

## Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2022 to 2023 academic year) 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	835
Proportion (%) of pupil premium eligible pupils	52
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year
Date this statement was published	December 2022
Date on which it will be reviewed	May/June 2023
Statement authorised by	Dr M Harpham
Pupil premium lead	Mr S. Aylward
Governor / Trustee lead	To be appointed

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£416,760
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£416760

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

As a school we believe that all pupils have an entitlement to achieve their potential whatever their circumstances. As a school we will provide opportunities to break through barriers, increase resilience and place inclusivity at the heart of all we do. As the leadership of the school we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed. Our current pupil premium strategy clearly outlines our plans towards achieving these objectives.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Lower P8 and A8 scores for PP students reduces Post 16 choices and life chances.
2	Higher chance of fixed term exclusions for Pupil Premium students inhibits life chances for PP students
3	Attendance of PP students is below attendance of Non-pp students
4	Less PP students follow EBacc reducing entry into University including Russel group
5	PP students transition less well when compared to Non PP students from KS2 to KS3 students
6	Attitude to learning inhibits progress made by some PP students... focus on smaller teaching groups targeted at PP students and Alternative provision including external providers for example Millwall FC
7	PP students require additional pastoral support at key time through their school at Conisborough College
8	Behavior for learning inhibits progress made by PP students, there is high level of SENd need within PP students
9	Mental health and wellbeing issues inhibit progress made by some PP students
10	Lower than average reading ages inhibit progress made by PP students.

## 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
<b>Challenge 1:</b> Increase P8 and A8 scores for PP students in line with Non PP students and national averages in the school.	P8 and A8 scores for PP students at -0.3 and 38.0 respectively by 2022 Focus on T&L and provide TEEP training for all staff Appoint wider leadership to support and mentor staff moving from RI to good and Good to outstanding
<b>Challenge 2:</b> Reduce the number of fixed term exclusions for Pupil Premium students.	Exclusion data shows that FTE of PP students is reduced in comparison to 2021
<b>Challenge 3:</b> Improve the attendance of Pupil premium students.	Attendance data shows attendance of PP students is improved in comparison to 2021 and the gap between attendance of PP and Non-PP is narrowed
<b>Challenge 4:</b> Increase the number of disadvantaged students following EBacc over the next three years.	% of PP students taking EBacc course in line with Non-PP students
<b>Challenge 5:</b> Improve curricular provision of small Nurture Group for targeted vulnerable students in Years 7, 8 and 9. This is led by specialist primary trained teachers and enables students to make the transition effectively from KS2 to KS3.	Nurture (small school setting) classes for PP students (cross over with SENd) in Years 7,8 and 9. A minimum of two staff recruits with specialist primary school experience to support KS2 to KS3 transition
<b>Challenge 6:</b> Extra teaching staff in Maths, Science and English at Key stag 4 with focus on smaller groups targeted at disadvantaged students.	Reduce average class sizes at key stage 4 in core subjects from 28 students to 22 by 2022. Extra one day a week KS4 certificated provision with Millwall Football Club targeted at disadvantaged students who struggle to access curriculum across KS4.  Half term, Saturday and holiday provision with a focus on disadvantaged PP students.
<b>Challenge 7:</b> Recruit non-teaching pastoral staff to provide additional pastoral support to PP students.	Appointment of additional academic mentor in Year 7 and 11
<b>Challenge 8:</b> Improve behaviour of PP students in line with Non-PP students reducing the number of internal and external FTE within PP students	Appointment of wider leadership and senior leadership to focus on supporting PP students to improve attendance and behaviour in order to support progress
<b>Challenge 9:</b> Increased focus on wellbeing and emotional support for most vulnerable PP students to improve student engagement and reduce fixed term exclusions.	Strategies include 1-1 counselling support, appointment of additional behaviour mentors, judicious use of alternative provision to avoid permanent exclusion
<b>Challenge 10:</b> Improve reading ages of PP students when compared to Non-PP students and national averages	PP students to show improved lexia reading scores when compared and in line with Non-PP students. Introduce and finance DEAR and additional literacy and reading support 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ [227,114.11]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD TEEP training and mentoring (Instruction, coaching) for all staff and staff identified as RI  Cost of training/CPD Cost of TEEP (zero cost) enrolment for all staff <b>£10,750.29</b>  Cost of leadership capacity to increasing mentoring/coaching of RI staff <b>£40,950</b>	CPD inset record TEEP training Leadership mentoring	1 1 1
Improved curricular provision for small Nurture Groups for targeted vulnerable students in Years 7, 8 and 9 ( <b>63,368.67 VC £55,213.07 FM £50,582.07</b> )	Recruitment of 2 primary specialists to support 4 nurture classes across key stage 3	1,5
Extra teaching staff in Maths, Science and English at Key stag 4 with focus on smaller groups targeted at disadvantaged students <b>£26,250</b>	Additional staffing in core maths and English to reduce students to teacher ratios	1,6
Purchase of Year 11 revision guides for PP students cost of <b>£5000</b>	Revision guides purchased for all PP students in all subjects in 2022	1,2
Improved reading through use of lexia <b>£1250.00</b>	PP students targets through lexia reading program	1,10

