

**PP Impact Report term 2**

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

Year	PAN	Number of pupils on roll (exc EMS)	Enhanced mainstream (EMS)*	Total number on roll	SEN										
					FSM 7-13	Ever 6 FSM	Service Children	SEN K	EHCP (exc EMS)	EAL	PP Eligible	CYPIO C	CIN	CPP	Young Carer
7	224	218	1	219	42	44	5	41	1	17	49	2	1	1	0
8	224	224	2	226	42	44	4	31	4	26	52	1	1	0	6
9	224	223	0	223	40	41	4	41	3	26	46	1	1	0	6
10	224	221	4	225	39	40	3	30	3	21	43	2	1	2	3
11*	240	236	2	238	49	49	2	37	5	22	56	2	4	1	8
<b>Total</b>	<b>1136</b>	<b>1122</b>	<b>9</b>	<b>1131</b>	<b>212</b>	<b>218</b>	<b>18</b>	<b>180</b>	<b>16</b>	<b>112</b>	<b>246</b>	<b>8</b>	<b>8</b>	<b>4</b>	<b>23</b>
12	246	131	0	131	17	17	1	0	0	0	-	0	0	0	3
13		121	0	121	15	16	2	0	0	0	-	0	1	0	2
<b>Total</b>	<b>1382</b>	<b>1374</b>	<b>9</b>	<b>1383</b>	<b>244</b>	<b>251</b>	<b>21</b>	<b>180</b>	<b>16</b>	<b>112</b>	<b>246</b>	<b>8</b>	<b>9</b>	<b>4</b>	<b>28</b>
* PAN of 240 agreed by governors for September 2019 only															
** EMS is for a total of 10 pupils															

**Comparing demographics - end of term 1 to the end of term 2**

- Total on roll reduced by 3 , Ever 6 remains 251 and PP eligibility reduced by 1

## PP Impact Report term 2

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

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. Recent OFSTED report suggested no improvements for teaching and learning</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 Recent CPD on getting students to be more active and work harder in lessons included sharing of best practice examples from across the curriculum.</p> <p>'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</p>
Priority 2	<p>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.</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>A programme of staff CPD that has a focus on reading across the curriculum.</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. Seneca. PP students have been able to access native speakers' recordings when doing listening tasks, something that many may not have experienced</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>

**PP Impact Report term 2**

**Report produced by A. O’Boyle Director of Standards and Progress (April 2024)**

**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.</p> <p>Interventions are being allocated based on trial 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. <a href="#">PP students Y10 v y1 trials</a> 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>We continue to work to support the progress of PP students- it is clear that interventions to date have helped to close the academic gap - the table below summarises the progress for pp students</p> <table border="1"> <thead> <tr> <th>PP student progress</th> <th>Year 10 exams</th> <th>Year 11 trials</th> </tr> </thead> <tbody> <tr> <td>Pp students with positive progress score</td> <td>2 (4.1%)</td> <td>8 (16.3%)</td> </tr> <tr> <td>Pp students with positive progress score in English</td> <td>0</td> <td>15 (30.6%)</td> </tr> <tr> <td>Pp students with positive progress score in Maths</td> <td>10 (20.4%)</td> <td>10 (20.4%)</td> </tr> <tr> <td>PP students with 9-5 in English and maths</td> <td>6 (11.3%)</td> <td>8 (15.1%)</td> </tr> <tr> <td>PP students with 9-4 in English and maths</td> <td>16 (30.2%)</td> <td>20 (37.7%)</td> </tr> <tr> <td>Pp students with 5 standard pass including English and maths</td> <td>15 (28.3%)</td> <td>17 (32.1%)</td> </tr> <tr> <td>Pp students with 5 strong pass including English and maths</td> <td>2 (3.8%)</td> <td>6 (11.3%)</td> </tr> </tbody> </table>	PP student progress	Year 10 exams	Year 11 trials	Pp students with positive progress score	2 (4.1%)	8 (16.3%)	Pp students with positive progress score in English	0	15 (30.6%)	Pp students with positive progress score in Maths	10 (20.4%)	10 (20.4%)	PP students with 9-5 in English and maths	6 (11.3%)	8 (15.1%)	PP students with 9-4 in English and maths	16 (30.2%)	20 (37.7%)	Pp students with 5 standard pass including English and maths	15 (28.3%)	17 (32.1%)	Pp students with 5 strong pass including English and maths	2 (3.8%)	6 (11.3%)
PP student progress	Year 10 exams		Year 11 trials																							
Pp students with positive progress score	2 (4.1%)	8 (16.3%)																								
Pp students with positive progress score in English	0	15 (30.6%)																								
Pp students with positive progress score in Maths	10 (20.4%)	10 (20.4%)																								
PP students with 9-5 in English and maths	6 (11.3%)	8 (15.1%)																								
PP students with 9-4 in English and maths	16 (30.2%)	20 (37.7%)																								
Pp students with 5 standard pass including English and maths	15 (28.3%)	17 (32.1%)																								
Pp students with 5 strong pass including English and maths	2 (3.8%)	6 (11.3%)																								
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://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_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</i></p>	<p><b>KS4 English intervention</b></p> <p><b>Intention:</b> To improve GCSE English Language and Literature CPI and work towards securing a grade 4 and to improve confidence in English.</p> <p><b>Implementation:</b> 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.</p>																								

