

Pupil Premium Strategy Statement

2024-2027

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Conisborough College
Number of pupils in school	661
Proportion (%) of pupil premium eligible pupils	49.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed	20 th December 2026
Statement authorised by	
Pupil premium lead	Rosy Salam
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£397,101
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£397,101

Part A: Pupil premium strategy plan

Statement of intent

Our mission is that ***“Conisborough College ensures that all students achieve academic success, develop their character and are able to lead happy and fulfilled lives.”***

This statement is meaningful for all our pupils and our whole College community, but holds even more gravitas for those students who experience disadvantage; we are aware that this is almost half of our College community.

We deliver our mission through living out and demonstrating our values, which are Kindness, Determination, Excellence and Responsibility; we want our disadvantaged pupils to receive a superb education, but also become well-rounded, emotionally intelligent individuals, who can achieve and live fulfilled lives. Our aim is that they receive the same access of opportunity as others and had all their barriers removed.

At Conisborough College we recognise that all students, regardless of their background or circumstances, should have access to a knowledge rich and powerful curriculum. Our Pupil Premium funding allows us to provide extra and addition support to students to enable them to access this, thus ensuring they make progress and can reach their potential.

A challenge for the College is that other students, who are not officially recognised as disadvantaged, also need support and are vulnerable in other ways. We understand, however, that the funding is not a ‘catch-up’ fund to be used just for those students underperforming and our funding is used for students in a variety of ways to ensure access of opportunity, even for those performing well.

Our Pupil Premium funding is based on research and with the view that ‘what serves the most disadvantaged supports all’ students. As such, we track how money is spent so we can evaluate its impact. We believe in delivering excellent teaching and learning to students, with a relentless focus on the progress of the most disadvantaged students. Any interventions implemented are tracked and evaluated to ensure impact.

Our collective drive at the College is to ensure the most disadvantaged achieve with equal parity to their peers, enjoy school and become successful adults.

The key elements of our strategy are:

- That our disadvantages pupils are prioritised and a focus of everything we do
- That we have the same expectations of behaviour and conduct for all our pupils
- That we will remove barriers, through additional support, for our disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Reading, Writing and Comprehension NGRT assessment of current year 7 and 8 students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects. NGRT for year 10 pending.
2	Outcomes and Progress Our outcomes for our most disadvantaged are lower than the national average.
3	Lack of understanding of progression into KS5 and lack of aspiration for A-Levels and beyond this University. Our most disadvantaged students often come from families with no history of university attendance or experience of higher education. They need bespoke support to provide them with the knowledge, skills and understanding of the pathways at KS5 and beyond.
4	Attendance and Punctuality Many of our most disadvantaged students have either lower levels of attendance or have been persistent absentees at primary school.
5	Limited experiences of 'high' culture and cultural capital. Our most disadvantaged students have a lack of opportunity outside of the main curriculum; arts, music, other high value cultural experiences that are assets that improve intellect and social awareness, as well as impact on attitudes, dress, behaviours and a wider understanding of the world, limit our most disadvantaged pupils.

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
Disadvantaged students make exceptional academic progress and above national performance for non-disadvantaged students.	- A greater proportion of disadvantaged students make exceptional progress above their peers nationally. - A greater proportion of disadvantaged students achieve a grade 4 and 5 in both English and Maths at the end of KS4. - A greater proportion of disadvantaged students are entered for all components of the EBACC.
Improved behaviour and a reduction in suspensions for disadvantaged students.	- Learning walks and lesson drop-ins show all students engaged in learning and actively participating. - Teacher folders show an awareness of who the disadvantaged students are in their classroom and show plans to actively support their progress; these are clear in their live annotated seating plans. - Student surveys and student panels outline that students feel happy and safe at the College and their needs are met in and outside the classroom. - The number of disadvantaged students suspended and appearing at behaviour panels reduces over time. - The PSHE and RSE curriculum is taught to a high standard and evaluated to ensure the needs of the whole child are met.
Improved number of students taking A-Levels and studying more aspirational courses.	- Increased number of disadvantaged students taking A-Levels. - Increased number of disadvantaged students attending university.

Attendance and punctuality for disadvantaged students improves.	- Attendance is more robustly tracked and pastoral teams, led by the Vice Principal, proactively plan to remove barriers to improve attendance amongst disadvantaged students. - Bespoke plans are made to support the most vulnerable students attending. - Attendance for disadvantaged students exceeds the national average.
Knowledge gaps are effectively closed.	- Planning is rigorous across the College and all teachers plan how and where they will address gaps in students' learning. - Learning walks and lesson drop-ins highlight personalized planning from all teachers across the College. - Learning walks and lesson drop-ins demonstrate that all teachers are planning a range of teaching strategies to support disadvantaged students and their live seating plans highlight they are aware who these students are and the personalized steps they are taking to address gaps. - Marking and feedback are robust and show how disadvantaged students are being challenged.
Outcomes between PP and NPP close	- Lesson drop-ins show all teachers are aware of who the PP students are. - Live seating plans show active planning, including questions, tasks, notes on how gaps should be closed for PP students. - Data over time in assessments shows progress for PP students.

Activity in this academic year

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

Teaching

Budgeted cost: £6,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and Reading Training, implementing and evaluating the Ruth Miskin reading recovery programme for students in KS3 with a significantly low reading age in order that they can access the KS3 curriculum and make gains in line with their peers. Read Aloud during tutor time to foster a love of reading across the College.	In order for disciplinary literacy to occur across the whole school, students being given key targeted subject specific vocabulary and access to complex texts, students' literacy levels, including their reading age, needs to be in line with their peers and at or near their own secondary school age. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Reading comprehension strategies EEF	1, 2, 3 and 5

Targeted academic support

Budgeted cost: £306,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE and RSHE: Review the PSHE/ RSHE curriculum, including the structure of lessons, the content and implement drop-down days and review our approaches to student well-being.	Children with higher levels of emotional wellbeing have higher levels of academic success in school. The Relationship between Children's Wellbeing and their Educational Outcomes Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning EEF	1, 2, 3, 4 and 5.

