

Pupil Premium Plan 2020 2021

Table Figures updated (04.01.21)

Year	Total no. of PP	Total in year group	% of PP	
7	48	225	21.4%	<p>There are students 1095 at Conyers in years 7-11 of which 164 (264 from 04.01.2021) are PP students according to ESF funding.. Budget for PP 2020 2021 is £155,950.00 (based on 164 students qualifying for PP- from 04.01.21 189) of which FSM ever 6 7-11 £140,250.00, 5 (6) CYPLOC students at £1400 ea from SBC (£7,000) and x3 students adopted from care £2,300 ea (£6,900)and and £1,800 for the 6(15) service children (£300 ea).</p> <p>Key priority: To improve progress and raise attainment of those students from disadvantaged circumstances throughout the school by addressing any identified areas of inequality.</p> <p>What do we expect to see: Targeted additional support strategies that result in all students being able to:</p> <ul style="list-style-type: none"> ● Make progress at KS3 and KS4 in line or above the national average for all students. ● Have full access to our broad school curriculum. ● Access all aspects of our extra-curricular provision, including residential visits. ● Receive appropriate care, support & guidance to ensure good attendance, welfare & progression. <p>Executive Leader: Director of Progress & Standards</p> <p>Planned Governor reviews – once per term with PP Governor Internal reviews – Dec 2020, March 2021, July 2021 Evaluated by: Director of Progress & Standards 1590. Trust Director of Standards Governor with responsibility for Pupil Premium review.</p>
8	55	248	22.2%	
9	50	226	22.2%	
10	41	223	18.4%	
11	48	220	22.0%	

Identifying barriers for PP students:

All class teachers and tutors are aware of who the PP students in their classes are. They adapt seating plans and their teaching to accommodate for individual needs. This is evident in class files through progress data, teaching strategies, context sheets and seating plans. In addition there are two PP mentors that review student data, identify need and provide intervention to support student achievement in a bespoke package. PP profiles utilised where needed to aid the communication between classroom teacher and intervention provision. PP mentors meet fortnightly with the Director of Standards and Progress to review PP progress and they attend the KS4 fortnightly review meeting with members of the Executive team. All school intervention systems are tilted towards ensuring disadvantaged students have access to reduce barriers to progress and experiences.

Barriers	Desired outcomes	Success Criteria
Academic Achievement	Close the gap between the performance of PP students and the whole cohort. Progress 8 score for PP students at 0.00 or better.	Internal progress data, including the impact of interventions such as ARROW etc. External exam results
Attendance	Increased attendance rates for PP students	Reduce PA rates for PP students. Improve no. of PP students with 96%+ attendance
Emotional, social wellbeing of PP students	Happy, confident students that are engaged in the wider opportunities to develop their cultural capital	Student voice. Engagement in extracurricular activities
Destinations	PP students have a meaningful next step beyond KS4 that helps them realise their ambition and potential.	Destination data. Log of career advice and post 16 conversations.

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key change in school population - number of PP students y7-11 increasing by 25 students

