Further EEF studies (<i>under the 'Behind the Averages' section</i>) show that involving digital technology in homework typically has greater impact (+6 months) in regards to homework provision for disadvantaged students.</p> <p>Subsequently, the Pupil Premium Grant is used to fund a range of homework specific software platforms including <i>Pinpoint</i>, <i>Seneca</i>, <i>Languagenut</i> etc.</p>	2, 3

²⁶ As per suggested best practice here from the EEF - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> - See specifics on Social and Emotional Learning Interventions for secondary schools

²⁷ [EEF Research Report - 1-1 Tutoring in Schools](#)

²⁸ [EEF - Reading Comprehension Strategies \(T&L Toolkit\)](#)

²⁹ [Education Evidence Report - EEF - T&L Homework](#) - under the '*Behind the Averages*' section re. '*Closing the Disadvantage Gap*'

Wider strategies

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

Budgeted cost: **£82,849**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CEIAG prioritised for disadvantaged students	<p>As we know from the research, for many disadvantaged young people, a significant barrier to their desired career is having access to information about what a particular path involves and the best subjects to study in order to access it. Those from low income/disadvantaged backgrounds are also less likely to know about the range of career choices on offer in the first place.³⁰ Effective career support helps narrow this gap.</p> <p>A recent report from the Careers & Enterprise Company / Behavioural Insights Team reviewed 46 papers and four regional case-studies focused on socio-economically disadvantaged young people. The key findings were that young people eligible for free school meals are about twice as likely to be NEET aged 18-24.</p> <p>Our specialist (Level 6) full-time in house careers adviser works on an individual basis with every Y11 disadvantaged student to provide bespoke 1-1 support on securing strong destinations post-16.</p> <p>In addition to this, all disadvantaged students in Y11 undertake a 1-1 careers meeting with a member of the Executive Team and they all have a 1-1 <i>Mock Interview</i> with a 'real' employer as part of their Discovery Afternoon experience (HT2 - Nov '25).</p> <p>All disadvantaged students in Y11 access a careers fairs and take part in careers related events throughout the academic year: explicit links to possible careers are also discussed within curriculum lessons where applicable.</p>	5
Pastoral Mentoring	<p>Pastoral mentoring interventions have been shown to be beneficial for pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Research shows that regular pastoral mentoring conversations can support progress and encourage the development of successful learning habits. (EEF: low impact for moderate cost, based on moderate evidence: Impact +2).³¹</p>	1, 2, 4, 5
Improve access and engagement of disadvantaged students with the extracurricular offer.	<p>New research from the EPI (2024) shows that vulnerable students are less likely to attend both sports clubs, and clubs for hobbies, arts and music, when compared to their peers.³² The study goes on to show how participation in extra-curricular activities is clearly associated with a wide range of positive outcomes when young people are in their early twenties.</p> <p>Disadvantaged students at Conyers are targeted to participate in a wide range of opportunities including student leadership, sport and academic challenge, often at a subsidised rate.</p>	2, 4

³⁰ [Sutton Trust Report on Careers in Education - 'Paving the Way' \(2022\)](#) (p20)

³¹ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring> (specifically under the 'Closing the Disadvantage Gap' section)

³² [EPI Research Report 2024 - Access to extra-curricular provision and the association with outcomes](https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final-1.pdf) (see the full report here - <https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final-1.pdf>)

<p>Bespoke provision for disadvantaged students with specific attendance (+ behaviour, progress or social and emotional wellbeing) barriers/needs.</p> <p>Reviewed at Exec level fortnightly in C&V monitoring meetings.</p>	<p>Prioritising attendance strategies in order to support outcomes and wellbeing for all students, including disadvantaged students, is outlined as best practice by the DfE as part of their findings and research published in the recent 'Working Together to Improve Attendance' paper (2024).³³</p> <p>New lead on 'Vulnerable Learners' (SEF) to take on the position of working as SPoC for a small cohort of students who are displaying the most challenging behaviour. This role works bespoke with 4-5 students who are at risk of being permanently excluded. Disadvantaged students are significantly overrepresented in the cohort who work 1-1 with SEF.</p> <p>Our dedicated team of full-time, non-teaching, pastoral support staff work closely in partnership with families, conduct home visits and work in partnership with the Executive Team and LA, Attendance Support Team to ensure that attendance is closely monitored, data analysed and strategies to support are put in place where necessary.</p>	<p>1, 2, 4, 5</p>
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Total budgeted cost: £ 331,396

