

Pupil premium strategy statement – Conyers School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the academic year 2024-5.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1126
Proportion (%) of pupil premium eligible pupils	20.4% (230 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 [within the context of the 2024-7 plan]
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Christopher Coleman
Pupil premium lead	Jade Hawthorne
Governor / Trustee lead	Nick Wills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 241,500
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 241,500

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for our disadvantaged students

- 1. Disadvantaged students achieve in line with non-disadvantaged students, nationally*
- 2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital*
- 3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education, training, or employment*

Our pupil premium strategy plan works towards achieving our objectives in the following ways:

- 1. Quality First Teaching for all students*
- 2. Strategies employed to close vocabulary gaps and allow students to develop as effective readers and in turn enable them to access a rich and deep curriculum*
- 3. Use of 'gap analysis' and timely intervention so that students know more and remember more*
- 4. Provide support to improve attendance so that all disadvantaged students can access a full curricular and extracurricular offer*
- 5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning*
- 6. Provide a programme of CEIAG provision and enrichment opportunities to support the development of cultural capital and character education and reduce the risk of disadvantaged students becoming NEET*

Key principles of our strategy plan:

- 1. Narrowing the gap between disadvantaged and non-disadvantaged students is the responsibility of all staff*
- 2. All of our schools share an ethos of inclusivity*
- 3. Strategies employed are evidence based*
- 4. Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attendance; attendance figures for our disadvantaged students last year were below both the national¹ and whole school averages.²</p> <p>Challenge: for any student to have gaps in attendance means they have gaps in knowledge and skills. The correlation between low attendance % and lower outcomes/progress is well evidenced and supported by research.</p>
2	<p>Attainment: both the A8 score and P8 score for our disadvantaged students were below peers in 2024; our aim for disadvantaged students is that they achieve in line with their peers.</p> <p>Challenge: our disadvantaged students, on average, attain less and progress less than their respective peers at the end of KS4. This is a significant national challenge and a core educational priority.</p>
3	<p>Access: some of our disadvantaged students have gaps in their vocabulary and less developed reading skills. Language gaps become attainment gaps; addressing these gaps will give our disadvantaged students the key to unlock their potential.³</p> <p>Challenge: gaps in literacy that are apparent at the end of KS2 pose significant challenges to students accessing their KS3/4 curriculum fully if not addressed.</p>
4	<p>Attitude to learning: the behaviour of the vast majority of our disadvantaged students is exemplary; however some of our disadvantaged students struggle to manage their behaviour consistently.</p> <p>Challenge: if students do not have a positive attitude to learning then this can impede on attainment and engagement in lessons. Last year our disadvantaged students were over represented in suspension figures and negative points accumulation.</p>
5	<p>Appropriate and meaningful post-16 destinations: we have a comprehensive programme of support for careers however some of our disadvantaged students require additional targeted support to engage with appropriate and aspirational opportunities post-16.</p>

¹ Where NA was 89.9% for students on FSM 2023-4 (DFE 2024)