Planned provision for 2020 2021

<u>Provision</u>	<u>Intended Impact</u>	<u>Estimated Cost</u>
<p>Implement new processes for selecting students for intervention to ensure disadvantaged students are prioritised. From 7 through to 11, new staffing roles and responsibilities will prioritise academic interventions. Staffing salaries including two pupil premium mentors, a KS2 intervention teacher, pastoral support staff, learning support staff, career and guidance staff. Timetabled 1 to 1 and/or small group intervention sessions with the intervention team that are timetabled to provide consolidation of learning or pre-teaching of a lesson to build confidence and engagement.</p>	<p>.Academic progress, social emotional wellbeing and destinations -To accelerate PP student progress through specific identification of weaknesses / misconceptions by classroom teachers. Also the regular feedback from the intervention support team on what progress the student has made in intervention sessions Improved outcomes for PP students as measured by external exam results, attendance and sustained destination Consolidation sessions plug gaps in knowledge and help build student confidence. Pre-teaching is a strategy that can also boost student self-esteem and engage disaffected students in the learning.</p> <p>term 1 update - this has been implemented and the intervention report shows a clear impact. This intervention has been titled towards supporting disadvantaged students. Impact reports for term 1 shared.</p> <p>Term 2 update - Bespoke intervention has been vital for some disadvantaged students and really helped to keep them engaged in the virtual school and on track. Disadvantaged students do not suffer from the widely publicised issue of not being able to access education in the virtual school, however there are other barriers to learning sometimes connected to the home environment and situation. Intervention support staff have provided an incredible level of support for students.</p>	<p>Staffing costs: £179,480</p>
<p>Development of learning mentors to deepen and broaden their knowledge of the curriculum. Training for mentors with subject specialists and provision of resources that mentors can access to support student intervention sessions.</p>	<p>Academic progress To accelerate student progress and make intervention sessions to support learning across the curriculum.</p> <p>term 1 update - ongoing in response to student need. KS3 mentor is currently studying the new maths GCSE.</p> <p>Term 2 update - KS3 mentor has continued study the new maths GCSE but this has been made more difficult by the pandemic, however he has also taken up the opportunity to be trained in the Thrive programme which aims at identifying primary aged students who could potentially be at risk of exclusion in KS3 /4. The KS3 intervention teacher has worked closely with English and maths to build her knowledge of the requirements of primary students to be secondary ready.</p> <p>KS3 progress leader attended a course on closing the gap.</p>	<p>est £200</p> <p>Term 2 updated costs £77.00</p>
<p>ARROW – computer programme design to boost student literacy. (+6 Impact Ref EEF: reading, comprehension strategies)</p>	<p>Academic progress -Improve literacy for PP students with low spelling, reading or comprehension ages in order to provide them with greater access to the curriculum and in turn improve attainment.</p> <p>term 1 update - see impact report</p> <p>Term 2 update - this planned intervention has been unable to take place due to the pandemic. This will restart as soon as restrictions allow. The new group has been identified through a retesting of all KS3 students' literacy.</p>	<p>£150 pa</p>

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<p>iPad access. Ensure every child has access to an iPad through loaning or purchasing through a payment plan. proven to be a vital part of the success of the virtual school and ensured all students had access.</p>	<p>Academic progress -Promote equality of opportunity regardless of financial situation so that every child can access the curriculum resources provided by school. term 1 update - This has been crucial for every child to access learning and close the digital divide faced by other schools. Term 2 - to repeat - absolutely crucial to enable all students to access learning in the virtual school. As a result more has been spent on iPads than originally planned.</p>	<p>est. £20,000 (based on costing for 2019 2020) Term 1 actual spend £6,866.00 on iPads provision and £3654.00 for insurance and lease costs. Term 2 iPads updated costs: £20,853.11</p>
<p>Provision of equipment and materials to support learning within subjects</p>	<p>Academic progress -No child is disadvantaged by a lack of equipment or learning materials term1 - pp students have been loaned revision guides and workbooks. They have been provided with art packs so they can work from home. KS4 PP students have been given a scientific calculator and the cost of parental contributions for food, textiles and technology has been covered. Term 2 - provision as detailed for term1. Spending on resources and SENECA more than expected to cope with pandemic.</p>	<p>est. Art packs £100 Revision guides £100 Calculators £100 DT &HE contrib. £2,000 Term 1 - actual spend £8,116.00 plus ^3625.00 for SENECA subscription - a learning platform used by y11 and sixth form. Term 2 spending update: Calculators £336 Educational material £234.85 Revision guides £791.35 SENECA supreme £2425.00</p>
<p>Breakfast club – PP students who are identified with poor attendance and HW completion records are provided with an early morning start to school. Breakfast, a quiet place to work and study time with an intervention mentor who is available to assist if needed are provided</p>	<p>Academic progress and attendance (proven strategy in previous years for some PP students) term 1 update - breakfast club was successful and ran twice a week over this term. Term 2 - covid restrictions have limited the ability to run this intervention as much as we would in a normal year.</p>	<p>see staffing costs and transport costs Breakfast £200 taxi cost for term 1= £503.48</p>
<p>Transport or funding are provided where the cost of getting to school is identified as a barrier to accessing school or extracurricular activities</p>	<p>Academic progress, social emotional wellbeing, attendance and social emotional wellbeing To remove financial barriers that prevent accessing school and extracurricular activity so that students can attend, achieve and have the same opportunities as non-PP students. This includes access to CLASS (Conyers Learning After School) for year 11s. term 1 update - CLASS ran until the week commencing the trial exams as planned. It was well attended. Term 2 - CLASS was planned but due to restrictions unable to run this term.</p>	<p>CLASS bus Other transport e.g. taxis - est. £8,000 Term 1 CLASS bus £2690.00 Term 2 update</p>