³³ [DFE.GOV.UK - Working Together to Support School Attendance \(Aug 2024\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/95444/Working-Together-to-Support-School-Arrival-2024.pdf)

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

Below is an outline of the performance of our disadvantaged pupils for last academic year (2024-5). Included in the assessment evidence is last year's attainment measures, comparisons with local and national averages and comparisons with 'non-disadvantaged' peers. In addition to the data from external assessments there is also an outline of PP attendance figures for last academic year, alongside behaviour data relating to average +points and average -points and suspensions.

Headline attainment and outcomes figures (see review of Intended Outcome 2 below):

	Attainment 8	Basic 4+ (EM)	Basic 5+ (EM)	Basic 7+ (EM)
Whole cohort	4.97	73.9%	54%	12.6%
PP cohort	3.79	59.1%	25%	4.5%
Difference	-1.18	-14.9% ↓	-29% ↑	-8.1 ↓
Difference (last year)	-1.10	- 23% ↓	-19% ↑	- 9% ↓

Overview - Conyers School for attendance and behaviour:

Behaviour (2024/25)

Attendance (Terms 1-5 2024/25)

	Overall		Year 7		Year 8		Year 9		Year 10		Year 11		National	
	Att	PA	Att	PA	Att	PA	Att	PA	Att	PA	Att	PA	Att	PA
All	91.2	23.6	93.9	17.2	93.0	24.5	91.55	22.7	92.0	23.0	89.6	31.0	91.4	25.9
Boys	92.6	20.7	92.8	19.6	93.9	21.8	91.9	19.3	92.7	20.5	91.6	22.0	92.0	23.8
Girls	91.4	26.7	95.0	14.9	91.8	27.9	91.3	25.8	91.1	25.9	87.7	39.3	90.8	26.4
SEND	87.1	37.6	89.8	24.0	89.4	41.8	83.2	45.8	87.2	36.7	85.7	40.0	83.5	42.9
PP (FSM)	86.4	43.1	90.0	28.8	86.2	46.4	85.4	48.1	84.5	48.9	84.2	48.8	85.3	41.9

	PEX (No)			Suspensions 1+			Suspensions 2+			Suspensions 10+			Total suspensions		
	All	SEND	PP	All	SEND	PP	All	SEND	PP	All	SEND	PP	All	SEND	PP
7	1	0	0	17	8	11	9	7	6	2	2	1	72	49	42
8	2	0	2	23	8	13	11	5	9	3	1	3	115	40	90
9	0	0	0	20	8	10	8	4	6	3	2	2	90	41	61
10	1	0	1	18	4	8	4	2	4	2	1	2	62	24	50
11	2	0	1	24	7	9	15	4	8	1	1	1	82	34	42
Total	6	0	4	102	35	51	47	22	33	11	7	9	421	188	285

North East Attendance: 91.4% **North East PA:** 25.9%

Stockton Attendance: 90.5% **Stockton PA:** 27.8%

See below for an overview of our strategy aims last year (as outlined in the Intended Outcomes section of the PP strategy plan 2024-2025) and judgments on how successful the intended outcomes of the plan were. The current three year plan began in September 2024 and will run until August 2027. The impact report below evaluates the impact made against the five intended outcomes from Year 1 of 3.

Intended outcome 1: Attendance - we intended to improve the attendance rates of disadvantaged students across all year groups.