<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2024-week-29>

² Conyers school data: 91.9% average full cohort

³ <https://www.governmentevents.co.uk/wp-content/uploads/2023/03/Marc-Rowland.pdf>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1.) Attendance: <i>to improve the attendance rates of disadvantaged students across all year groups.</i>	<p>Year 1: disadvantaged students have an attendance figure of $\geq 90\%$ (national non-disadvantaged figure for 2023-4)⁴ and there is a reduction in the gap between disadvantaged students and non-disadvantaged students from 2023-4.</p> <p>Year 2 & 3: our ultimate aim is that there is no overall 'attendance gap' between disadvantaged students and peers.</p>
2.) Attainment: <i>to improve the quality of teaching, learning and assessment to ensure that disadvantaged students achieve in line with expected progress.</i>	<p>Year 1: there is a reduction in the gap between KS4 A8 outcomes for disadvantaged students vs FFT20 targets (3.8 for 2024-5). Specifically, the summer outcomes for disadvantaged students are:</p> <ul style="list-style-type: none"> ● Basics EM4+ $\geq 52\%$ ● Basics EM5+ $\geq 34\%$ ● Basics EM7+ $\geq 9\%$ <p>Year 2 & 3: disadvantaged students attain and progress in line with national non-disadvantaged peers.</p>
3.) Access: <i>some of our disadvantaged students have less developed reading skills and gaps in their vocabulary knowledge.</i>	<p>Year 1: there is a significant reduction in the gap between the reading ages vs the chronological ages of disadvantaged students as a result of successful reading interventions.</p> <p>Year 2 & 3: timely and effective interventions mean that there is no gap between the reading ages and chronological ages of disadvantaged students.</p>
4.) Attitude to learning: <i>the behaviour of the vast majority of our disadvantaged students is exemplary; however some of our disadvantaged students struggle to manage their behaviour consistently.</i>	<p>Year 1: reduction in suspensions for disadvantaged students so that the rate is broadly similar for disadvantaged students vs non-disadvantaged students.</p> <p>Enhanced pastoral care via the use of <i>The Ignite Centre</i> aims to improve engagement, attitudes and behaviour.</p> <p>Year 2 & 3: proportionally disadvantaged students exhibiting low level disruption are in line with non-PP students and ultimately there is no difference between suspension rates of disadvantaged students vs non-disadvantaged students.</p>
5.) Aspirational and appropriate post-16 destinations: <i>some of our disadvantaged students require additional targeted support to engage with opportunities post-16.</i>	<p>The involvement of disadvantaged students in CEIAG events (in all Year Groups) is in line with non-disadvantaged peers. There continues to be zero NEET students post-16.</p>

⁴ <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2024-week-29>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£120,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the whole school 'Communication' development plan following on from the 'Answer like a...' strategy (SDP 2021-4)	The development of communication (reading, comprehension and oracy) are a core EEF suggested strategy for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). ⁵	2, 3
Work with the trust-wide <i>SparkEd</i> programme specifically on 'oracy' development.	Our specific whole school priorities for this academic year: 1) vocabulary instruction 2) verbal rehearsal (<i>learning through talk</i>) 3) reading accessibility.	
Roll out the 'We Are Readers' programme into its final year (Y9); WAR will now span the entirety of KS3	WAR is our flagship reading programme designed, timetabled and specifically tailored to develop students' reading skills, reading enjoyment and reading exposure; our aim at Conyers to <i>develop a 'primary reading culture'</i> in a secondary setting. Evidence from an ever widening range of research, including the DFE, suggests that there is a strong and positive relationship between reading frequency, reading enjoyment and attainment. ⁶	
Regular Quality Assurance of Quality First Teaching for disadvantaged students	Routine quality assurance through lesson visits, work scrutiny, data review and learning conversations (including Curriculum Review process) ensures that the delivery of QFT to disadvantaged students is a focus for subsequent staff development and CPD opportunities.	2
Regular and effective feedback via structured teacher, self and peer assessment – adaptive teaching (check ins, questioning, scaffolding, annotated seating plans)	The development of effective feedback is an EEF suggested strategy for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). ⁷	2, 3

⁵ [EEF -Improving Literacy in Secondary Schools Guidance Paper](#) original research from: Ricketts, J., Sperring, R. and Nation, K. (2014). *Educational attainment in poor comprehenders. Frontiers in Psychology*, 5. p. 445. DOI: 10.3389/fpsyg.2014.00445

⁶ (Clark 2011; Clark and Douglas 2011) referenced from - [Department for Education UK.Gov - Reading for Pleasure Report](#)

⁷ [EEF - Teacher Feedback to Improve Pupil Outcomes - Research/Guidance Report](#) further corroborating research: Newman, M et al (2021, in press), *A Systematic Review of Feedback Approaches in the Classroom, EEF*; Wisniewski B, Zierer K, Hattie J (2020). *The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research. Frontiers in Psychology; EEF Teaching and Learning Toolkit.*