## PP Impact Report term 2

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

*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.*

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>

### Impact: -

Term 1- summary of impact

- 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

Term 2 - identify student need and respond in a bespoke manner.

### 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 the session, then to the rest of y11. One group was for HA students, the other for LA/MA students.

### 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.

Term 2 - identify student need and respond in a bespoke manner.

### Strategy: KS4 one to one/small group support for Maths

**Intention:** To improve GCSE Maths CPI and work towards securing a grade 4

**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.

### Term 1 summary of impact

- 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.

Term 2 - identify student need and respond in a bespoke manner.

### Strategy: Dog Walking

**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.

## PP Impact Report term 2

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

		<p><b>Implementation:</b> 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>Term 1- summary of impact 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 however, have returned to Core PE due to not engaging during more adverse weather in the Winter.</p> <p>Term 2 -dog walking has been beneficial to some students who struggle with the pressure of y11. Selection based on needs of students</p> <p><b>Strategy: Emotional Support Sessions</b> <b>Intention:</b> To support KS4 students' emotional health and wellbeing <b>Implementation:</b> 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. <b>Impact:</b> - 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. Term 2 - Implementation of strategies continued with the addition of Early morning sessions 8-9</p> <p><b>Strategy: Early morning drop in sessions</b> <b>Intention:</b> To 'catch' any issues students may have had at home/outside of school before the school day starts, thus avoiding students having a bad day or going home. <b>Implementation:</b> Students can have their day get off to a bad start or even try to take themselves home if they have had a bad night or a bad morning leading up to the school day. Students are aware that I am available from 8am until 8.55am each morning and can come to see me on a drop in basis to discuss any issues they are having and talk through solutions/strategies to help their day restart on a more positive note. <b>Impact:</b> The sessions have been a success so far in helping to avoid many students going home. They have had the time to alter their perceptions on issues and feelings, especially if they have come into school particularly heightened or upset. These sessions have been particularly beneficial for students feeling anxious on the mornings of their mock exams.</p> <p><b>Strategy:General homework catch up sessions</b> <b>Intention:</b> 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. <b>Implementation:</b> 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. <b>Impact:</b> -</p>
--	--	---

## PP Impact Report term 2

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

		<p>Summary of impact to date</p> <ul style="list-style-type: none"><li>• Students were fully engaged in the sessions and used their time effectively, sometimes working together with support from me when needed.</li><li>• 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.</li><li>• A number of students accessed the support on an ad hoc basis, as and when they felt they were behind or stressed.</li></ul> <p><b>Strategy: Small group sessions for those not secondary ready - maths y7</b></p> <p><b>Intention:</b> 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><b>Implementation:</b> 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</p> <p>Term 1:</p> <ul style="list-style-type: none"><li>• 3 groups of 4-5</li><li>• 3 hours of intervention per fortnight (timetables 5 minutes every session / one key focus each lesson)</li><li>• 14 students engaged with intervention (6 PP Students)</li></ul> <p>Term 2- summary of impact</p> <ul style="list-style-type: none"><li>• Attendance: 85.91% with 5/19 students with 100% attendance to intervention sessions.</li><li>• DK and DK persistently absent from school.</li><li>• Awaiting Step Test Data from Maths team.</li></ul> <p><b>Strategy: Small group sessions for those not secondary ready - maths y8</b></p> <p><b>Intention:</b> 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><b>Implementation:</b> 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"><li>• 4 groups of 6-8</li><li>• 3 hours of intervention per fortnight (timetables 5 minutes every session / one key focus each lesson)</li><li>• 24 pupils in total</li></ul> <p>term 2- summary of impact</p>
--	--	---