- **Outcome: not met**
- In 2023-4 the average % attendance for disadvantaged students was 87%. In 2024-5 this was 86.4%. The whole school attendance in 2024-5 was 91%, and was also 91% in 2023-4. This data shows that attendance rates remained relatively constant (within 0.5%) for disadvantaged students at Conyers. As yet, there have been no gains made with improving the attendance data across any of the year groups. Despite this, considering local context, our Y7 PP attendance figures were almost 'in line' with the Stockton wide attendance figure for 'all' students in the authority. Nationally, attendance concerns persist and have not returned to pre-pandemic levels. The updated DFE national attendance figures for 2023-4 were 89% for disadvantaged pupils (FSM).³⁴

Intended outcome 2: Attainment - we intended to improve the quality of teaching, learning and assessment to ensure that disadvantaged students achieve in line with expected progress.

- **Outcome: partially achieved.**
- Attainment on average for disadvantaged students in Y11 [Aug 2025] was 3.79. We were aiming for there to be a reduction in the gap between KS4 A8 outcomes for disadvantaged students vs their FFT20 targets (which was 3.8 for 2024-5). Specifically, we were aiming for the summer outcomes for disadvantaged students to be in line with their FFT20 target of:
 - Basics EM4+ ≥ 52% - actual: 59.1% (over 7% higher than target and 9% higher than actual from last year)
 - Basics EM5+ ≥ 34% - actual: 25%
 - Basics EM7+ ≥ 9% - actual: 4.5%

Analysis shows that the Average Point Score (APS) for disadvantaged students was: English **4.1** (target 3.9), Maths **3.9** (target 3.7), Science **3.5** (target 3.6).

Notable achievements in specific areas included:

- A whopping 18.2% of students from a disadvantaged background achieved a Grade 7 or above in English at GCSE - almost doubling the 9% FFT20 target!
- 52.3% of our disadvantaged students were aspirationally targeted (FFT20) to achieve a grade 4+ in Maths; in the summer exams 63.6% of disadvantaged students achieved a Grade 4 in Maths at Conyers (+10.3% on target at the 4+ benchmark in Maths.)
- Our average entries per student index for disadvantaged students in 2024-5 was 8.1 - disadvantaged students at Conyers continue to have access to a broad and balanced curriculum offer.

Curriculum specific AFI's next year [2025-6] include: Maths 9-7 grades, target this year was 11.4% but only 9.1% achieved this. Science outcomes for disadvantaged students show a significant difference between target and actual. Of the 42 disadvantaged students completing the Combined Science course 60% were targeted to achieve a standard pass (4+), where only 35% did; 36% of disadvantaged students were targeted to achieve a strong pass (5+) whereas only 26% did.

Intended outcome 3: Access - some of our disadvantaged students have less developed reading skills and gaps in their vocabulary knowledge; we intend to develop reading access for disadvantaged students.

³⁴ <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england/2023-24>

- **Outcome: ongoing**

- This year we developed a new mechanism (via Arbor) to increase awareness and clarity for classroom teachers about the difference between reading age and biological age. Staff received bespoke CPD on this via the SLT lead for Literacy. Reading age data for all disadvantaged students is now easily accessed via Arbor meaning that our teachers are able to adapt lessons/learning and address any reading accessibility barriers more effectively in their lessons.
- A highly successful pilot 'reading enrichment programme' was delivered by KS5 reading ambassadors this year. This programme began in Jan '25 following rigorous training for the 6x KS5 students. The reading ambassadors were paired with their Y7 reading buddies, of which 17% of the cohort selected were from a disadvantaged background, and worked 1-1 on developing skills and accessibility with reading.
- Following maternity leave, our in-house specialist KS2 Phonics teacher and Reading intervention lead will take the strategic lead on our new reading/accessibility intervention program: *Elevate*. *Elevate* is designed to support students who are not secondary ready. Students from a disadvantaged background are disproportionately represented among peers within this group and will access *Elevate* during 2025-6.

Specific AFI's for next year [2025-6]: Building on the work from this year we are using a phonics programme, Lexonic Leap' to support the development of early reading skills particularly for children from disadvantaged backgrounds. This year we have identified the cohort via the assessment matrix (56 students in 2025-6) on Lexonic Leap and over 46% of the cohort selected are from disadvantaged backgrounds. For those 26 students from a disadvantaged background, Lexonic Leap will provide an intensive phonics interventions programme that resolves phonics gaps for these disadvantaged learners who find literacy particularly challenging. The aim of Lexonic Leap is to rapidly progress reading, spelling and oracy for students with research from the National Literacy Trust identifying significant gains in decoding skills specifically via the use of Lexonic Leap.

