

PP 2021-22 impact report

Targets	Strategy	Term 1 Review	Term 2 review	End of year Review (October 2022)
Whole school Teaching	<p>Oracy focus to developing literacy / effective verbal communicator</p> <p>Promotion of quality first teaching</p> <p>Engagement with the NTP programme</p>	<p>2 members of senior leadership have visited another school to research ways they have developed literacy.</p> <p>Series of micro courses that teachers and support staff can opt into over lunch to improve the quality of teaching.</p> <p>Monthly magazine that promotes quality first teaching and is the vehicle for sharing teaching and learning ideas.</p> <p>Training of academic mentors and intervention teachers under the NTP programme in order to support students with learning gaps.</p>	<p>Oracy plan and focus on improving literacy is now included in the School development plan with a launch planned for September. NF to lead</p> <p>TALC programme continues to roll out developing quality first T&amp;L. It is a great example of sharing best practice and creating dialogue about T&amp;L</p> <p>Intervention teachers roll out intervention programmes and implement their training. Academic mentoring to provide tier 2 and 3 intervention is helping to close the gaps. 9.3% more PP students in y11 showed EBACC standard passes at Y11 TP3 compared to Y10 TP2 and 9.3% more achieving 9-4 in English and maths</p>	
Targeted Support	<p>ARROW KM, ME, NC Breakfast club Small group / one to one support After school CLASS</p>	<p>ARROW programme - Students are targeted from their 'Literacy Assessment Online' results, which highlights the students in each year group that have the lowest spelling and reading scores. The intervention targets KS3 students predominantly with the exception of some KS4 students, such as EAL students. 15 y8 students have taken part in the intervention, and all that took part made progress with either their reading or spelling - with some students making</p>	<p>19/21 y8 students made progress in their spelling and reading scores through the ARROW programme. 3 refused to engage.</p> <p>Breakfast club has continued and supports a small selection of KS4 students - see academic progress quoted above. Some of these more vulnerable students were considered at risk of becoming school refusers and this has managed to be avoided with all</p>	

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		<p>over a year's progress with either their reading or spelling age. 3 students refused to participate. There is a full report analysing impact at student level</p> <p>Breakfast club has supported 7 disadvantaged y11 students with 3 rejecting the opportunity.</p> <p>During half term 1 204 y11 students were invited to participate in the Conyers Learning After School Sessions (CLASS) which took place over two nights of the week. During half term 2 all year 11 were invited to attend CLASS and these took place over three nights of the week in the build up to the trial exams.</p> <p>Tutorial time there are interventions with the KS4 academic mentor targeting 14 PP students over a week Strategies used include pre-teaching, exam based questions and closing individual's gaps and needs. Students are involved in setting the areas of focus.</p> <p>23 y7 students have received small group intervention with a primary specialist as they were deemed not secondary ready but working within the mainstream system. 6 of the 23 are pp and the aim of these sessions were to boost their literacy skills in order to improve their access to the wider curriculum.</p> <p>There has also been small group</p>	<p>concerned. Attitudes to learning have been improved and engagement in wider school improved.</p> <p>CLASS has continued over term 2 where all subjects studied at KS4 are offered over three evenings. Buses are paid for to remove transport as a barrier to accessing this provision.</p> <p>Tutorial time continues to be an opportunity to provide additional academic support for students in a small group or individual basis.</p> <p>There was a range of revision sessions on offer over the Easter holidays</p> <p>33 students have received small group intervention with a primary specialist. Each group has 4 hours a fortnight across term 2. Tutorial time was also used to support students individually prior to English assessments and two individual individuals received regular support in tutorial. 24/33 improved their reading age, 6/33 remained the same, 1 declined and 2 students left Conyers</p>	
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		teaching for 24 year 7 and 24 year 8 students who's maths was not secondary ready.		
Wider Strategies	<p>PP mentor work - transition</p> <p>Support - Y9 options</p> <p>CIAG support KS4, KS5 destination plans</p> <p>Attendance</p> <p>Extra curricular engagement</p>	<p>PP mentor work is invaluable and the one to one chats and support is hard to quantify in terms of impact</p> <p>Employment of an external mentor to work with hard to reach families and y 11 students where other strategies have been attempted.</p> <p>Attendance has been a challenge this term due to the pandemic and for some students, it's legacy, however Conyers has fared better than local comparisons and nationally.</p> <p>Attendance data - Dec 2021</p> <ul style="list-style-type: none"> <li>- Conyers whole school attendance 92% with pp at 88%.</li> <li>- Darlington: 86.3%</li> <li>- Middlesbrough: 84.5%</li> <li>- Stockton: 86.8%</li> </ul> <ul style="list-style-type: none"> <li>• Extra curricular activities are extensive and an impact report for term 1 is available</li> </ul> <p>There is close monitoring of including PP students in as many activities where possible and to reduce barriers taxis etc are provided for pp students who would find transport an issue.</p>	<p>As a result of the work done by PP mentors a number of the 'hard to engage' students are still coming to school and are working with us.</p> <p>External mentor has provide some hard to reach families with a consistent contact, keeping home more on side</p> <p>Attendance has remained in line or above national / regional figure</p> <p>National 91.9  Hartlepool: 88.4  Middlesbrough: 88  Stockton: 89.4  Conyers 91.9% (FSM 87.4% pp 88.1%)</p> <p>Extra curricular report for term 2  <a href="https://docs.google.com/document/d/1FP42DkJX4N0FavI4bOAvOwvI6L6gVMzeSHeNKth_Go/edit">https://docs.google.com/document/d/1FP42DkJX4N0FavI4bOAvOwvI6L6gVMzeSHeNKth_Go/edit</a></p>	

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### Success criteria:

1. Conyers disadvantaged students will achieve progress scores in line with all students nationally.
2. There will be no NEET disadvantaged students
3. Increase the number of disadvantaged students with good or excellent attendance records.

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School pop link

[https://docs.google.com/spreadsheets/d/1FfcN9WA3UAQjiOdmZ6scm1iXqCCgsRUX9zWOviP5\\_ps/edit#gid=0](https://docs.google.com/spreadsheets/d/1FfcN9WA3UAQjiOdmZ6scm1iXqCCgsRUX9zWOviP5_ps/edit#gid=0)

Planned Budget

	Planned spend	Actual spend	Actual spend
Staffing costs -	£160,136.00	Term 1 £54,070.01	For the year £162,213
Transport	£10,000	Term 1 CLASS bus £725.00 Taxis £457.68 Bus Passes £150.00	Term 1&2 CLASS bus £3,075 Taxis £ 705.00 Bus passes £ 180.00
Curriculum / educational materials	£1,000	Term 1 calculators £336.00	
Uniform	£1,000	Term 1 £173.78	Term 1 & 2 £190.00
iPads, leases and insurance	£20,000	Term 1 Leases £9362.28 Software £842.16	Full year Leases £17,281.00 Software £842.00
Mentoring and tutoring	£10,000	Term 1 Pupils are people £855.00	Term 1 &2 Pupils are people £2,565.00 Bungalow Partnership CMH £ 590.00
Go Music / sport	£12,000	Term 1 Go Music £4374.00,	Term 1 &2 Go Music £9039.00
Trips and visits	£15,000	Term 1 £0	Term 2 £5200.00
Breakfast club (meals)	£4,000	Term 1 Rewards £11.87	Term2 gardening club £44
Training			Term 2 £155.00
<b>Total spend</b>		<b>Term 1 £72,411.48</b>	<b>Term1 &amp;2 £202,476</b>



