

PP Impact Report term 1

Report produced by A. O'Boyle Director of Standards and Progress (Jan 2024)

Year	PAN	Number of pupils on roll (exc EMS)	Enhanced mainstream (EMS)*	Total number on roll	SEN						EAL	PP Eligible	CYPIO C	CIN	CPP	Young Carer
					FSM 7-13	Ever 6 FSM	Service Children	SEN K	EHCP (exc EMS)							
7	224	220	1	221	42	44	5	43	1	17	52	2	1	1	0	
8	224	224	2	226	42	44	4	32	4	25	52	1	1	0	6	
9	224	223	0	223	40	41	4	41	2	26	45	1	1	0	6	
10	224	220	4	224	39	40	3	29	3	21	43	2	1	2	3	
11*	240	236	2	238	49	49	2	37	5	22	55	2	4	1	8	
Total	1136	1123	9	1132	212	218	18	182	15	111	247	8	8	4	23	
12	246	132	0	132	17	17	1	9	0	25	-	0	0	0	3	
13		122	0	122	15	16	2	7	0	18	-	0	1	0	2	
Total	1382	1377	9	1386	244	251	21	198	15	154	247	8	9	4	28	
* PAN of 240 agreed by governors for September 2019 only																
** EMS is for a total of 10 pupils																

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Measure	Activity	Impact
Priority 1	Students experience high quality first teaching so that the attainment gap is narrowed and all students have positive progress. Teachers are aware of the disadvantage students may face and adapt teaching methods to improve rates of progress	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. Recent OFSTED report suggested no improvements for teaching and learning
Priority 2	Teaching strategies to focus on the development of effective communication such as 'answer like a...' across the curriculum. The development of effective questioning strategies to improve outcome for all as engagement improves. Also the embedding and roll out of the 'we are readers' scheme to promote reading and improve literacy skills, across year 7 and 8.	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 Recent CPD on getting students to be more active and work harder in lessons included sharing of best practice examples from across the curriculum. 'We Are Readers' scheme was rolled out into y7 and y8 in September after being introduced last year. There has been significant CPD to launch and a follow up to ensure this is not a school initiative that fades away
Barriers to learning these priorities address	Adaptive teaching to scaffold and support student progress. <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^{1,2} • Monique Volman¹ • Frans Oort¹ • Jos Beishuizen³ Published online: 5 June 2015</i> 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 A programme of staff CPD that has a focus on reading across the curriculum.	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. Seneca. PP students have been able to access native speakers' recordings when doing listening tasks, something that many may not have experienced 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.

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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 49 disadvantaged students, consisting of 21% of the year group. Interventions are being allocated based on trail exam results and all interventions are tilted towards PP students. Analysis indicates that PP students have made significant progress between the Y10 end of year exams June 23 and the y11 trial exams in Dec 23. PP students Y10 v y1 trials Including in Y10 exams 28.3% of PP students achieved 5 standard passes including EM whereas in Dec 23 it rose to 32.1%. Also 3.8% of PP students achieved 5 Strong passes including EM in June and this rose to 11.8% in Dec.</p> <p>There is still a lot of work to undertake to continue to close the attainment gap.</p> <p>KS4 English intervention Intention: To improve GCSE English Language and Literature CPI and work towards securing a grade 4 and to improve confidence in English. Implementation: 19 Students (18 PP) selected in half term 1 did not achieve grade 4 in their year 10 English GCSE mock exams or were behind target in English. Takes place during RSE lessons or tutorials, working on building PETAL paragraphs for Language and Literature and securing quotations for the English Literature exam. Impact: - Term 1- summary of impact</p> <ul style="list-style-type: none">• 10 students engaged fully with the intervention and attended regularly• 7 students were engaged fully for the first half term, however, attendance and engagement declined in the second half term. These students have been removed from the intervention for half term 3, to potentially pick back up in HT4.• 2 students did not attend the intervention and were removed from the sessions.• Students demonstrated a higher understanding of the Literature texts and said they felt more confident going into the year 11 mock exam.• Their writing and analysis skills have improved <p>Strategy: KS4 small group focused support for English Literature 9 students (7 PP) received targeted anthology poetry sessions, 3 lunchtimes over the fortnight - securing their knowledge of all 15 poems in the Power and Conflict section of the English Literature GCSE. An email was sent out, firstly, to all y11 PP students to gauge their interest in</p>
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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813</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>https://www.youtube.com/watch?v=9I2wMle5zP8</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</i></p>	

