

## Pupil Premium Strategy Statement 2018/19

Great schools are a cradle for resilient, effective and confident learners regardless of their socio-economic backgrounds ‘Marc Rowland’.

The Context of the Academy - Summary Information											
School		Chantry Academy									
Academic Year		2018/19	Total budget (PP, CIC, Yr 7 catchup)				£351,978	Date of most recent PP Review		April 2017	
Number of pupils		Number of PP pupils						Number of CIC entitled to PP		Date for next internal review of this strategy January 2019	
		Girls	Boys	LPA	MPA	HPA	Yr 7	Yr 8			
Yr 7	179	Yr 7	88	38	50	41	40	7	Yr 7	2	
Yr 8	178	Yr 8	80	40	40(1)	30	44	6	Yr 8	1	
Yr 9	174	Yr 9	68	32	36	43	17	8	Yr 9	2	
Yr10	165	Yr10	63	30	33	26	32	5	Yr 10	1	
Yr11	138	Yr 11	59	27	32	21	32	6	Yr 11	0	
<b>Total</b>	<b>834</b>	<b>Total</b>	<b>358</b>	<b>167</b>	<b>191</b>	<b>161</b>	<b>165</b>	<b>32</b>			

Chantry Academy is a sponsored academy and is part of The Active Learning Trust family of schools. The following 5 core beliefs are fundamental to the ethos at the school:

1. Every child wants to be successful
2. No barriers to learning
3. No excuse for poor progress
4. We get what we expect
5. Learning is our core purpose.

Is Chantry Academy a great place to learn if you come from a disadvantaged background? The Academy is an improving school which serves a community that has a high proportion of pupils from a disadvantaged background. Historically attainment for this group has been low across the LA compared with disadvantaged pupils nationally.

As an effective school we have high expectations and high ambitions for every pupil, regardless of background. The pupil premium funding enables us to create a place of excellence, endeavour and optimism. Through high quality teaching and learning we endeavour to continue to narrow the gap. As an Academy we recognise that we should be the decision makers using evidence to inform professional judgements as long as the attainment gap is closing.

Every student has the same opportunity to succeed. We recognise that Students need high quality, tailored support and excellence in the classroom. However, one of the best measures of an advanced educational system is how it treats pupils who are on the margins. The Chantry Academy Vision is a key driver to help improve the lives of our students and every member of our community is equally VALUED. The vision is to provide learning that ensures everyone has the skills to be Versatile, the opportunities to exceed their Aspirations, the knowledge to be Learned, the empathy to be Understanding, the enthusiasm to be Engaged and the encouragement to be Determined.

The percentage of statemented students in the Academy is above national figures, whilst the overall percentage of students with SEN is higher than national figures. The Academies ethnicity profile is predominately White British. We currently use a variety of available data to assess student’s ability and progress. We continue to explore different ways of recording pupils’ progress to ensure that the statistical data shines a light where interventions are required.

## Strategic Summary - Evidence of school performance

2. Current attainment		Pupils eligible for PP	Pupils not eligible for PP	CA Whole cohort
		Pupils CIC		
% achieving 4 - 9 incl. English and Maths		39.1%	60.9%	52%
% achieving expected progress in English/Maths grade 7+		2.2%	4.7%	3.6%
Progress 8 score average		+0.4	0	+0.1
Attainment 8 score average (2018)		3.9	4.3	4.2

The rate of improvement from the previous year suggests that there is an increase in all key performance indicators from the previous year. The use of 1 to 1 mentoring was the key intervention that supported the improvement of students particularly those with PP funding. This action has been extended to a larger number of students through small group work with external specialists and withdrawal work with PP LSAs.

Use of data to track and target intervention in all year groups continues to be effective. Student feedback suggests that the residential for Mathematics, Master Classes and exam preparation techniques had a significant impact on their confidence, not only in the exam but also through spending time with peers in an environment alternative to the academy.

The PP tries to address the current underlying inequalities between children eligible for FSM and their peers by ensuring that the funding reaches the pupils who need it most. We then have the flexibility and freedom to use the funding to ensure that these students can progress in line with their peers. At Chantry Academy funding is readily focussed on disadvantaged students, who are performing well, to help them do even better. Resources are deployed where they can make the most difference. Consequently the Pupil Premium spending is spent where teachers feel it is most needed. Financial planning is broken down and a summary of spending evaluated against expected outcomes by the Senior Leadership Team. The Academy has received the following to support students eligible for Pupil Premium Funding.

