

**PP Impact Report term 2**

**Report produced by A. O'Boyle Director of Standards and Progress (May 2023)**

**School population**

Year	PAN	Number of pupils on roll (exc EMS)	Enhanced mainstream (EMS)**	Total number on roll	CIOC	FSM 7-13	FSM 6	Service Children	SEN K	EHCP (exc EMS)	EAL	PP Eligible	CIN	Young Carer
<u>7</u>	<u>224</u>	<u>223</u>	<u>1</u>	<u>224</u>	<u>1</u>	<u>43</u>	<u>45</u>	<u>4</u>	<u>25</u>	<u>5</u>	<u>27</u>	<u>50</u>	<u>6</u>	<u>4</u>
<u>8</u>	<u>224</u>	<u>224</u>	<u>0</u>	<u>224</u>	<u>1</u>	<u>39</u>	<u>40</u>	<u>5</u>	<u>37</u>	<u>0</u>	<u>28</u>	<u>44</u>	<u>6</u>	<u>6</u>
<u>9</u>	<u>224</u>	<u>223</u>	<u>4</u>	<u>227</u>	<u>4</u>	<u>40</u>	<u>41</u>	<u>3</u>	<u>26</u>	<u>6</u>	<u>22</u>	<u>45</u>	<u>8</u>	<u>2</u>
<u>10*</u>	<u>240</u>	<u>237</u>	<u>3</u>	<u>240</u>	<u>2</u>	<u>50</u>	<u>51</u>	<u>3</u>	<u>37</u>	<u>5</u>	<u>22</u>	<u>54</u>	<u>7</u>	<u>7</u>
<u>11</u>	<u>224</u>	<u>223</u>	<u>1</u>	<u>224</u>	<u>0</u>	<u>41</u>	<u>42</u>	<u>3</u>	<u>29</u>	<u>0</u>	<u>34</u>	<u>45</u>	<u>4</u>	<u>10</u>
<b>Total</b>	<b>1136</b>	<b>1130</b>	<b>9</b>	<b>1142</b>	<b>8</b>	<b>213</b>	<b>219</b>	<b>18</b>	<b>154</b>	<b>16</b>	<b>131</b>	<b>238</b>	<b>31</b>	<b>29</b>
<u>12</u>	<b>246</b>	<u>128</u>	<u>0</u>	<u>132</u>	<u>0</u>	<u>17</u>	<u>19</u>	<u>2</u>	<u>8</u>	<u>0</u>	<u>19</u>	<u>0</u>	<u>1</u>	<u>2</u>
<u>13</u>		<u>127</u>	<u>0</u>	<u>128</u>	<u>0</u>	<u>13</u>	<u>17</u>	<u>1</u>	<u>9</u>	<u>0</u>	<u>25</u>	<u>0</u>	<u>1</u>	<u>2</u>
<b>Total</b>	<b>1382</b>	<b>1385</b>	<b>9</b>	<b>1402</b>	<b>8</b>	<b>243</b>	<b>255</b>	<b>21</b>	<b>171</b>	<b>16</b>	<b>175</b>	<b>238</b>	<b>33</b>	<b>33</b>
* PAN of 240 agreed by governors for September 2019 only														
** EMS is for a total of 10 pupils														

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### Teaching priorities for current academic year