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	There has been an unexpected increase in households claiming they are unable to pay transport costs to get their children to school given the time we have been back in school this is a much larger spend than anticipated.	bus passes £1,265.00 taxis £2,857.14
Provision of school uniform	Social, emotional wellbeing – increase sense of belonging to a school community. Term 2 - The re-launch of preloved uniform has been a success with a lot of donations as well as demand as some households struggle financially. It has been useful to 'loan' uniforms to in-year transfers so that they feel part of the community quickly and prevent students being out of education for any longer than necessary. Cost of professionally laundering uniforms has been partly offset by a couple of donations.	est. £150 Term 2 update costs £46.38
Funding for enrichment opportunities (music, drama, sport, trips and visits)	Academic progress, social emotional wellbeing and attendance Build cultural capital for PP students so that all have had the opportunity to engage in extracurricular activities, attend residential trips and on school visits. Previous years data shows that students that achieve qualification in music achieve a grade higher compared to those that do not play an instrument.	Music and sport £20,000 Trips and visits £6,000 Term 1 costs - Go Music = £5,125.00 Term 2 update costs Go music £8457.00
Placement funding for altered curriculum to support progression from KS4 to post 16	Destinations Appropriate curriculum that leads to sustained post 16 destination	est. £14,000
Careers guidance –PP students meet with careers advisors, are taken, where appropriate, to colleges to allow them the opportunity to find out about courses.	Destinations -Inform students of appropriate pathways available to them and guide and assist with access to finding out about those courses Term 1 update - a huge amount of work has been undertaken to secure destination plans for students, given the uncertainty of the situation for y11, focussing on destination has proved to be a good motivator to engage in learning. Term 2 careers and destination work continue with a particular focus on y11 to secure appropriate destination plans.	see staffing costs
External mentoring sessions and counselling services.	Social emotional wellbeing of students. Which in turn leads to better attendance and academic outcomes. Destinations -Inform students of appropriate pathways available to them and raising levels of aspiration Selected y11 students who were currently under-performing through vulnerability meet regularly with Dave Whitfield on a one to one basis. These students receive support on growth mind set and practical solutions to planning revision etc. Term 2 - work with Dave Whitfield continued as planned despite pandemic. Maths tutor for YPIOC	£5,000 Term 1 cost - £1,530 Term 2 updated cost: Mentoring £2092.50 maths tutor £995.00

[Term 2 summary of spending:](#)

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Actual spending to date:	£45,300.75
This means the budget is overspent by	- £9,714.75
Covid fund to supplement	£20,000.00

Summary of impact:

- Social and emotional wellbeing - students in KS4 take advantage of the one to one or small group sessions that support this crucial aspect of being ready to learn. The KS mentors play a vital role in this with the disadvantaged students.
- A huge amount of work has been undertaken with 'destinations' seen as the best way to motivate students given they are unclear about how they will be assessed.
- Costs regarding iPads to facilitate the virtual school and learning platforms such as have been much larger than anticipated

Report

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26.04.2021