3. Barriers to future attainment for pupils eligible for PP		4. Desired outcomes	Success criteria
<b>In-school barriers</b>			
A.	Student <b>attainment on entry</b> with a Key Stage 2 Average Point Score (APS) is below the national average.	Improve pupil outcomes so they are at least in line with national averages in all subjects	Numeracy and Literacy skills for students in lower school shows expected progress in line with targets.

	Number of PP by year					by increasing the proportion of PP pupils who make greater than expected progress.		Results for 2019 to show the following: A8 recorded as 5.1 and P8 at +1.1	
	Number	% of year	PP Prior Attainment		Non-PP Prior attainment				
			Below	Above	Below	Above			
Year 7	86	48.9%	34.5%	65.5%	37.1%	62.9%	<ul style="list-style-type: none"> <li>English/Maths 5+ @ 50%</li> <li>English 5+ @ 50% Maths 5+ @ 66%</li> <li>English/Maths 4+ @ 70%</li> <li>English 4+ @ 70% Maths 4+ @ 83%</li> </ul>		
Year 8	82	46.8%	56.5%	43.5%	53.2%	46.8%			
Year 9	67	39.9%	50.7%	49.3%	34.7%	65.3%			
Year 10	61	43.9%	46.9%	53.1%	45.3%	54.7%			
B.	<b>MPA boys</b> eligible for PP are making less in year progress. This prevents sustained high achievement through Upper School					Accelerated progress of PP boys who join the school with average prior attainment.		MPA PP boys make progress in line with all students. Numerical P8 for MPA boys is 0	
C	<b>High prior</b> attaining students who are eligible for PP are making less progress than other high attaining pupils across Upper School.					Ensure that the most able disadvantaged pupils make progress in line with other similar pupils at the school throughout each stage.		HPA students make accelerated progress in all year groups and sustain achievement. Results for 2019 to show the following: <ul style="list-style-type: none"> <li>English/Maths 7+ @ 13%</li> <li>English 7+ @ 14.5% Maths 7+ @ 13%</li> </ul>	
<b>External barriers</b>									
D.	Low attendance rates of PP students					The whole academy attendance has continuously increased year on year for the last five years. To show that attendance of all cohorts, including PP students is an increasing trajectory.		Attendance to sit above schools in deprived areas nationally with an overall attendance of pupils eligible for PP improving from 93% in 2017/18 to 95% in line with 'other' pupils. Reduction in the number of persistent absentees (PA) among pupils eligible for PP <b>to 10% or below</b>	
	Year group	PP % Attendance	Non-PP % Attendance	PP % Persistent Abs	Non-PP % Persistent Abs				
	7	94.7%	96.2%	0	0				
	8	94.5%	96.3%	1.22%	0				
	9	93.6%	94.3%	2.99%	0.99%				
	10	92.9%	93.9%	1.64%	3.85%				

## 5. Planned expenditure for Academic year 2018/19

The three headings below enable the Academy to demonstrate how the Pupil Premium funding is allocated to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all – Classroom base

