

# Conyers Pupil premium strategy statement (2023 24)

## School overview

Metric	Data
School name	Conyers School
Pupils in school	<b>1379*</b>
Proportion of disadvantaged pupils	18%*
Pupil premium allocation this academic year	£254,840
Academic year or years covered by statement	2023– 2024
Publish date	October 2022
Review date	October 2023
Statement authorised by	Louise Spellman
Pupil premium lead	Angela O'Boyle
Governor lead	Curriculum and Standards Committee

\*Numbers on roll 27.10.23

## Disadvantaged pupil performance overview for last academic year (22-23)

Progress 8	<p>* 223 students (Y11)</p> <p>49% 21/ 43 pp students gained a positive P8 (compared to 148 (67%) of the main cohort)</p>
Ebacc entry	<p>52% - 223 students (y11)</p> <p>44%- 19 /43 disadvantaged students y11</p>
Attainment 8	<p>53.47- 221 students (y11)</p> <p>44.31- disadvantaged students y11</p>
% Grade 5+ in English and maths	<p>60%-- 223 students (y11)</p> <p>45%- 19/43 disadvantaged students y11</p>

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	3 (Disadvantaged) Students Sp 16362) 238.03 (7	

	<p>All disadvantaged students offered a trip or visit All disadvantaged students engaged in extracurricular activities  All disadvantaged students in y11 have secure appropriate and aspirational destination plans - 0 NEET</p>	
Ebacc entry	Not a school target due to open options and early entry RE in year 10.	



	<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.  <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 Lane (2008). It works on the principle that <b>hearing one's own voice is a psychological key to much language comprehension</b>. 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  <a href="https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction">https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction</a></p>
Projected spending	£ 8,550

### Wider strategies for current academic year

Measure	Activity
---------	----------

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough curriculum development time and priority is given to support disadvantaged students so that the specific barriers these students face in accessing quality first teaching are identified and the impact of these barriers on progress are reduced.	Use of department action plan, use of PA reviews and curriculum training to make the progress of disadvantaged students a priority for all teachers
Targeted support	Ensuring interventions are effective. The challenge of ensuring the intervention programme is coordinated so that it targets according to need and is reactive enough to be timely.	Clear communication from department leads, class teachers and the intervention team to support student progress. Encourage subject leads to review the effectiveness of interventions
Wider strategies	Engaging the families facing most challenges	