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

Budgeted cost: £ [286.363.81]

Activity	Evidence that supports this approach	Challenge number(s) addressed
P8 and A8 scores for PP students at -0.3 and 38.0 respectively by 2022	A8 and P8 scores in 20-21 and 21-22 against 3-year trend	1
Focus on T&L and provide TEEP training for all staff <b>at zero cost for 2021-22</b>	TEEP training CPD Staff (teachers) Level 1 TEEP trained Staff (teachers) Level 2 TEEP trained	1,4
Appoint wider leadership to support and mentor staff moving from RI to good and Good to outstanding <b>£40,950.00</b>	Appoint 2 leadership staff from staff pool to support AHT/DHT to support/coach staff moving from RI to good.  Levels of coaching in the school following lesson observation cycle in terms 1.3 and 5	1,4,5
Increase the number of disadvantaged students following EBacc over the next three years <b>at zero cost</b>	EBacc trends across 19-20, 20-21 and 21-22, 22-23 and 23-24.  <ul style="list-style-type: none"> <li>• Year 11 2021 – 13%</li> <li>• Year 11 2022 – 19%</li> <li>• Year 11 2023 – 24%</li> <li>• Year 11 2024 – 30%</li> </ul>	4
Nurture (small school setting) classes for PP students (cross over with SENd) in Years 7,8 and 9 <b>63,368.67 VC £55,213.07 FM £50,582.07.</b> A minimum of two staff recruits with specialist primary school experience to support KS2 to KS3 transition including summer camps <b>at small cost of £1000 with others costs met by other funding streams</b>	Include within the timetable model for 2020-21 additional nurture and SENd groups across Year 7,8 and 9  Year 7 Nurture and SENd group Year 8 SENd group Year 9 SENd group  Recruitment of 2 additional staff with primary school experience to offer small school deliver of the key stage 3 curriculum for PP vulnerable nurture and SENd students	5
Reduce average class sizes at key stage 4 in core subjects from 28 students to 22 by 2022 <b>£25,000</b>  Extra one day a week KS4 certificated provision with Millwall Football Club targeted at disadvantaged students who struggle to	Class sizes have been reduce across Maths, English and science from 28 to 22 in 20-21 and 21-22  Millwall FC currently offer 1-day bespoke course (AP) for 10 PP students in Year 10 and 11 reducing the risk of exclusion and offering alternative pathways into post 16 course.	6

<p>access curriculum across KS4  <b>£38,000 (80% PP)</b></p> <p>Half term, Saturday and holiday provision with a focus on disadvantaged PP students <b>£12,250</b></p>	<p>Staff employed to offer additional provision/intervention for Year 11 students in 21-22 during half terms and holidays. Focus on PP students in terms of places offered.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [108,122.54]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduce the number of fixed term exclusions for Pupil Premium students <b>at cost £9,250.00</b></p>	<p>Employ 2 x staff in wider leadership to support behaviour and manage 3 x staff behaviour mentors increasing the % of students (PP and Non PP) remaining in lessons</p> <p>Provide structural management of behaviour watch ensuring PP student behaviour is managed effectively and reducing the risk of FTE (Internal and external)</p> <p>Provide mentoring for PP students who are at risk of FTE (Internal; and external)</p>	2
<p>Improve the attendance of Pupil premium students <b>£17,269.81 (1/2 cost of an attendance officer)</b></p>	<p>Appoint an attendance office and additional senior leader (DHT) to focus on attendance across 2021-22. Moving PP and NON-PP students toward improving attendance and reducing the % of students who meet PA criteria</p>	3
<p>Recruit non-teaching pastoral staff to provide additional pastoral support to PP students <b>£28,061.08 + £29,00.00 R</b></p>	<p>Recruit 3 x behaviour mentors and DHT to support behaviour for PP students</p> <p>Increased monitoring through use of behaviour watch software of PP students</p> <p>Early intervention for PP students at risk of poor engagement or FTE</p>	7
<p>Improve behaviour of PP students in line with Non-PP students reducing the number of internal and external FTE within PP students <b>at zero cost</b></p>	<p>3 behaviour mentors to support PP students in terms of the management of behaviour</p> <p>Reducing FTE figures</p> <p>Improved engagement in PP students</p> <p>Improving attendance</p> <p>Improving behaviour in class</p>	8
<p>Increased focus on wellbeing and emotional support for most vulnerable PP students to improve student engagement and reduce</p>	<p>PP student voice shows improved awareness of support offered by the school and key staff for PP students wellbeing and mental health</p>	9