<p>Specific target setting and review in all curriculum areas for underachieving disadvantaged students as part of ClassContext.</p>	<p>Specific and personal target setting on ClassContext sheets, with associated in-class and extra-curricular tasks where applicable, will support students in closing gaps in their learning. Executive and Team Leader analysis post-monitoring data inputs will identify any disadvantaged students gaps.</p> <p>'Challenge conversations' take place after every Y11 monitoring input which puts focus on individual performance of students, including all disadvantaged students in the cohort.</p>	<p>2, 3</p>
<p>Identification and addressing of gaps in learning (identified through question level analysis of planned assessments, including CATs)</p>	<p>Adaptive teaching is used to scaffold and support student progress where gaps are identified for disadvantaged students.</p> <p>The effectiveness of adaptive teaching strategies to support independent work and attainment are well documented in educational research.⁸</p> <p>As a result of the disruption of the pandemic, some students, including disadvantaged students, have gaps in the learning. Using strategies to identify these gaps and then suitable interventions to support the closing of the gap will enable students to know more, remember more and do more.</p>	<p>2, 3</p>
<p>Extensive T&L CPD programme aims to develop best practice in teaching, learning, assessment and personal development.</p> <p>At Conyers we use our flagship T&L 'Training Rooms' (inc. Science Lab) and microcourse CPD carousels to enhance the existing strong provision for T&L development and training undertaken throughout the year.</p>	<p>The Sutton Trust report identifies that the effects of high-quality teaching (vs poor teaching) are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p> <p>In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning (vs just under half a year's extra progress for most students).⁹</p> <p>Appropriate and timely CPD for all staff will raise awareness of multiple and complex barriers faced by students from a disadvantaged background and will ensure that effective teaching strategies are shared and subsequently used in lessons.</p>	<p>2, 3</p>
<p>Mixed ability teaching at KS3 (<i>for the majority of the curriculum offer</i>)</p>	<p>Research from the Sutton Trust clearly outlines the effectiveness of this strategy and specifically outlines the positive impact that mixed ability teaching groups can have on students from low income households.</p> <p>Some of the review findings also go further to suggest that the overall impact on learners is negative when considering academic setting (i.e. over time their performance deteriorates – an effect size of -.06). Mixed ability teaching therefore supports less able students and can reduce behaviour issues (Sutton Trust).¹⁰</p>	<p>2, 4</p>

⁸ *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

⁹ <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf> (Page 2)

¹⁰ https://f.hubspotusercontent30.net/hubfs/5191137/attachments/1/toolkit-summary-final-r-2-.pdf#_blank (Page 9)

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£60,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establishment of the bespoke KS3 Curriculum and pastoral provision at <i>The Ignite Centre</i>.</p>	<p>The <i>Ignite Centre</i> is a new and bespoke programme that supports students to engage/re-engage with learning across KS3. Research is clear about the positive impact of such provision (tailored small group support) and suggests that it should be considered as part of a school's pupil premium strategy when effectively targeted at pupils from disadvantaged backgrounds.¹¹ Disadvantaged students are over-represented in the Ignite cohort, currently at 60% of the group (Term 1)</p> <p>Within Ignite, in accordance with the EEF evidence, there is a range of behaviour specific interventions (Thrive ©) that are used to support progress (moderate impact for low cost, impact +4 - interventions for secondary age pupils tend to be more effective according to latest research, +5 months).¹²</p> <p>Furthermore, with a dedicated team of teachers and the school's behaviour lead working as a dedicated pastoral tutor for the Ignite Center we also focus on delivering a range of social and emotional learning (SEL) interventions which seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.¹³</p> <p>Evidence continues to support the strategy around bespoke provision and smaller classes positively impacting upon learning if the reduced numbers allow teachers to teach differently – as per the bespoke Ignite Curriculum and teacher CPD. We focus on staff having higher quality interactions with pupils. Further gains from smaller class sizes come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive whilst working from the Ignite Center.¹⁴</p>	<p>1, 2, 3, 4, 5</p>
<p>The establishment of the KS5 'Academic Support Assistant' (ASA) programme to support disadvantaged</p>	<p>As per EEF research findings, peer tutoring, on average, has a positive impact on both tutors and tutees. Research further shows that impact is similar (+5 months) for both literacy and mathematics interventions and ASA's are</p>	<p>1, 2, 3, 4</p>