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How we ensure that it is implemented successfully	Staff lead	Review of implementation
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<p>A. Improve pupil outcomes so they are at least in line with national averages in <b>all subjects</b> by increasing the proportion of PP pupils who make greater than expected progress.</p>	<p>Staff training on high quality feedback. Ensure staff are following SOW, marking in line with policy and can interpret and diagnose data to support teaching and learning. Tutor time programme. Staff CPD on numeracy skills Creation of additional groups to support PP students' progress and access to support in lessons. To support teaching and learning across all subjects</p>	<p>Investment some of the PP in longer term change which will help all pupils Assessments are rigorous and support progress. High quality feedback is an effective way to improve attainment, and is suitable as an approach to embed across the school Improved student attitudes towards numeracy. Non-specialist staff more confident with numeracy activities. Increase in standards of teaching and learning. VP</p>	<p>VP Progress to identify the areas of highest risk for planned intervention. Plan communicated to stakeholders to ensure EBacc Progress measure will show projections closer to 0 by Easter 2018 CPD sessions to deliver training. Peer observations of teaching Moderation of assessments and data Enhanced student performance in numeracy Observations show a reduction in shallow learning and an increase in good/outstanding teaching.</p>	<p>VP Progress chairs Upper and Lower school RAPs: Heads of Subjects, Year Pastoral teams and SENCO actively participate to scrutinise progress of groups of PP Numeracy TLR Lead Practitioner (Science/LDI) TLR allowance ( SAN)</p>	<p>January 2019</p>
<p>A. Improve pupil outcomes so they are at least in line with national averages in <b>all subjects</b> by increasing the proportion of PP pupils who make greater than expected progress.</p>	<p>Interventions for PP students within EBacc subjects are targeted to ensure students make progress in line with national expectations <b>Homework Club</b> - PP students receive intensive support in a safe environment between 3:15-4:15 daily.</p>	<p>Teaching staff will review their planning and delivery to ensure progress builds year on year. Students feel supported in a vulnerable environment. Extension work on development of key skills to ensure main</p>	<p>Provide challenge during link mtgs when viewing in-year data. Probe gaps which are not narrowing for cohorts. MPA boys would state that they are given opportunities to be chosen to represent the school and can take pride in their work Students confidently participate in lessons and show improvements in learning homework checks.</p>	<p>VP Teaching and Learning and VP Progress</p>	<p>September 2018  January 2019  April 2019  July 2019</p>

	<p><b>Subsides: Resources &amp; Trip</b>  Research: Ensure fair access for all to all trips and out of school activities and clubs – Prom, College taster events  Visit to Cambridge University for PP high achievers – Aspirational Lower school club  Improved links projects between Yr6 and Yr7.  HOY7 and HODs to coordinate subject days.  Individual PP allocations for departments.  3 days target working with EAL/additional language support for main subjects.</p> <p><b>CIC</b>  Nurture group provision and associated resources  Rewards for positive behaviour  Provision of study guides to support homework  Instrument lessons</p>	<p>timetabled lessons are accessible.  <i>HOY monitors the attendance and progress of students who participate</i></p> <p>Supporting engagement.  Improvement throughout transition phase.  VP liaise with feeder schools.  Supporting engagement  Revision guides and discs for Upper School as requested by Head of Subjects.  Food Tech ingredients  GCSE POD</p> <p><b>Social and emotional learning.</b></p> <p><b>Behaviour interventions</b>  <b>1:1 Tuition</b></p> <p><b>Arts participation</b></p>	<p>Increased participation of PP students for learning outside of the lesson.  Students settled more quickly in Year 7.  Positive exchange of ideas between teachers across phase.  Impact measured by responses to projects.  Improved climate for learning established.</p> <p><b>Personal Education Plan Meeting Record updated at calendared meetings.</b>  <b>Monitoring of active involvement in activities beyond the school day.</b></p> <p><b>Additional support at significant transition points.</b></p>	<p><b>VP Behaviour and Attendance</b></p>	<p>December 2018</p>
				<b>Total budgeted cost</b>	<b>£150,00</b>
<b>ii Targeted support - Interventions</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How we ensure that it is implemented successfully	Staff lead	Review of implementation
<p>B. Accelerated progress of <b>PP boys</b> who join the school with average prior attainment.</p>	<p>Promote literacy and numeracy to underpin progress of MPA boys through 121 and small group interventions  <b>Turn around reading scheme</b>  All PP students to have access to identified support packages including My Maths. Purchasing of software Lexia intervention scheme – reading/comprehension to support year 7-10. CPD on accelerated reader – develop a bank of specific resources to use for follow-up to assess components of language</p> <p><b>CIC</b>  <b>Speech and language provision 2:1; 1.5 hrs per week</b>  <b>Member of support staff to attend training</b></p>	<p>Targeted students to achieve 4 levels of progress and 5 or more GCSE or equivalent passes. HOY monitor usage of the support packages and Literacy and numeracy progress via data.  To work specifically with ‘vulnerable’ children during intervention times, key transition points ( primary to secondary, options and post 16 visits) time and after school revision sessions. (8-4)  Monitor progress of pupil premium children. Improvement in literacy. Components of language identified as an area of weakness from moderation</p> <p><b>Social and emotional learning</b></p> <p><b>Behaviour interventions</b></p>	<p>Provide challenge during link mtgs when viewing in-year data. Probe gaps which are not narrowing for cohorts. Students participate and Student voice would state they are engaging with interventions as willingly attending support outside of regular timetabled lessons.  Targeted timetabled support for all PP students. Gap between PP students and non PP students is less than 10%  All information and progress is recorded in GO4. Data monitored with reports/case studies to SLT lead.  Intervention assistants in roles. PP students are making progress. Parents or pupil feedback  HOD to oversee resources and scheme development with lead for English and SENCO</p> <p>Personal Education Plan in place</p>	<p>HOD English and Maths Intervention Assistant (L3) for Lower school (MWA)</p> <p>VP Behaviour</p>	<p>On-going.  Whole school data uplift points throughout academic year.  Post assessment challenge review points January 2019</p> <p><b>Progress in line with prior attainment in core subjects. Attendance at expected level.</b></p>