fixed term exclusions at cost of £24,541.65 (half cost based on PP)	Service level agreement for counselling of PP students with reporting mental health issues  Reduce levels of FTE (internal or external)	
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**Total budgeted cost: £ [413,574.03]**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### ***Pupil premium evaluation 20-21***

In 2021 pupil premium planning had the following key priorities:

#### **Strategy Aims for Disadvantaged Pupils**

Aim	Target	
Progress 8	Increase P8 score for disadvantaged pupils in the school to -0.4.	September 2021
Attainment 8	Increase A8 score for disadvantaged pupils in the school to 38.	September 2021
Exclusions	Reduce the number of fixed term exclusions for Pupil Premium students.	September 2021
Attendance	Improve the attendance of Pupil students.	
EBacc Entry	Increase the number of disadvantaged students following EBacc over the next three years.	2020-2023



## Review of 2020 - 2021 Strategy Aims for Disadvantaged Pupils

Aims	Outcomes
Year 11 Pupil Premium students to improve P8 score from 2020 to -0.4	P8 for disadvantaged students improved significantly from -1.14 in 2019 to -0.51 in 2020, however in 2021 there was a slight decrease in P8 for PP students at -0.61. There was a significant performance gap when compared to Non-PP students who reported a P8 score of +0.24.
Increase A8 score for disadvantaged pupils in the school to 38.0	A8 score improved to 37.7 for PP students but was significantly lower when compared to Non-PP students with an A8 of 42.4
Reduce the number of fixed term exclusions for Pupil Premium students.	The number of FTE (internal and external) of PP students was lower when compared to 2019-20 data for PP students. However FTE remains higher for PP students when compared to Non-PP students
Improve the attendance of disadvantaged students	This was not achieved in the in any part of 2019-20 and 2020-21 due to the effects of the pandemic. It is almost impossible to benchmark the attendance of any student cohort due to the Covid situation. Whole and PP attendance was lower in 2021 when compared to pre-pandemic attendance data.
Increase the number of disadvantaged students following EBacc over the next three years.	EBacc trends across 19-20, 20-21 and 21-22, 22-23 and 23-24. <ul style="list-style-type: none"> <li>• Year 11 2021 – 13%</li> <li>• Year 11 2022 – 19%</li> <li>• Year 11 2023 – 24%</li> <li>• Year 11 2024 – 30%</li> </ul>

## Curriculum Priorities 2020-21

Measure	Activity	Projected Spending
Priority 1	Curricular provision of small Nurture Group for targeted vulnerable students in Years 7 and 8. This is led by specialist primary trained teachers and enables students to make the transition effectively from KS2 to KS3.	£75,000
Priority 2	Extra teaching staff in Maths, Science and Humanities with focus on smaller groups targeted at disadvantaged students.	£121, 000
Priority 3	Extra KS4 Provision and staffing for ASDAN course targeted at disadvantaged students who struggle to access curriculum.	£22,000

## Curriculum Priorities 2020-21...update

### Priority 1

Curricular provision of small Nurture Group for targeted vulnerable students in Years 7, 8 and 9. This is led by specialist primary trained teachers and enables students to make the transition effectively from KS2 to KS3.

- Improved teacher-student ratios
- Improved Student transition (pupil voice)
- Reduce internal and external exclusions of Year 7 to 9 SEN students

### Priority 2

Extra teaching staff in Maths, Science and English at Key stage 4 with focus on smaller groups targeted at disadvantaged students.

#### Update:

Improved literacy and numeracy attainment

Small group intervention with PP students give priority

### Priority 3

Extra KS4 Provision and staffing for ASDAN course targeted at disadvantaged students who struggle to access curriculum.