Measure	Activity	Impact
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>	<p>Curriculum deep dive in subjects show that teachers are adapting the teaching to reduce the barriers that disadvantaged students face through planning and adaptation in the classroom. This is evidenced in class context sheets and where interventions beyond the classroom are available, provision is tilted to support the engagement of disadvantaged students wherever possible in both formal learning and broader extra curricular opportunities.</p> <p>The focus on 'answer like a ...' supports the closing of literacy gaps, promoting academic writing and confident, articulate students There has been significant CPD to launch and roll this initiative out across the school</p>
Priority 2	<p>Teaching strategies to focus on the development of effective communication such as 'answer like a..' across the curriculum. Also the launch of the 'we are readers' scheme to promote reading and improve literacy skills, initially in year 7 and then to roll-out over the next three years.</p>	<p>Year 7 uptake of reading has drastically increased since the introduction of the 'We Are Readers' scheme in September There has been significant CPD to launch and roll this initiative out across the school</p> <p>All students have an iPad, either through bringing their own, various payment plans or a loan system. Support for WiFi has been provided as needed so that no student is at a digital disadvantage. iPads help to close gaps that disadvantaged students have as all have access to the resources from lessons, and various platforms that support learning e.g. Languagenuts to increase engagement for MFL. Languagenut platform offers activities in 3 languages from KS3 throughout KS5. PP students can access all activities including homeworks are differentiated.. PP students can practise all 4 skills (speaking/listening/reading/writing). The platform is easy to navigate and student friendly. Throughout the year we used weekly league tables to encourage independent learning. The competition element between students has encouraged PP to take part either from home or at school. PP students have been able to access native speakers' recordings when doing listening tasks, something that many may not have experienced. The impact has been evident especially in the Y10 German class where we have seen an increase of PP accessing/completing their homework on time. Languagenut was accessed by Ukrainian refugee students to help develop their English skills.</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<sup>1,2</sup> • Monique Volman<sup>1</sup> • Frans Oort<sup>1</sup> • Jos Beishuizen<sup>3</sup> 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>All students have an iPad, either through bringing their own, various payment plans or a loan system. Support for WiFi has been provided as needed so that no student is at a digital disadvantage. iPads help to close gaps that disadvantaged students have as all have access to the resources from lessons, and various platforms that support learning e.g. Languagenuts to increase engagement for MFL. Languagenut platform offers activities in 3 languages from KS3 throughout KS5. PP students can access all activities including homeworks are differentiated.. PP students can practise all 4 skills (speaking/listening/reading/writing). The platform is easy to navigate and student friendly. Throughout the year we used weekly league tables to encourage independent learning. The competition element between students has encouraged PP to take part either from home or at school. PP students have been able to access native speakers' recordings when doing listening tasks, something that many may not have experienced. The impact has been evident especially in the Y10 German class where we have seen an increase of PP accessing/completing their homework on time. Languagenut was accessed by Ukrainian refugee students to help develop their English skills.</p> <p>Showbie is a system allowing students to have more personalised resources / support in a discrete manner. It also enables feedback to be given more easily and in different forms to suit the student e.g. voicenote etc.</p> <p>Seneca provides all KS4 students with access to a wealth of resources.</p> <p>18 art packs were provided for students on FSM and all FSM students have been provided with a scientific calculator.</p>

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	A programme of staff CPD that has a focus on reading across the curriculum.	
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### Targeted academic support for current academic year

Measure	Activity	Impact																				
Priority 1	Tilt KS4 interventions towards disadvantaged students to support student progress.	<p>In year 11 there are 43 disadvantaged students, consisting of 20% of the year group.</p> <p>TP3 data for year 11 indicates:</p> <table border="1" data-bbox="1254 566 2022 885"> <thead> <tr> <th>TP 3 data</th> <th>Y11 pp</th> <th>Whole y11 cohort</th> </tr> </thead> <tbody> <tr> <td>Basic 9-4EM</td> <td>60.5%</td> <td>78.6%</td> </tr> <tr> <td>Basic 9-5 EM</td> <td>41.9%</td> <td>61.4%</td> </tr> <tr> <td>5 Standard passes including EM</td> <td>58.1%</td> <td>77.7%</td> </tr> <tr> <td>5 Strong passes including EM</td> <td>34.9%</td> <td>59.5%</td> </tr> </tbody> </table>	TP 3 data	Y11 pp	Whole y11 cohort	Basic 9-4EM	60.5%	78.6%	Basic 9-5 EM	41.9%	61.4%	5 Standard passes including EM	58.1%	77.7%	5 Strong passes including EM	34.9%	59.5%					
TP 3 data	Y11 pp		Whole y11 cohort																			
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5 Strong passes including EM	34.9%	59.5%																				
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><a href="https://d2fic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_merit_of_approaches_1.0.pdf.pdf?v=1649418813">https://d2fic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_merit_of_approaches_1.0.pdf.pdf?v=1649418813</a></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.</p> <p><a href="https://www.youtube.com/watch?v=9I2wMle5zP8">https://www.youtube.com/watch?v=9I2wMle5zP8</a></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 <b>hearing one's own voice is a psychological key to much language</b></i></p>	<p>We have worked hard to improve school attendance for all students, with a particular focus on disadvantaged students</p> <table border="1" data-bbox="1254 1045 2022 1348"> <thead> <tr> <th>Update from 13.03.23</th> <th>Whole year group attendance</th> <th>Severely absent students that are disadvantaged</th> <th>Persistently absent students that are disadvantaged</th> <th>Good or better students that are disadvantaged</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>93.9%</td> <td>0</td> <td>16</td> <td>38</td> </tr> <tr> <td>8</td> <td>91.6%</td> <td>2</td> <td>13</td> <td>26</td> </tr> <tr> <td>9</td> <td>91%</td> <td>3</td> <td>21</td> <td>28</td> </tr> </tbody> </table>	Update from 13.03.23	Whole year group attendance	Severely absent students that are disadvantaged	Persistently absent students that are disadvantaged	Good or better students that are disadvantaged	7	93.9%	0	16	38	8	91.6%	2	13	26	9	91%	3	21	28
Update from 13.03.23	Whole year group attendance	Severely absent students that are disadvantaged	Persistently absent students that are disadvantaged	Good or better students that are disadvantaged																		
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*comprehension. Conyers school data indicates levels of impact.*

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>

10	92.5%	0	29	27
11	90.69	4	24	21

Impact of ARROW -

**Half term 1** 8 students participated ( 4x y8, 4x y7)

In the Y7 group, (all PP) and 100% of students improved their Reading and Spelling age, with one student making +9 months progress in both Spelling and Reading.