¹¹ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

¹² [EEF Educational Evidence - Behaviour Interventions](#)

¹³ As per suggested best practice here from the EEF - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> - See specifics on Social and Emotional Learning Interventions for secondary schools

¹⁴ [EEF Report - Improving Behaviour in Schools](#) (see Recommendation 5: Use targeted approaches to meet the needs of individuals in your school)

students 1-1 in Maths and English lessons across the KS4.	deployed bespoke according to gap analysis 'area of need' post monitoring. ¹⁵	
Use of specialist Academic Mentor to deliver intervention programmes for targeted students across KS4; small group tuition and gap specific intervention support progress for disadvantaged students in Maths and English.	<p>EEF research suggests that tuition can significantly accelerate progress of disadvantaged students (high impact for moderate cost, impact +5).¹⁶</p> <p>As supported by research, as part of the 1-1 work that our academic mentor delivers with disadvantaged students, reading comprehension is prioritised; all tuition (both E&M) is explicitly linked to current lesson content and fully follows curriculum plans set by the subject team leaders.¹⁷</p> <p>In conjunction with the curriculum specialists, our academic mentor designs short (30-45 mins), regular sessions over a set period of time (reviewed each half term and gap data led). The EEF research outlines that adopting this model appears to result in optimum impact when considering 1-1 interventions. One to one tuition from our in-house academic mentor enable our disadvantaged learners to make effective progress by providing intensive, targeted academic support (including 'pre-teaching' strategies for English Shakespeare units) to those disadvantaged students identified as having low prior attainment or at risk of falling behind.</p>	1, 2, 3, 4
Enhanced accountability for disadvantaged students' progress for HoTs / class teachers	<p>TLs are responsible for robust SoLs in their curriculum areas and ensuring that these support students in knowing more and remembering more. They are best placed to interpret data for their subject to identify trends, gaps in learning, etc that are used to identify and track the progress of disadvantaged students.</p> <p>All teachers use an e-Teaching ClassContext sheet to track progress of any student who might need further support and there is a specific section to monitor the progress and attainment of disadvantaged students.</p>	2, 3, 4
Further development of homework and revision support for KS4 using our highly embedded school iPad's for Learning programme	<p>Homework is one of the strategies identified by the EEF as having a considerable impact on improving progress (high impact for very low cost, Impact +5).¹⁸</p> <p>Further EEF studies (<i>under the 'Behind the Averages' section</i>) show that involving digital technology in homework typically has greater impact (+6 months) in regards to homework provision for disadvantaged students.</p> <p>Subsequently, the Pupil Premium Grant is used to fund a range of homework specific software platforms including <i>Pinpoint, Seneca, Languagenut etc.</i></p>	2, 3

¹⁵ [EEF Education Evidence Report - Peer Tutoring](#) (see specifics under 'Closing the Disadvantage Gap')

¹⁶ [EEF Research Report - 1-1 Tutoring in Schools](#)

¹⁷ [EEF - Reading Comprehension Strategies \(T&L Toolkit\)](#)

¹⁸ [Education Evidence Report - EEF - T&L Homework](#) - under the 'Behind the Averages' section re. 'Closing the Disadvantage Gap'