We are intending to undertake parts 2 and 3 of this strategy during the academic year 2025-6, part 1 took place in HT6 of 2024-5

- 1.) Identify the pupils (inc. disadvantaged pupils) have significant literacy/decoding gaps (**done - 46.5% of cohort are PP students**)
- 2.) Implement the intervention programme with fidelity (small groups, trained staff, frequent sessions planned - staff training completed HT6)
- 3.) Monitor progress (e.g. via improved reading ages, improved decoding skills, improved spelling) and compare outcomes for disadvantaged vs non-disadvantaged pupils throughout.

Intended outcome 4: Attitude to learning - we intend to improve the behaviour of any disadvantaged students who struggle to manage their behaviour consistently.

- **Outcome: not achieved, yet. On going.**

- This year we successfully appointed two new Key Stage Progress Leaders who will take the lead on strategic support / interventions for students who are struggling to manage their behaviour. The Key Stage Leaders work alongside the non-teaching pastoral managers and will work closely with disadvantaged students who are repeatedly over-represented in figures for challenging behaviour.
- Additionally, in order to help diagnose and address the barriers to learning for our disadvantaged students we used some of the PPG to pay for 40 of our Year 8 and 9 students to take the Pupil Attitudes (to) Self & School test (GL Assessments). This test was taken in Half Term 5 [May 2025], following the advice of the assessment providers. Over 80% of students assessed were from disadvantaged backgrounds. The PASS test aims to:
 - Establish our students' perceptions of their school and learning experience at Conyers;
 - Help teaching staff, support staff and senior leaders to challenge our own assumptions about our school and our students;
 - Inform our T&L strategies and intervention programmes; helping us to understand and address challenging behaviour at Conyers;
 - Help us address attendance issues (through the identification of underlying factors) as well as identify those most at risk of becoming alienated from school;
 - Help us support the identification of emotionally vulnerable young people and those with possible mental health issues, to ensure those most at risk

do not slip through the net at Conyers.

- The PASS test report revealed many significant areas for attention and the KS Progress Leaders will take the strategic lead on implementing actions using this data and report as a springboard for targeted work with individuals. The executive link for behaviour oversees the actions here and we are planning to start using this data to inform actions from HT1 of 2025. See below for a snapshot of the report findings.

Year and gender percentiles									
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Year 8 Boys	19.9	32.1	33.7	7.9	21.8	33.7	31.6	26.0	18.2
Year 8 Girls	6.7	5.3	5.4	4.0	21.8	33.7	8.2	4.3	2.6
Year 9 Boys	38.7	18.9	33.6	18.2	79.5	83.3	32.3	40.0	17.3
Year 9 Girls	6.3	14.0	8.1	4.6	15.9	17.8	8.1	4.9	2.1

- The data table below shows an in depth look at both positive and negative behaviour profiles of students at Conyers, with the four columns on the right providing comparative analysis for students from a disadvantaged background with their peers.
 - Note:** the data below is to half term 5 of 2024-5 when Y11 left for exams. The overall suspension data (see table on Page 1) shows that by the end of the year there had in fact been **421** external suspensions, with 285 of these being from disadvantaged students (68%). Clearly there is a significant over representation here in the suspension rates for disadvantaged students last year: 20.4% of students last year were from disadvantaged backgrounds.
- All data sets show a consistent overrepresentation of students from a disadvantaged background in suspension figures. Closer analysis of this data shows that a few individual students distorted the figures in some areas; in some areas significant proportions of the suspension figures are from one/two students.
- Notably, last year there was a much wider gap between the average positive points awarded to disadvantaged students in Year 7 and 8 (the current year 8 and 9 students '25-6) compared to the gaps in Year 9, 10 and 11. Looking closely at demographics, the % of students from disadvantaged backgrounds in each year group (7-11) last year were 29%, 25%, 23%, 19%, 20%.
- Students from disadvantaged backgrounds were awarded over twice the amount of negative points compared to their peers in Year 7 and as we go up the year groups (from 7-8-9-10-11) there is a downward trend in the gap. Relative to their non-disadvantaged peers therefore the number of negatives awarded decreased last year as we up the year groups, with KS3 (esp. Y7 and Y9) being an area of particular concern.