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	<p><i>Lane (2008). It works on the principle that hearing one's own voice is a psychological key to much language comprehension. Conyers school data indicates levels of impact.</i></p> <p>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-ro-senshine-principles-of-instruction</p>	<p>the session, then to the rest of y11. One group was for HA students, the other for LA/MA students.</p> <p>Impact:- Attendance was excellent and all students fully engaged. All reported a big increase in their confidence moving forward with poetry. Every student wants to continue next half term and three extra students have requested to join.</p> <p>Strategy: KS4 one to one/small group support for Maths</p> <p>Intention: To improve GCSE Maths CPI and work towards securing a grade 4</p> <p>Implementation: 15 students (all PP) selected in half term 1 did not achieve grade 4 in their year 10 Maths GCSE mock exams or were not achieving their target grades in their current CPI. 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.</p> <p>Term 1 summary of impact</p> <ul style="list-style-type: none">• Attendance was excellent in general• 3 students did not attend so have been removed from the intervention• Students were extremely engaged in the sessions• 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. <p>Strategy: Dog Walking</p> <p>Intention: To encourage reluctant or anxious students to engage in physical exercise, improving social skills via opportunity to meet similar students. To provide guidance and emotional support.</p> <p>Implementation: 68 year 10 and year 11 students, who struggle to access Core PE - needs ranging from anxiety to lack of sporting confidence to behaviour issues.</p> <p>Impact: - add link to full results</p> <p>Term 1- summary of impact</p> <p>Students are on the whole engaged and enthusiastic during the sessions. Students who have previously been disengaged with PE are getting regular exercise and it has been a great social opportunity for anxious students who find it difficult to engage in conversation. Some students</p>
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		<p>however, have returned to Core PE due to not engaging during more adverse weather in the Winter.</p> <p>Strategy: Emotional Support Sessions Intention: To support KS4 students' emotional health and wellbeing Implementation: 6 KS4 students (4 PP) who have mental health issues, pre-arranged meetings at least once a week to talk through issues and work towards feeling better emotionally. However, most of these sessions are given through an ad hoc basis, as and when needed, not a regular meeting. Impact: - Term 1- summary of impact Students have voiced that having an adult in school to talk to on a regular basis about their issues has made them feel more confident in attending school. They have continued to engage and have recommended other students to me, which has helped us to identify students who may have gone under the radar.</p> <p>Strategy: General homework catch up sessions Intention: To close the gap between disadvantaged students who have little to no support at home and the whole cohort. Increasing students' confidence and CPI grades. Implementation: KS4 students with poor homework scores. This is often to do with chaotic home life or lack of support at home. Other sessions are based around new starters or students who have gaps in their timetable - they use these sessions to receive support closing learning gaps. Some of the sessions take place on a regular timetabled session but most are ad hoc, as and when needed. As Well as allowing time for homework and coursework, the sessions are often teacher-led when students voice any topics they need support with - usually English or Maths sessions. The sessions are purely tailored to the needs of the individuals. Impact: - Term 1- summary of impact</p> <ul style="list-style-type: none">• Students were fully engaged in the sessions and used their time effectively, sometimes working together with support from me when needed.• Students said the sessions really helped take some of the stress out of homework and the support they received was beneficial, helping to build their confidence.• A number of students accessed the support on an ad hoc basis, as and when they felt they were behind or stressed.
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		<p>Strategy: Small group sessions for those not secondary ready - maths y7</p> <p>Intention: Develop and strengthen basic numeracy skills (place value/addition/subtraction/multiplication etc) in order to support students across the curriculum and allow them to access their learning at secondary school.</p> <p>Implementation:</p> <p>Using the SATs results ALL pupils who did not achieve a scaled score of 100 will access Maths intervention. Pupils who are already receiving English intervention will be selected for Maths after the December review. Groups for maths intervention determined through SATs data details can be found here:</p> <p>Term 1:</p> <ul style="list-style-type: none">• 3 groups of 4-5• 3 hours of intervention per fortnight (timetables 5 minutes every session / one key focus each lesson)• 14 students engaged with intervention (6 PP Students) <p>Strategy: Small group sessions for those not secondary ready - maths y8</p> <p>Intention: Develop and strengthen basic numeracy skills (place value/addition/subtraction/multiplication etc) in order to support students across the curriculum and allow them to access their learning at secondary school.</p> <p>Implementation:</p> <p>Using the EOY7 exam results and liaising with the class teachers pupils were selected to access intervention in Y8. All pupils accessing intervention were in Set 4 or below.</p> <p>Term 1:</p> <ul style="list-style-type: none">• 4 groups of 6-8• 3 hours of intervention per fortnight (timetables 5 minutes every session / one key focus each lesson)• 24 pupils in total
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We continue to work hard to improve school attendance for all students, with a particular focus on disadvantaged students

CLASS - 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 twice a week. Sessions are well attended and attendance is monitored

KS3 and 4 compared to national picture

Year group	School attendance term 1 %	National attendance term 1	Difference
7	94.1	94.1	0
8	94.4	91.8	+2.6
9	91.6	90.7	+0.9
10	90.9	90.2	+0.7
11	91.4	90.2	+1.4
7-11 overall	92.1		
% of PA 7-11	24.3	26.1	+2.2
% of disadvantaged students that are PA	39		

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Wider strategies for current academic year

Measure	Activity	Impact
Priority 1	Improve rates of good or outstanding attendance and support those with poor attendance to improve their attendance record	39% of PP students in KS3 and 4 are PA or below at the end of term 1.
Priority 2	Monitor the uptake and encourage disadvantaged students to participate in extracurricular activities, trips and visits.	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. To date 5x students have been subsidised with £95 ea for a Creative Arts Trip to London 2x students have been subsidised £500ea for trips to the Azores
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
Barriers to learning these priorities address	Reduced learning gaps will result from improved attendance records and this will support improved rates of student progress https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4 Student engagement in extracurricular activities, trips and visits, increases their engagement with school and provides opportunities to broaden their experiences, enriching their cultural capital To increase student awareness of the full range of post 16 destination opportunities and enable them	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.

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Measure	Activity	Impact
	to take actions to pursue chosen career paths, through advice, guidance and support.	

Budget	Spending (term 1)	Breakdown of non staff costs (term 1)
Income	-£316,940	Pupil Transport Costs £6,970 Interventions £16,280 ICT - Software £2,936 ICT -Telecommunications £480 Education Visits £1,475 Computer Equip. Curriculum £11,335
Staffing cost	£209,664	
Non staffing Costs	£ 40,798	
Totals	£66,478 (remaining)	