#### Update:

All students in RB are registered for ASDAN course affording this cohort of students greater access to post-16 college and sixth form destinations

### Priority 4

Additional support for attendance of pupil premium students

#### Update:

PP attendance has still underperforming when compared to Non-pp students in 2021-22. This may be the result of Covid-19 disproportionately affecting lower income households, which is a national trends

### Priority 5

Extra one day a week KS4 certificated provision with Millwall Football Club targeted at disadvantaged students who struggle to access

#### Update:

Currently, 20 students (10 in year 11, 10 in year 10) attend Millwall. Students chosen because there were at risk of exclusion because they exhibited lower than average engagement with their learning or even school attendance.

1. Student voice and other data indicates that
2. Attendance has improved
3. Reduced FTE (internally or externally)

Improved engagement with school life

## Academic and Pastoral Priorities

Measure	Activity	
Priority 1	Appointment of Year 11 Academic Mentor to support disadvantaged students' wellbeing and progress.	£3,000
Priority 2	Appointment of Year 7 Academic Mentor to support disadvantaged students' wellbeing and progress.	£3,000
Priority 3	Appointment of two Middle Leaders to focus on assisting AHT Behaviour in supporting students to improve attendance and behaviour in order to support progress.	£20 000
Priority 4	Increase of wellbeing and emotional support for most vulnerable students to improve student support and reduce fixed term exclusions. Strategies include 1-1 counselling support, judicious use of alternative provision to avoid permanent exclusion.	£50, 000
Priority 5	Improve the attendance of disadvantaged students.	£3, 000
Priority 6	Half term, Saturday and holiday provision with a focus on disadvantaged students.	£20,000

### Academic and Pastoral Priorities...update

#### Priority 1

Appointment of Year 11 Academic Mentor to support

#### Update:

This appointment was made through 2020-21 and now tracks Year 11 attainment at GCSEs as well as engagement and progress. All three indicators have improved over the last 2 years

#### Priority 2

Appointment of Year 7 Academic Mentor to support

#### Update:

This appointment was made through 2020-21 and now tracks year 7 engagement and behavior which despite greater percentages of students with AEN and EHCP has improved over the last 2 years

These appointments were made in 2020 and have contained through this year supporting the leadership and management of behavior at Conisborough College

#### Priority 3

Appointment of two Middle Leaders to focus on assisting AHT behavior in supporting students to improve attendance and behavior in order to support progress.

#### Update:

These appointments were made in 2020 and have contained through this year supporting the leadership and management of behavior at Conisborough College

#### Priority 4

Increase of wellbeing and emotional support for most vulnerable students to improve student support and reduce fixed term exclusions. Strategies include 1-1 counselling support, judicious use of alternative provision to avoid permanent exclusion.

#### Update:

A team of 3 behavior mentors have been appointed in 2021 with a remit of reducing the number of lessons call out sand improving the resolution rate between staff and students where behavior is a barrier to continue attendance in an lesson or student engagement. In over 50% of call-out the behavior team has reintegrated successful the student back into class whilst supporting behavior for leaning expectation with students that persistently disrupt the learning of other are aggressive, or use homophobic or racist language. They also have begun to mentor challenging students with a six week mentoring program

**Priority 5**

Improve the attendance of disadvantaged students

**Update:**

This was not achieved in the in any part of 2019- 20 and 2020-21 due to the effects of the pandemic. It is almost impossible to benchmark the attendance of any student cohort due to the Covid situation. Whole and PP attendance was lower in 2021 when compared to pre-pandemic attendance data.

**Priority 6**

Half term, Saturday and holiday provision with a focus on disadvantaged students.

**Update:**

Intervention programs over half term holds continued in 2021-22 with staff offering provision for revision in core and non-core subjects for all Year11 students the majority of the half term. Take up from students was positive with the majority of students attended one session or more

**Parental engagement:**

Parental support remains a barrier for their children's learning. Parents are often unable to support their children's learning at home for a number of reasons, including high levels of deprivation, EAL in the home lack of knowledge of expectations of the curriculum, lack of strategies and ideas to support at home. As well as this, a small but increasingly significant group of PP students have been identified as having additional Speech, Language and Communication needs (SLCN) and other additional needs including SENd within the school. As a school we will be developing oracy skills for pupils across the curriculum. Many of our pupils have low aspirations, and in some families education is not seen as important. This also leads to attendance being an issue for a small group of PP students. Some of our students are very emotionally vulnerable, and their social and emotional wellbeing, successive lockdowns and the Covid - 19 pandemic has and will continue directly impact their welfare and learning. The need for well laid our plans and strategies continue, acutely so for our PP students.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*