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£60,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Mentoring	<p>Pastoral mentoring interventions have been shown to be beneficial for pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Research shows that regular pastoral mentoring conversations can support progress and encourage the development of successful learning habits. (EEF: low impact for moderate cost, based on moderate evidence: Impact +2).¹⁹</p>	1, 2, 4, 5
Improve engagement of disadvantaged students with the extracurricular offer.	<p>New research from the EPI (2024) shows that vulnerable students are less likely to attend both sports clubs, and clubs for hobbies, arts and music, when compared to their peers.²⁰ The study goes on to show how participation in extra-curricular activities is clearly associated with a wide range of positive outcomes when young people are in their early twenties.</p> <p>Disadvantaged students at Conyers are targeted to participate in a wide range of opportunities including student leadership, sport and academic challenge, often at a subsidised rate.</p>	2, 4
<p>Bespoke provision for disadvantaged students with specific attendance (+ behaviour, progress or social and emotional wellbeing) barriers/needs.</p> <p>Reviewed at Exec level fortnightly in C&V monitoring meetings.</p>	<p>Prioritising attendance strategies in order to support outcomes and wellbeing for all students, including disadvantaged students, is outlined as best practice by the DfE as part of their findings and research published in the recent 'Working Together to Improve Attendance' paper (2024).²¹</p> <p>Our dedicated team of full-time, non-teaching, pastoral support staff work closely in partnership with families, conduct home visits and work in partnership with the Executive Team and LA, Attendance Support Team to ensure that attendance is closely monitored, data analysed and strategies to support are put in place where necessary.</p>	1, 2, 4, 5
CEIAG prioritised for disadvantaged students	<p>As we know from the research, for many disadvantaged young people, a significant barrier to their desired career is having access to information about what a particular path involves and the best subjects to study in order to access it. Those from</p>	5

¹⁹ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring> (specifically under the 'Closing the Disadvantage Gap' section)

²⁰ [EPI Research Report 2024 - Access to extra-curricular provision and the association with outcomes](https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final-1.pdf) (see the full report here - <https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final-1.pdf>)

²¹ [DFE.GOV.UK - Working Together to Support School Attendance \(Aug 2024\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/Working-Together-to-Support-School-Attendance-Aug-2024.pdf)

	<p>poorer backgrounds are also less likely to know about the range of career choices on offer in the first place.²²</p> <p>Our specialist, in house careers adviser works closely with every Y11 disadvantaged student to provide bespoke 1-1 support on securing strong destinations post-16 (inc with Youth Directions if appropriate).</p> <p>In addition to this, all students in Y11 undertake a 1-1 careers meeting with a member of the schools Executive Team and all Y11 students have a 1-1 <i>Mock Interview</i> with a 'real' employer as part of their Focus Day experience. (Half Term 1).</p> <p>Furthermore, we have a range of careers fairs / events taking place throughout the academic year and explicit links to possible careers are discussed within curriculum lessons where applicable.</p>	
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Total budgeted cost: £ 241,500

²² [Sutton Trust Report on Careers in Education - 'Paving the Way' \(2022\)](#) (p20)

Part B: Review of the previous academic year ('23-24)

Outcomes for disadvantaged pupils

Below is an outline of the performance of our disadvantaged pupils for last academic year (2023-4). Included in the assessment evidence is last year's attainment measures, comparisons with local and national averages and comparisons with 'non-disadvantaged' peers. In addition to the data from external assessments there is also an outline of PP attendance figures for last academic year, alongside behaviour data relating to average +points and average -points and suspensions.

Attainment, progress and outcomes:

	Attainment 8	Progress 8	Basic 9-4 (EM)	Basic 9-5 (EM)	Basic 9-7 (EM)
Whole cohort	47.96	-0.14	73%	51%	14%
PP cohort	36.87	-0.65	50%	32%	5%
Difference	11.09	-0.51	- 23%	-19%	- 9%

Review of our strategy aims last year (as outlined in the Intended Outcomes section of the PP strategy plan 2023-2024) and judgments on how successful the intended outcomes of the plan were given that last year marked the end of a previous PP strategy plan. The current/new three year plan began in September 2024 and will run until August 2027.