## PP Impact Report term 2

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

		<ul style="list-style-type: none"><li>• Attendance: 85.91% with 5/19 students with 100% attendance to intervention sessions.</li><li>• AP, EH and AE persistently absent from school.</li><li>• 7 students had 100% attendance to intervention sessions.</li><li>• Awaiting Step Test Data from Maths team.</li></ul> <p><b>Strategy: Small group sessions for those not secondary ready - English y7</b></p> <p><b>Intention:</b> Develop and strengthen necessary reading (comprehension) and writing skills in order to support students across the curriculum and allow them to access their learning at secondary school. Students were identified by their primary school during the summer term before arrival at Conyers. Upon receiving their timetables, intervention was scheduled accordingly.</p> <p><b>Planned Implementation:</b></p> <p>Term 1:</p> <ul style="list-style-type: none"><li>• 4 groups of 6-8 pupils</li><li>• 3 hours intervention circuit (SPaG, VIPERS/Bedrock, Curriculum)</li><li>• Tutorial 1-1 Support Sessions</li><li>• 28 pupils engaged with intervention (12 PP students)</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>• 4 groups of 6-8 pupils</li><li>• 3 hours intervention circuit (SPaG, VIPERS/Bedrock, Curriculum)</li><li>• Tutorial 1-1 Support Sessions</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>• 2 groups of 6 pupils</li><li>• 3 hours intervention (SPaG, VIPERS/Bedrock)</li></ul> <p><b>Impact:</b> Half term 1 - summary of impact</p> <ul style="list-style-type: none"><li>• All students attend intervention regularly. Those who would 'forget' or not make attendance have been spoken to and attendance is now good.</li><li>• Attendance: 89% Average<ul style="list-style-type: none"><li>- PLS (ongoing absence for holidays and RESET)</li></ul></li></ul> <p><i>All students to remain in intervention until the December review.</i></p>
--	--	---

## **PP Impact Report term 2**

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

		<p><b>Half term 2- summary of impact</b></p> <ul style="list-style-type: none"><li>• Students have made good progress with reading and writing over the term.</li><li>• Reading Online Progress: 18/29 students in small group intervention improved their score. 7/28 in small group intervention stayed the same. 2/28 significantly decreased (Concerns are PLS and RG)</li><li>• PP Student progress: (10pp students improved 2 decreased initialled above)</li><li>• Attendance: 92% Average<ul style="list-style-type: none"><li>- 14/29 students have 100% Attendance</li></ul></li></ul> <p><b>Strategy: Small group sessions for those not secondary ready - English y8</b></p> <p><b>Intention:</b> Develop and strengthen necessary reading (comprehension) and writing skills in order to support students across the curriculum and allow them to access their learning at secondary school. Students were identified by their primary school during the summer term before arrival at Conyers. Upon receiving their timetables, intervention was scheduled accordingly.</p> <p><b>Implementation:</b> Term 1:</p> <ul style="list-style-type: none"><li>• 2 groups of 8 pupils</li><li>• 3 hours intervention circuit (SPaG, VIPERS/Bedrock, Curriculum)</li><li>• 16 pupils engaged in intervention</li></ul> <p><b>Half term 1- summary of impact</b></p> <ul style="list-style-type: none"><li>• All students attend intervention regularly. Those who would 'forget' or not make attendance have been spoken to and attendance is now good.</li><li>• Attendance: 89%</li></ul> <p><b>Half term 2- summary of impact</b></p> <ul style="list-style-type: none"><li>• Step progress over time:<ul style="list-style-type: none"><li>- 14 improved their Step</li><li>- 2 stayed the same (Isla T, working well below target. HA working below target)</li></ul></li></ul> <p><b>ARROW</b></p> <p><b>Half term 1- summary of impact</b></p> <ul style="list-style-type: none"><li>• 8 students participated in the ARROW intervention sessions.( 4x y8, 4x y7)</li></ul> <p>In the Y7 group, 2 students were PP and 100% of students improved their Reading and Spelling age, with one student making +1y 1m progress with their Spelling and +1m progress with their Reading (BH Y7).</p>
--	--	--