	<b>on defined barrier to learning. 1:1 emotional support</b>	<b>Mentoring</b>			
B. Accelerated progress of <b>PP boys</b> who join the school with average prior attainment.	<p>Delivery of Literacy and language skills programme.</p> <p>Delivery of Maths skills programme - Small group work with a specialist teacher focussed on overcoming gaps in learning</p> <p>Alternative provision – core subject weekend/holiday residential.</p> <p>Targeted students to be invited to attend by Head of Department.</p> <p>10/11 – 2 x maths Feb 2018, April 2018</p> <p>Music Peri Tuition - Subsidised Violin, guitar, drum, woodwind and singing.</p> <p>Costed: 50% current music tutor budget</p> <p>Administrative support to help with the monitoring and reporting of Pupil Premium work across the school.</p>	<p>Improvement in Literacy Progress monitored using assessment data by Head of English</p> <p>Improvement in Numeracy.</p> <p>Progress monitored using assessment data by Head of Maths.</p> <p>Accelerated learning and an increase in students achieving a GCSE pass in English, mathematics and 4 Levels of progress</p> <p>Students on track to achieve data forecasts.</p> <p>To support achievement in all areas of the curriculum</p> <p>Access to external music tuition.</p> <p>To support the PP Lead, ensuring funding records are accurate and tracking up to date.</p>	<p>Predictions for Y10/11 PP students on track to reach English and Maths milestone targets with improvement linked to performance.</p> <p>APP plans intervention programme and track participant progress.</p> <p>An increase in the % of PP students achieving 5 +E/M</p> <p>Year group residuals show that the PPG gap is closing and making 4 levels of progress.</p> <p>Pupil premium file up-to-date including relevant evidence to support future PP planning.</p>	<p>VP Progress (JVO/SDU/WYBBSA/CBO)</p> <p>Administrative Assistant</p> <p>Head of Music to monitor</p>	<p>On-going.</p> <p>Whole school data uplift points throughout academic year.</p> <p>Summer Challenge mtg review point June 2019</p>
B. Accelerated progress of <b>PP boys</b> who join the school	Resources for tutor groups/library/next steps evening. Careers	To prepare possible PP Neet students to access post 16	MPA boys can independently voice their goals, aspirations and have a sense of achievement.	Assistant Headteacher (Raising Aspirations) Careers Advisor (L4)	December 2019