Aim 1: *Disadvantaged students perform at least in line with 'national other'.*

- With an 11 point difference in A8 and over $-\frac{1}{2}$ a grade difference in P8 measures disadvantaged students did not perform in line with 'national other', despite our combined best efforts to close the gaps. The disadvantaged gap index nationally (released Feb 24 - DFE) shows a national picture of continued widening compared to 2021/22, from 3.84 to 3.94 in the year 2022-3. It is now at its highest level since 2011. Before the pandemic, the gap index had widened going from 3.66 to 3.70 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when centre assessed grades were used.²³ We continue to be fully committed to the aspiration of closing the achievement gap in our PP strategy aims.

Aim 2: *50% of disadvantaged students achieve at least a Grade 5 in both EM.*

- 50% of the disadvantaged students did not achieve a Grade 5 inc EM, an aspiration we were aiming for. 50% did achieve a Grade 4 inc EM however.
- Analysis of the PP P8 data however does show that last year, compared to 'open', 'Ebacc' and 'Maths' figures, the progress of disadvantaged students was better in English than all others. Specifically P8 for the English element was -0.36 vs -0.82 (Maths), -0.87 (Ebacc) and -0.5 (open). Assessment of the

²³ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance> (2022-3 as latest data comparison from DFE)

reasons why this might be the case could link, among many other things, to the significant volume and quality of 1-1 KS4 English intervention done by our in school Academic Mentor.

Aim 3: % disadvantaged students with good attendance in line with 'national other'

- PP attendance (Y7-11) stood at 87.4% (fig. correct to the end of HT5 when Y11 exams began). Average whole school attendance figures for the same period were 91.9%. There is a gap of between 3% - 5% across all year groups, with the Y7 attendance gap being the smallest relatively.

Aim 4: All disadvantaged students offered a trip or visit. All disadvantaged students engaged in extracurricular activities.

- Disadvantaged students are given the opportunity to partake in an extensive range of high quality trips, residentials and out of school visits from Y7 right the way through to Y11. The range of trips offered is carefully constructed to ensure that financial barriers are considered before authorisation. Requests for curriculum specific trips are monitored closely and disadvantaged students have the costs, wherever possible, at least partially funded/subsidised from the PP budget. The participation of PP students in all extracurricular activities and visits is closely monitored and where there is any under-representation of students is looked into by the executive team.

Aim 5: All disadvantaged students in Y11 have secure appropriate and aspirational destination plans - 0% NEET

- Destinations remain exceptionally strong at Conyers school and none of our disadvantaged students were NEET. See below for a detailed breakdown.

Year 11 Destinations	Conyers Sixth Form	College / FE	Apprenticeship	NEET
All Students (238)	107	115	14	2
Boys - (114)	58	42	12	2
Girls - (124)	49	73	2	0
PP - (55)	16	36	3	0
SEN - (44)	12	29	3	0

A comprehensive final evaluation of each specific action and strategy undertaken last year within the wider umbrella sections of **(1) teaching priorities**, **(2) targeted academic support** and **(3) wider strategies** can be accessed via the Pupil Premium Lead - Jade Hawthorne (Director of Curriculum). Please contact Conyers School for more details.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
In 2023-4 there were 19 students in this cohort (4, 5, 4, 3, 3 spread Y7-11). Those in receipt of the service PP funding receive the same support as the PP cohort more widely.
The impact of that spending on service pupil premium eligible pupils
The nature and scope of the support provided across all year groups for Service Pupil Premium children means that measurements against academic achievement cannot be meaningfully quantified. The principal guiding purposes of the service pupil premium are to 1.) enable us as a school to offer pastoral support to eligible pupils during any challenging times, 2.) help mitigate the negative impact on service children of family mobility or parental deployment and 3.) help improve the academic progress of eligible pupils if we as a school deems this to be a priority for those individuals.