Continuous Professional Development and training: Train Middle leaders on Curriculum Implementation and ensure regular Subject Meetings focus on the quality of teaching and learning within departments. Create a cycle of Learning Walks, lesson drop-ins and regular observations to ensure that departmental areas for development are identified and addressed. Offer Exam board training in every department. Ensure the appraisal cycle is implemented with consistency, so all staff feel invested in and have a trajectory of career progression. Create a cycle of CPD that includes instructional coaching, so staff feel invested in and trained to become effective classroom practitioners. This academic year the focus of CPD is on a consistent approach to classroom practice called the 'Conisborough lesson.' Informed by the latest evidence-based methods, each term has a specific focus and coaching used to support staff with its implementation. Our work and methodologies are supported by the EEF and the Sutton Trust. ECTs meet 1:1 with a dedicated mentor every week to prioritise and quality assure all elements of teaching and marking.	Investing in staff is key to developing them as practitioners in order that they deliver the best outcomes for our students. We use the latest research on teaching and learning supported by evidence from the Sutton Trust and the EEF. This year the focus is on developing a lesson structure in order that prior learning is built upon and retained and also that routines are embedded to support students' cognitive load. We have trained all staff on how to coach or be coached and have a bi-weekly focus to support staff in implementing our lesson structure. Other CPD consists of deliberate practice and TLACs to develop teachers. We have introduced an appraisal policy that focusses on staff development and the trained middle leaders in how to support their teams and focus on the implementation of their curriculum. This is all supported by best practice research.	1 and 2
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Intervention: interventions, masterclasses and revision sessions are in place at weekends and during school holidays as appropriate; disadvantaged students are prioritized with invitations to these sessions.	Often students who are disadvantaged may experience less support from home and are less likely to study independently or appropriately or have the space to do so leading up to exams. Intensive, targeted academic support to those identified as at risk of falling behind is essential in order to achieve student progression. There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. To increase the likelihood of additional school time benefiting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. Extending school time EEF	1, 2, 3 and 4
Additional resources: All students are gifted with a full pencil case of equipment to ensure they are equipped for learning. Disadvantaged students are given a replacement pencil case if needed and a Scientific calculator. Hard copies of key texts, textbooks and revision guides and workbooks are purchased for students at GCSE level. Digital licenses are also secured where possible. Online platforms such as Sparx Reader/ LanguageNut and Microsoft Teams ensure that students benefit from tailored and interactive resources which can be accessed from home.	From experience, disadvantaged students may have more economic barriers and will not be equipped for learning. This can be isolating and affect student well-being. Resourcing students helps ensure they make progress.	2 and 4.

Wider strategies

Budgeted cost: £83,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	We have approximately 3-40 students regularly attending. This ensures students feel welcomed, safe, are in school and have access to facilities that support learning.	2 and 4.
Attendance Staffing attendance and having support from another Academy allows a focus on disadvantaged students.	Attending school is essential to student outcomes, but also to student well-being, development of peer relationships, social skills and building positive habits for a successful life. Government research supports this.	1, 2, 3,4 and 5.
Careers and destinations: CIEAG support developed across KS3 and KS4 through use of a specialist Careers Advisor.	Students from disadvantaged backgrounds are less likely to have connections through friends, relatives and family to support their understanding of careers or to develop their aspirations to aim high. Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. High quality careers education can help them progress smoothly into further learning and work. SYM873648 Careers-Education-Infographic	3 and 5.

Clubs, trips, visits and outside speakers	Students from disadvantaged backgrounds are less likely to have the confidence to participate in clubs, trips or visits or engage in activities outside of their comfort zone. They are also less likely to have the financial means to do so. Supporting disadvantaged students to attend reward trips, theatre trips, engage in Music tuition or attend any club is essential for their well-being, confidence and aspirations.	5
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Total budgeted cost: £397,101

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2025-26

This details the impact that our Pupil Premium activity had on pupils in the 2025 to 2026 academic year.

Year 11 results 2026:

Progress 8 and Attainment 8

Cohort	No.	A8	Eng P8	Mat P8	EBacc P8	Open P8	P8
Non	94	40.72					
PP	62	36.98					
All	156	39.24					

English and mathematics

Cohort	No.	Eng 9-5 %	Eng 9-4 %	Mat 9-5 %	Mat 9-4 %	Basics 95 %	Basics 94 %
on	94	53.9	68.1	56.7	61.1	45.0	52.0
PP	62	50.9	66.1	45.8	59.3	39.0	55.0
All	156	52.7	67.3	52.4	60.4	42.0	53.0

2025-26

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Aim	Outcome
Literacy and Reading	The Ruth Miskin and Reading recovery strategies have now become established at the College and are embedded inclusive practices. Staff are now fully trained on how to implement these and they run well with targeted students. This year we will fully analyse the data to track progress.
RSE and PSHE	RSE and PSHE are embedded across the College as part of curriculum. Student surveys will be implemented to show impact on emotional and social well-being.
CPD and Professional Development	Teaching staff are well trained and there is a rich and vast CPD and coaching programme to support development of staff at all levels. Progress Teaching has been implemented to support professional development. In addition the College has benefitted from trainee teachers and there has been increased time allocated to mentor these colleagues.
Interventions	The College saw its most improved results in the summer of 2026. Interventions, masterclasses and holiday sessions have had an impact on improved results.
Wider Resources	All wider resources and interventions have impacted positively on progress, culture and outcomes.