with average prior attainment.	for priority potential NEETs	provision and future training opportunities	CEIAG provision has been successful with 100% of students accepted on courses to achieve L2 or L3 qualifications.		
C. Ensure that the most <b>able</b> disadvantaged pupils make progress in line with other similar pupils at the school	Regularly review practice to ensure HPA students are stretched and challenged to be independent learners. Implement Kagen structures to support the teaching and learning of HPA students	Support RAP and work collaboratively to share good practice to support the progress of HPA	Termly Challenge meetings/informal reviews between subject staff and SLG to discuss and evaluate the provision for HPA students across the curriculum. Students will say that they are taking part in their learning and the lessons are more interactive so they can Master subjects.	Head of Year (Progress) HODs	January 2019
C. Ensure that the most able disadvantaged pupils make progress in line with other similar pupils at the school	Middle leaders conduct regular, rigorous QA activities of assessments including analysis of papers, external moderation.	Summative data is used to target interventions to support HPA learners. Consideration of how data is presented to students to enable misconceptions to be addressed.	Students understand the journey they are taking and are familiar with the data landscape.targets and predictions. Question level analyse of results takes place to identify key areas after each assessment. Information shared with students and parents/carers	HODs	January 2019
C. Ensure that the most able disadvantaged pupils make progress in line with other similar pupils at the school	Hosting Suffolk Masterclasses for HPA students in Autumn Term 2018 – focus on maths and science STEM Mentors to work specifically with medium/high prior attaining ‘vulnerable’ students prior to option choices.	Students make 3 levels of progress, show a reduction in C2 behaviour incidents and further develop employability skills. APP to monitor provision.	Students would share aspirations about higher level qualifications post 16. Students show increased focus on their targets and attending intervention sessions.	Head of Maths and Science. STEM representatives	July 2019
C. Ensure that the most able disadvantaged pupils	Weekly small group sessions in maths, English and Science for	Provision of extra support to maintain high attainment.	Extra teaching and preparation time paid for out of PP budget.	HODs Intervention Assistant Progress (L4)	March 2019



make progress in line with other similar pupils at the school	high-attaining pupils with HOD or equivalent, replacing tutor time.  Targeted small groups of middle and higher prior attaining PP students to attend Maths and English sessions and revision support for exam preparation	Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils	Engage with parents and pupils before intervention begins to address concerns. Track data in English and maths at key calendar points each term. HODS to observe sessions and provide feedback/support. Students at risk of disengagement, multiple exclusions from lessons are on track to achieve target levels of progress.	(MHA)	
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**Total budgeted cost** £179,978

**lii Other approaches – Attendance and behaviour  
Attendance July 2018**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How we ensure that it is implemented successfully</b>	<b>Staff lead</b>	<b>Review of implementation</b>
D. To improve low attendance rates of PP students, with a focus on Yr 11 (2016/17 PP and Yr 10 - 88.11%/ Whole Academy 90.50%)	Attendance Team (Attendance Improvement Officer) employed to monitor pupils, follow up first day absences to track justification for absences To conduct majority of non-legal attendance meetings.	Improvement in punctuality and attendance to lessons will improve attainment. APP to track and monitor and present data at fortnightly SLT mtgs.	Same day calls about progress for target students. Improvement in attendance and consequently progress Data shared with students	VP Behaviour & Attendance Year Managers	December 2019
D. To improve low attendance rates of PP students, with a focus on Yr 11 (2016/17 PP Yr 10 - 88.11%/ Whole Academy 90.50%)	Upper and Lower school (MSH) Dedicated time to monitor PP students and counselling to support emotional wellbeing.	Improved links between Chantry Academy and primary teachers to sustain progress from Yr6 into Yr7.	Personalised progress Change in attendance to show improvement Reduction in Exclusion rates Recognition of attendance and punctuality	VP Behaviour & Attendance	February 2019

	PP students form feeder schools involved in transition and cross phase learning projects. Rewards: Recognition and attendance awards <b>Subsides: Uniform</b> Essential uniform purchased for students who require assistance <b>Breakfast Club</b> Supervision and FSM Due to increase as students on site all day.	Trips for PP students subsidise English theatre visit Enhanced sense of community. Tutors/Pastoral team monitor on a daily basis. <i>Uniform checks schedules within the year to ensure high standards are maintained.</i> Support for physical and emotional well-being at the start of the school day.	C2 logs and community feedback evidence demonstrates an improvement in behaviour. Take up of FSM increased		
<b>Total budget costs</b>					30,000

The spending plan below reflects how resources are deployed for the funding in total of £351,978 received for the academic year 2018/19 to close the gaps between pupil premium students and students not in receipt of pupil premium funding.