In the Y8 Group, 100% of students improved their Reading and Spelling age, with one student making +1y 4m in their Spelling age and +3m in their Reading age.

**Half term 2** (12 year 7 students, 8 year 8 students)

In the year 7( 5 students were PP) and in the year 8 (3 students were PP). All students made improvements in both their Spelling age and Reading age.

### **KS3 maths intervention classes**

These sessions are designed to close gaps - all 6 PP students had 100% attendance in half term 2 and one student made sufficient progress to return to mainstream lessons, all 6 made one STEP progress by the end of half term 2.

### **KS4 maths intervention sessions**

8 students (6 PP) selected in half term 1 did not achieve grade 4 in their year 10 Maths GCSE mock exams. Takes place during RSE lessons or tutorials. The sessions were student-led, in the way that they identified the topics they were not confident with and we focused on one of them each session, reinforcing the next day. Students were extremely engaged in the sessions, although some students had poor attendance and this was a barrier to them making more progress. Students displayed a much more secure understanding of each topic during the second session of each topic. They voiced that they felt more confident in their maths lessons as the small group sessions helped them to receive more personalised support.

### **KS3 English Intervention classes**

By the end of term 2 identified y7 students have made good progress with reading and writing. Reading Online Progress indicate 18/28 students in small group intervention improved their score, 10 of which are PP. 6/28 in small group intervention stayed the same. 2/28 significantly decreased. Attendance for these sessions were: 92% with 12/28 students have 100% Attendance. 6 Students have returned to normal lessons after making improvements and not deemed to need further literacy support in y7.

### **KS4 English intervention classes**

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		<p>15 students engaged with the intervention and attended regularly, 10 were PP. Average attendance of the group was 78.7% but there were 2 non-attenders who were removed. 6 students had 100% attendance. Students demonstrated a higher understanding of the Literature texts and said they felt more confident going into the exam, resulting in fewer behaviour concerns and better engagement in lessons</p> <p><b>CLASS</b> - Conyers Learning After School Sessions provides targeted small group support which is titled to include as many pp students in KS4 as possible with the aim of closing any gaps and boosting attainment. Transport is provided after school three times a week. Sessions are well attended and attendance is monitored</p> <p>There have also been revision sessions during February, Easter and May half term across the curriculum to close gaps and help students prepare for their exams.</p>
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### **Wider strategies for current academic year**

<b>Measure</b>	<b>Activity</b>	<b>Impact</b>
Priority 1	Improve rates of good or outstanding attendance and support those with poor attendance to improve their attendance record	PP students consist of 38% of the persistently absent students (May 23)
Priority 2	Monitor the uptake and encourage disadvantaged students to participate in extracurricular activities, trips and visits.	<p>There is a very broad extra curriculum offer - through the sporting activities, school council, creative arts, including the Go music provision, each has a healthy uptake from disadvantaged students and staff are keen to tilt these opportunities towards including as many PP students as possible.</p> <p>To date 8 pp students were funded to attend a poetry live trip, all y7 students who were PP were funded to attend the Beamish tri, there has been some subsidies made available to enable 2 pp students to go on the Paris trip, 2 on the Switzerland trip, 5 on the watersports trip, 4 on the Italy trip and 5 on the Berlin trip.</p> <p>In total 672 student school trips / visits have been paid for or subsidised by the PP budget.</p>
Priority 3	Provide support and intervention where necessary to ensure all students have a clear and appropriate post 16 destination.	All students have had destinations, support and advice. More vulnerable students are identified and work with the CIAG team to ensure they have a clear plan post 16

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Measure	Activity	Impact
		Disadvantaged year 9 students have one to one meeting in addition to the usual support offered the the rest of the cohort to support them in making aspirational and suitable option choices in year 9.
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 <a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a></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. <i>Conyers school data 2021 22</i></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. <i>Conyers school data 2021 22</i></p>	Monitoring and attendance data is used to inform interventions and measure their effectiveness. Reflections and conversation with subject leaders to share best practice is a routine part of the leadership forum and training events including a series of micro courses and training room opportunities.