ACADEMIC YEAR 2024-25													Pupil Premium (Eligible)			
Year	PAN	NoR (exc EMS)	No. of EMS	Total NoR	FSM	Ever6 FSM	PP	Service Child	% Attainment	Average +ive Points	Average -ive Points	Total Suspensions	% Attendance	Average +ive Points	Average -ive Points	Total Suspensions
7	224	218	3	221	59	59	64	2	93.7%	527	-12	68	89.5%	497	-26	58
8	224	217	1	218	49	50	55	4	92.6%	574	-28	82	87.6%	495	-43	57
9	224	219	2	221	46	46	52	5	91.6%	335	-22	79	86.7%	313	-37	51
10	224	214	0	214	37	38	41	3	92.5%	221	-14	41	87.9%	215	-21	30
11	224	218	4	222	40	41	46	3	89.9%	113	-15	76	84.0%	108	-21	42
Total/Average	1120	1086	10	1096	231	234	258	17	92.6%	354	-18	346	87.1%	325	-30	238
Up to HT5																

- To support positive engagement with learning and school we continue to use the PPG to support individual disadvantaged students in three main ways. Our core aim here is to widen participation in trips, music and DoE. As a school we firmly believe in the positive impact of these extra curricular activities for our young people and we use the PPG to remove financial barriers for disadvantaged students wishing to take part in these enriching experiences. Specifically we fund music lessons through Spark Music, we subsidise a wide range of residential trips (both domestic and international), we fully fund the DoE fees for all disadvantaged students taking part and we also fund/subsidise a range of additional curriculum experiences (inc. theater / gallery visits etc). This is not an exhaustive list however we do feel strongly about the importance of supporting the passions and skills of all our disadvantaged students in their extra-curricular pursuits. Building and sustaining exposure to extra curricular activities helps us to develop and extend the cultural capital of our disadvantaged students.

Intended outcome 5: Aspirational and appropriate post-16 destinations - some of our disadvantaged students require additional targeted support to engage with opportunities post-16.

- Outcome: achieved.**
- Destinations remain exceptionally strong at Conyers school. In September 2025 only two students (/218) were recorded as NEET, one who had a delayed apprenticeship.
- We continue to provide bespoke CIAG in house for all our disadvantaged students via our Level 6 trained Careers Lead. All disadvantaged students have a 1-1 careers meeting with our SLT (Exec) and Y11 'Focus Days' are tailored around careers and destinations guidance, with a range of specific activities including careers fairs and 1-1 mock interviews by employers for every single student.

- We feel very pleased that 9 (19.5% of the total) disadvantaged students stayed with us into 6th Form, and were equally happy that the remaining cohort of disadvantaged students went on to secure a range of meaningful next steps.

Destination		Percentage of students	
Post 16-Education	Total	218	97%
	Progressed to own school sixth form (if relevant)	82 (9 PP, 7 SEN)	37%
Apprenticeship		<u>2</u>	<u>1%</u>
Other		136 (College inc 1 Scholarship to MFC)	61%

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
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

There were 17 students in receipt of the service funding last year (2, 4, 5, 3, 3 from Year 7-11 respectively)

Those in receipt of the service PP funding receive the same support as the PP cohort more widely.

The impact of that spending on service pupil premium eligible pupils

The nature and scope of the support provided across all year groups for Service Pupil Premium children means that measurements against academic achievement cannot be meaningfully quantified. The principal guiding purposes of the service pupil premium are to 1.) enable us as a school to offer pastoral support to eligible pupils during any challenging times, 2.) help mitigate the negative impact on service children of family mobility or parental deployment and 3.) help improve the academic progress of eligible pupils if we as a school deems this to be a priority for those individuals.