<b>Pupil Premium funding: £317,460</b>						
<b>Provision</b>	<b>% funded from PP</b>	<b>Role</b>	<b>Yr grp</b>	<b>Brief summary of intervention or action</b>	<b>Specific intended outcomes: What will it achieve if successful? <i>Monitoring (When/Whom) Evidenced by?</i></b>	<b>Actual impact: What did the action or activity achieve? Measurements of impact</b>
Assistant Principal i/c of PP	15%	VP Progress (TST)	All	VP (Progress) chairs Upper and Lower school RAPs: Heads of Subjects, Year Pastoral teams and SENCO actively participate to scrutinise progress of groups of PP students.	Clear vision communicated to all for improving the achievement and attainment of PP students. <i>Data displayed in relevant locations to closely monitor in year performance.</i>	Raised profile of PP student progress. Students are on track to achieve data targets
Administrative Assistant	15%	JDE/LOV	All	Administrative support to help with the monitoring and reporting of Pupil Premium work across the school.	To support the PP Lead, ensuring funding records are accurate and tracking up to date.	Pupil premium file up-to-date including relevant evidence to support future PP planning.

Lead Practitioners	100%	TLR allowance ( SAN) Science (LDI)	All	To support teaching and learning across all subjects Creation of additional groups to support PP students' progress and access to support in lessons	Increase in standards of teaching and learning. VP	Observations show a reduction in shallow learning and an increase in good/outstanding teaching.
Year Managers		Upper and Lower school (MSH)	7-11	Dedicated time to monitor PP students and counselling to support emotional wellbeing. PP students from feeder schools involved in transition and cross phase learning projects.	Improved links between Chantry Academy and primary teachers to sustain progress from Yr6 into Yr7.	Change in attendance to show improvement  Reduction in Exclusion rates
Numeracy TLR	100%	2 <sup>nd</sup> in Maths	All	Tutor time programme. Staff CPD on numeracy skills	Improved student attitudes towards numeracy. Non-specialist staff more confident with numeracy activities.	Enhanced student performance in numeracy
<b>Total cost</b>						<b>£121,884</b>
Intervention Assistant (L3) for Lower school  Intervention Assistant Progress (L4)	100% 100%	(MWA)  (MHA)	All 7-9	To work specifically with 'vulnerable' children during intervention times, key transition points ( primary to secondary, options and post 16 visits) time and after school revision sessions. (8-4) Monitor progress of pupil premium children. Targeted small groups of middle and higher prior attaining PP students to attend Maths and English sessions and revision support for exam preparation	Targeted timetabled support for all PP students. Gap between PP students and non PP students is less than 10% <i>All information and progress is recorded in GO4. Data monitored with reports/case studies to SLT lead.</i>	Intervention assistants in roles. PP students are making progress. Parents or pupil feedback Students at risk of disengagement, multiple exclusions from lessons are on track to achieve target levels of progress.
EAL Assistant (L3)	100%	AST	All	3 days target working with EAL/additional language support for main subjects.	Students successfully complete English as a second language GCSE and achieve GCSE in EBACC	Students participate in core lessons and progress onto Post 16 choices.
Careers Advisor (L4)	100%	VWR	All	Resources for tutor groups/library/next steps evening. Careers for priority potential NEETs	To prepare possible PP Neet students to access post 16 provision and future training opportunities	CEIAG provision has been successful with 100% of students accepted on courses to achieve L2 or L3 qualifications.
English Intervention 1:1  Maths Intervention 1:1	100%	JVO – 3 days a week  SDU	10-11	Delivery of Literacy and language skills programme. Delivery of Maths skills programme - Small group work with a specialist teacher focussed on overcoming gaps in learning	Improvement in Literacy Progress monitored using assessment data by Head of English Improvement in Numeracy. Progress monitored using assessment data by Head of Maths.	Predictions for Y10/11 PP students on track to reach English milestone targets with improvement linked to performance. Y10/11 PP students on track to reach Maths milestone targets with improvement linked to performance.
<b>Total cost</b>						<b>£109,826</b>