## **PP Impact Report term 2**

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

	<p>In the Y8 Group, 100% of students improved their Reading and Spelling age, with one student making +9 months progress with their Reading and +7 months progress with their spelling (CN Y8). Details of individual student progress can be found in the Arrow spreadsheet which can be accessed using the link above in the Impact section of the document.</p> <p><b>Half term 2- summary of impact</b></p> <ul style="list-style-type: none"><li>• 6 students participated in the ARROW intervention sessions.( 6x y8)</li></ul> <p>In the year Y8 group, 4 of the students were PP and 100% of students improved their Reading and Spelling Age, with one student making +11m progress with their Spelling and +4m with their Reading.</p> <p><b><u>Strategy: Thrive</u></b></p> <p><b>Intention:</b> To support students to plug gaps in their Cognitive Development, as well as support them to build skills and coping mechanisms to fully participate and engage with their learning. The long term goal of Thrive is to allow students to build transferable life skills that can be implemented into everyday life. Another aim of the Thrive programme is to lower the rate of permanent exclusions from secondary.</p> <p><b>Implementation:</b> 1 to 1 support for identified students, as well as group workshop sessions. The work is all being tailored and individualised to meet the needs of students involved. Students are to be assessed before the interventions with the Thrive Practitioners, complete a 6 week session guide which is reviewed and reassessed to see what progress has been made.</p> <p><b>Impact:</b> The attached spreadsheet is a list of the students that are accessing the Thrive Intervention programme this academic year. They will receive 1:1 support as well as access group workshops such as Lego intervention and team building games. <a href="https://docs.google.com/spreadsheets/d/1Cyh21v6tZutc6Xiy4ieG_OYsttLSpXE_5MywibeI Sok/edit#gid=0">https://docs.google.com/spreadsheets/d/1Cyh21v6tZutc6Xiy4ieG_OYsttLSpXE_5MywibeI Sok/edit#gid=0</a></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 twice a week. Sessions are well attended and attendance is monitored</p> <p>We continue to work hard to improve school attendance for all students, with a particular focus on disadvantaged students</p>
--	--

**PP Impact Report term 2**

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

**KS3 and 4 compared to national picture**

Year group	School attendance term 1 %	National attendance term 1	Difference	School attendance term 2%	National attendance term 2	Difference
7	94.1	94.1	0	94.2	93.4	+0.8
8	94.4	91.8	+2.6	94.2	91.8	+2.4
9	91.6	90.7	+0.9	91.9	91.8	+0.1
10	90.9	90.2	+0.7	91.3	89.8	+1.5
11	91.4	90.2	+1.4	90.6	89.8	+0.8
7-11 overall	92.1			91.3	91.0	+ 0.3
% of PA 7-11	24.3	26.1	+2.2	20.9	20.2	+0.7
% of disadvantaged students that are PA	39			37.84		

## PP Impact Report term 2

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

### 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. 37.84% of PP students in KS3 and 4 are PA at the end of term 2.
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. 34 disadvantaged students have involved in receiving musical instrument lessons this year to date 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 3 students have been subsidised for the water sports trip.
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 <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> Student engagement in extracurricular activities, trips and visits, increases their engagement with	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.

**PP Impact Report term 2**

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

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

## PP Impact Report term 2

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

Budget	Spending (term 2)
Income <span style="color: red;">-£316,940</span>	
Staffing cost <span style="color: black;">£209,664</span>	£ 209,664 (year)
Non staffing Costs	£ 22,396 (spent to date) Breakdown below.

PP spend	Budget	Actual	Forecast for End of academic year	comments
Pupil Transport Costs	£13,980	£2,210	£5,100	PP Class bus, Wed/Thurs weekly @ £85 per trip 17 weeks remaining March to end of year
Interventions	£45,820	£750	£750	Summer school / PP costs to come through / Easter revision sessions - national tutoring
Curriculum Expenses	£0	£35	£35	
ICT - Software	£0	£4,587	£4,717	Seneca, Jamf and Showbie (new Showbie from Aug 24, 1 month forecast)
Materials	£9,950	£1,636	£0	TFR Go Music to 4512
ICT -Telecommunications	£0	£480	£480	Arbor - SMS for attendance trials
Education Visits/Swimming etc	£0	£1,475	£1,475	PP trip funding
Photocopier Consumables	£0	£10	£30	Reprographics recharge
Computer Equip. Curriculum	£11,340	£8,501	£16,172	Ipad leases 6012441 £1,530 per quarter, 6013483 1,303.69 per quarter plus final fee for lease 6012441 ends Aug 24
Externally Provided Professional Services - Non Governance	£11,000	£2,713	£9,886	TFR Go Music from 4031 plus Feb-Mar £1,137 then est for April to July £600 per month
<b>JB061</b>	<b>£92,090</b>	<b>£22,396</b>	<b>£38,644</b>	

**PP Impact Report term 2**

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