

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Conyers School
Pupils in school	1140
Proportion of disadvantaged pupils	21.4%
Pupil premium allocation this academic year	£233,020
Academic year or years covered by statement	2021-22
Publish date	October 2021
Review date	October 2022
Statement authorised by	Louise Spellman
Pupil premium lead	Angela O'Boyle
Governor lead	LGB resp for Curriculum and Standards

## Disadvantaged pupil performance overview for last available external exam (2019)

Progress 8	-0.15 (whole cohort +0.04)
Ebacc entry	38.6% = 17 pp students (whole cohort 50.5% = 105 students)
Attainment 8	av total attainment 8 = 44.67 (pp) av grade 4.47 (pp) Whole cohort av total attainment 8 =51.93 Whole cohort av grade = 5.19
Percentage of Grade 5+ in English and maths	20 pp students achieve (45.5% of pp) 117 of whole cohort (56.3%)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Disadvantaged students perform at least inline with national other.	August 2022
Attainment 8	Disadvantaged students perform at least inline with national other.	August 2022.
Percentage of Grade 5+ in English and maths	50% of disadvantaged students achieve at least a grade 5 in both EM	August 2022
Other	% disadvantaged students with good attendance in line with national other 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	Sept 2022
Ebacc entry	Not a school target due to open options	Click or tap here to enter text.

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Development of quality first teaching through CPD at department level to improve progress for disadvantaged students.
Priority 2	Disadvantaged students are offered a loan iPad and any educational material to ensure an equity of access to learning.
Barriers to learning these priorities address	<p>Disadvantaged students experience high quality first teaching driven by aspiration for the individual and strategies to support good rates of progress and high levels of attainment.</p> <p>No student is disadvantaged by a lack of access to educational material, resources and this includes an iPad.</p>
Projected spending	<p>£ 97,000 (staffing)</p> <p>£20,000 (ipad scheme)</p> <p>£2,000 (uniform, educational resources)</p> <p><b>Total : £119,000</b></p>

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Key Stage 3 and 4 mentors provide bespoke academic support for disadvantaged students as required to ensure all students make good academic progress across the curriculum
Priority 2	After school sessions to provide targeted additional academic support across the curriculum delivered by subject experts. Transport is provided.
Priority 3	External mentor working with identified disadvantaged students and families to support academic progress with specific focus independent study skills and growth mindset
Barriers to learning these priorities address	<p>Provision of one to one or small group intervention sessions with academic mentors based in identified need</p> <p>Breakfast club to support academic attainment, engagement and improve attendance.</p> <p>Pre-teaching strategies to improve confidence, engagement and rates of progress</p> <p>Small group after school sessions to improve academic attainment through closing gaps or providing stretch and challenge.</p> <p>Developing positive relations with families of disadvantaged students to improve attendance, increase rates of progress and secure appropriate destination plans.</p>
Projected spending	<p>£56,987 (staffing PP mentors)</p> <p>£10,000 transport</p> <p>£ 4,000 breakfast club</p> <p>£10,000 mentoring and tuition</p> <p><b>Total : £80,987</b></p>

## Wider strategies for current academic year

Measure	Activity
Priority 1	Additional support from CIAG advisor to support appropriate destination plans for all students
Priority 2	Additional capacity to support improved rates of good attendance to school by disadvantaged students.
Priority 3	Support the access disadvantaged students have to enrichment programmes that provide essential cultural capital and broader educational experiences.
Barriers to learning these priorities address	<p>Improve students' awareness of destination routes and develop aspiration in selecting the appropriate next steps beyond Key Stage 4.</p> <p>Work with students and families to improve students' attendance to school.</p> <p>Ensure disadvantaged students are given opportunities to attend trips and visits as well as participating in extracurricular activities such as through sport and creative arts.</p>
Projected spending	<p>£6149 (staffing CIAG support for y11)</p> <p>£12,000 go sport &amp; go music</p> <p>£15,000 trips and visits</p> <p><b>Total : £33,149</b></p>

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Develop team leaders knowledge and understanding of the barriers to learning for some disadvantaged students</p> <p>Commit curriculum T&amp;L time to develop specific classroom strategies to close the attainment gap for disadvantaged students and implement these across the team.</p> <p>Organisation and financing of the iPad loan scheme and other educational resources / materials through budget holder approval (PP lead)</p>	<p>Use of allocated CPD time and curriculum team meeting time.</p> <p>Work closely with the LA to share best practice in supporting disadvantaged students.</p> <p>Exec team to monitor progress and attainment of disadvantaged students through regular meetings with team leaders.</p> <p>PP lead to monitor and control the spending of PP budget to ensure there are no educational disadvantages caused by a lack of access to equipment or resources.</p> <p>PP lead reports impact to the Governor responsible for PP on a termly basis.</p>
Targeted support	<p>Balancing the bespoke approach with breadth of coverage. Strategies are derived from analysis of data and conversations with students / families.</p> <p>KS3 Students are identified for additional maths and English lessons to ensure they have the basic literacy and numeracy so that they can access the wider curriculum</p> <p>PP lead organises and assigns students to after school sessions through liaising with team leaders and considering individual students' needs.</p> <p>Ensuring that transport cost is not a barrier to attending after school sessions</p>	<p>Fortnightly review of data on disadvantaged students to identify need for support.</p> <p>Systematic updates of intervention log to review impact of support being offered.</p> <p>Fortnightly monitoring meeting with Exec team to review how disadvantaged students are progressing in comparison to the whole school cohort.</p> <p>Monitoring attendance to after school support and ensuring transport costs are not a barrier.</p>
Wider strategies	<p>Ensuring students and their families have aspirational and realistic plans for destination post year 11.</p> <p>Poor attendance reduces opportunities to engage in quality first teaching, extra curricular activities and makes ensuring the safety of students more challenging.</p>	<p>Fortnightly meetings with CIAG advisor to monitor progress with student destination plans.</p> <p>Fortnightly meetings with each pastoral manager to review actions and discuss barriers that are preventing students achieving good attendance.</p> <p>Regularly updated attendance tracker helps to monitor impact of actions and identify patterns</p>