Attendance Improvement Officer and Educational Welfare Officer	100%	KRI	All	To conduct majority of non-legal attendance meetings.	Improvement in punctuality and attendance to lessons. APP to track and monitor and present data at fortnightly SLT mtgs.	Improvement in attendance and consequently progress
<b>Total cost</b>						<b>£3750</b>
Lower school intervention schemes  Purchasing of software	100%	RWA	7-9	<b>Turn around reading scheme</b> All PP students to have access to identified support packages including My Maths.  Lexia intervention scheme – reading/comprehension to support year 7-10	Targeted students to achieve 4 levels of progress and 5 or more GCSE or equivalent passes. HOY monitor usage of the support packages and Literacy and numeracy progress via data.	On-going. Whole school data.  Improvement in literacy
Homework Club	%	RWA	All	PP students receive intensive support in a safe environment between 3:15-4:15 daily.	Students feel supported in a vulnerable environment. Extension work on development of key skills to ensure main timetabled lessons are accessible. <i>HOY monitors the attendance and progress of students who participate.</i>	Students confidently participate in lessons and show improvements in learning homework checks.
Breakfast Club Supervision and FSM	100%	DLL	All	Due to increase as students on site all day.	Take up of FSM increased	Support for physical and emotional well-being at the start of the school day.
Subsides: Uniform Resources & Trip Research	100%	CBO	All	Essential uniform purchased for students who require assistance Ensure fair access for all to all trips and out of school activities and clubs – Prom, College taster events Visit to Cambridge University for PP high achievers – Aspirational Lower school club Improved links projects between Yr6 and Yr7. HOY7 and HODs to coordinate subject days.	Enhanced sense of community. Tutors/Pastoral team monitor on a daily basis. <i>Uniform checks schedules within the year to ensure high standards are maintained.</i> Supporting engagement. Improvement throughout transition phase. VP liaise with feeder schools.	C2 logs and community feedback evidence demonstrates an improvement in behaviour. Increased participation of PP students for learning outside of the lesson. Students settled more quickly in Year 7. Positive exchange of ideas between teachers across phase. Impact measured by responses to projects
Alternative provision – core subject weekend/holiday residential	100%	KGR	All	Targeted students to be invited to attend by Head of Department. 10/11 – 2 x maths Feb 2018, April 2018 .	Accelerated learning and an increase in students achieving a GCSE pass in English, mathematics and 4 Levels of progress Students on track to achieve data forecasts. To support achievement in all areas of the curriculum APP plans intervention programme and track participant progress.	An increase in the % of PP students achieving 5 +E/M Year group residuals show that the PPG gap is closing and making 4 levels of progress.

Music Peri Tuition	%	TPE	All	Subsidised Violin, guitar, drum, woodwind and singing. Costed: 50% current music tutor budget	Head of Music to monitor uptake of students for GCSE music and participation in school production/activities	Access to external music tuition.
Rewards: Recognition and attendance awards	100%	YrM	11	Trips for PP students subsidise English theatre visit	Monitoring by Head of Year Progress	Recognition of attendance and punctuality
Behaviour for Learning Strategy	40%	YrM	All	Behaviour for Learning is closely monitored for PP students through timetabled trekking of key staff.	Reinforcement of Academy expectations. Principal and APP monitors through fortnightly data checks and through lesson observations and learning walks. Student perception surveys.	Improved climate for learning established.
Individual PP allocations for departments	40%	HoD	9 10 11	Revision guides and discs for Upper School as requested by Head of Subjects. Food Tech ingredients GCSE POD	Supporting engagement	Improved climate for learning established.
Duke of Edinburgh award scheme	50%	TMY	10 11	Equipment, residential, registration, tutors, training of instructors.	Supporting engagement.	Improved climate for learning established.
STEM Mentors	30%	HoD	9 10	To work specifically with medium/high prior attaining 'vulnerable' Students prior to option choices and	Students make 3 levels of progress, show a reduction in C2 behaviour incidents and further develop employability skills. APP to monitor provision.	Students show increased focus on their targets and attending intervention sessions.

**Total cost**    **£82000**

### Year 7 Top-up (Catch-up)funding: £29,118

Provision	% funded from PP	Role	Yr grp	Brief summary of intervention or action	Specific intended outcomes: What will it achieve if successful? <i>Monitoring (When/Whom)</i> <i>Evidenced by?</i>	Actual impact: What did the action or activity achieve? Measurements of impact
English Intervention 1:1	100%	JVO	7	Delivery of Literacy and language skills programme.	Improvement in Literacy Progress monitored using assessment data by Head of English	Predictions for Y7 students on track to reach English milestone targets with improvement linked to performance.
Maths Intervention 1:1	100%	SDU	7	Delivery of Maths skills programme - Small group work with a specialist teacher focussed on overcoming gaps in learning	Improvement in Numeracy. Progress monitored using assessment data by Head of Maths.	Y7 students on track to reach Maths milestone targets with improvement linked to performance.
Purchasing of software	100%	VP	7	Lexia intervention scheme – reading/comprehension to support year 7		Improvement in literacy