	<p>Transport costs, costs of trips and visits can present an obstacle to disadvantaged students participating in extracurricular activities.</p>	<p>and trends that could be emerging.</p> <p>PP lead monitors that spend on trips and visits as well as the costs incurred in providing transport to school for early morning sessions and rates that trips are subsidised. Trips and visits coordinator tracks which students have not been on a residential trip so that we can target those students - the aim is that all students are given the opportunity to attend a residential visit at some point in their time at Conyers.</p>
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## Review: last year's aims and outcomes

Aim	Outcome																																																															
Academic attainment	<p>2020-21 218 students in year 11 of which 49 are classed as disadvantaged (22%)</p> <table border="1" data-bbox="620 286 1150 952"> <thead> <tr> <th>KS4 Results August 2021</th> <th>Whole cohort</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr><td>9-5 English</td><td>61.5%</td><td>75.5%</td></tr> <tr><td>9-5 Maths</td><td>82.6%</td><td>49%</td></tr> <tr><td>9-5 E&amp;M</td><td>64.2%</td><td>49%</td></tr> <tr><td>9-4 English</td><td>92.7%</td><td>93.9%</td></tr> <tr><td>9-4 Maths</td><td>87.2%</td><td>77.6%</td></tr> <tr><td>9-4 E&amp;M</td><td>84.4%</td><td>77.6%</td></tr> <tr><td>5 standard passes inc E&amp;M</td><td>80.7%</td><td>73.5%</td></tr> <tr><td>5 strong passes inc E&amp;M</td><td>59.2%</td><td>46.9%</td></tr> <tr><td>Strong Ebacc</td><td>28.9%</td><td>20.4%</td></tr> <tr><td>Av Attainment 8 grade</td><td>5.57</td><td>4.99</td></tr> <tr><td>Av progress 8</td><td>+0.05</td><td>-0.27</td></tr> <tr><td>VA - science</td><td>-0.21</td><td>-0.7</td></tr> <tr><td>VA - Languages</td><td>-0.68</td><td>-0.8</td></tr> <tr><td>VA - History / geography</td><td>+0.30</td><td>-0.27</td></tr> </tbody> </table>	KS4 Results August 2021	Whole cohort	Disadvantaged	9-5 English	61.5%	75.5%	9-5 Maths	82.6%	49%	9-5 E&M	64.2%	49%	9-4 English	92.7%	93.9%	9-4 Maths	87.2%	77.6%	9-4 E&M	84.4%	77.6%	5 standard passes inc E&M	80.7%	73.5%	5 strong passes inc E&M	59.2%	46.9%	Strong Ebacc	28.9%	20.4%	Av Attainment 8 grade	5.57	4.99	Av progress 8	+0.05	-0.27	VA - science	-0.21	-0.7	VA - Languages	-0.68	-0.8	VA - History / geography	+0.30	-0.27																		
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Destinations	<p>Destination data to be updated and verified. Accurate according to available data (19.10.21)</p> <table border="1" data-bbox="580 1158 1385 1897"> <thead> <tr> <th></th> <th>Total</th> <th>PP</th> </tr> </thead> <tbody> <tr><td>Apprenticeship</td><td>16</td><td>4</td></tr> <tr><td>Army</td><td>3</td><td>1</td></tr> <tr><td>Askham Bryan</td><td>5</td><td>0</td></tr> <tr><td>Bede College</td><td>1</td><td>0</td></tr> <tr><td>Conyers</td><td>130</td><td>20</td></tr> <tr><td>Egglescliffe</td><td>5</td><td>0</td></tr> <tr><td>Houghall College</td><td>0</td><td>1</td></tr> <tr><td>MBC</td><td>23</td><td>2</td></tr> <tr><td>QE</td><td>3</td><td>1</td></tr> <tr><td>Navy</td><td>1</td><td>0</td></tr> <tr><td>Northern School of Art</td><td>6</td><td>0</td></tr> <tr><td>Japan</td><td>1</td><td>0</td></tr> <tr><td>Skills Academy</td><td>1</td><td>0</td></tr> <tr><td>SRC</td><td>14</td><td>5</td></tr> <tr><td>SSFC</td><td>2</td><td>0</td></tr> <tr><td>TTE</td><td>1</td><td>0</td></tr> <tr><td>Family business</td><td>1</td><td>0</td></tr> <tr><td>Yarm private</td><td>1</td><td>0</td></tr> <tr><td><b>Unsure</b></td><td><b>6</b></td><td><b>-</b></td></tr> <tr><td></td><td>217</td><td>34</td></tr> </tbody> </table>		Total	PP	Apprenticeship	16	4	Army	3	1	Askham Bryan	5	0	Bede College	1	0	Conyers	130	20	Egglescliffe	5	0	Houghall College	0	1	MBC	23	2	QE	3	1	Navy	1	0	Northern School of Art	6	0	Japan	1	0	Skills Academy	1	0	SRC	14	5	SSFC	2	0	TTE	1	0	Family business	1	0	Yarm private	1	0	<b>Unsure</b>	<b>6</b>	<b>-</b>		217	34
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