Intervention Assistant Progress (L3)	100%	MWA	7	Targeted small groups of low prior attaining students to attend Maths and English sessions and revision support for assessments		Students at risk of disengagement, multiple exclusions from lessons are on track to achieve target levels of progress.
<b>LAC Funding: £5,400</b>						
<b>Provision</b>	<b>% funded from LAC</b>	<b>Role</b>	<b>Yr grp</b>	<b>Brief summary of intervention or action</b>	<b>Specific intended outcomes:</b> What will it achieve if successful? <i>Monitoring (When/Whom)</i> <i>Evidenced by?</i>	<b>Actual impact:</b> What did the action or activity achieve? Measurements of impact
Rewards: Recognition and attendance awards	100%	PMA	11	Trips for LAC students subsidise English theatre visit (Feb 2016)		Recognition of attendance and punctuality
Alternative provision – core subject weekend/holiday residential	100%	HoD	All	Targeted students to be invited to attend by Head of Department. 10/11 – 3 x maths Oct 2015, Feb 2016 and April 2016.	Accelerated learning and an increase in students achieving a GCSE pass in English, mathematics and 4 Levels of progress Students on track to achieve data forecasts. To support achievement in all areas of the curriculum APP plans intervention programme and track participant progress.	An increase in the % of LAC students achieving 5 +E/M Year group residuals show that the LAC gap is closing and making 4 levels of progress.
Subsides: Uniform	100%	TMI	All	Essential uniform purchased for students who require assistance	Enhanced sense of community. Tutors/Pastoral team monitor on a daily basis. <i>Uniform checks schedules within the year to ensure high standards are maintained.</i>	C2 logs and community feedback evidence demonstrates an improvement in behaviour.
Subsides: Resources & Trip	100%	CBO	All	Ensure fair access for all to all trips and out of school activities and clubs – Prom, Westfield, College taster events at Suffolk New College and Otley Visit to Cambridge University for LAC high achievers – Aspirational Lower school – fishing club	Supporting engagement.	Increased participation of LAC students for learning outside of the lesson.
Careers Advisor (L4)	100%	VWi	All	Careers 2 days - Resources for tutor groups/library/next steps evening. Careers for priority potential NEETs	To prepare possible LAC Neet students to access post 16 provision and future training opportunities	CEIAG provision has been successful with 100% of students accepted and remaining on

						courses to achieve L2 or L3 qualifications.
Year Managers	%	Upper and Lower school	7-11	Dedicated time to monitor LAC students and counselling to support emotional wellbeing. PP students from feeder schools involved in transition and cross phase learning projects.	Improved links between Chantry Academy and primary teachers to sustain progress from Yr6 into Yr7.	Change in attendance to show improvement  Reduction in Exclusion rates
High level support from DSL, Pastoral managers and		All	All	Dedicated time to work with students, carers, counselling to support students		

## 6. Review of expenditure for 2017/18

Summary Information Total number of pupils: 784

Number of pupils eligible for PP: 354 (Yr 7 84/176, Yr 8 84/175, Yr9 67/167, Yr10 63/140, Yr 11 56/124)

Total PP budget: £286,095

	Pupils eligible for PP (CA)	Pupils eligible for PP (CA)	Pupils not eligible for PP (national average)	CA whole cohort	CA whole cohort
	2017	2018	2017	2017	2018
% achieving 4 - 9 incl. English and Maths	21%	26.1%		52%	32.7
% achieving expected progress in English/Maths grade 4+C	44.7%	39.1	63.9%	57%	51.8
% achieving expected progress in English/Maths grade 7+	2.6%	2.2%	39.6%	31%	3.6%
Progress 8 score average	-0.1	+0.4	0.11	-0.11	+0.1
Attainment 8 score average (2018)	3.5	3.9	49.8		4.2 points

i Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact – did we meet the success criteria?	Lessons learned (and whether we will continue with this approach)	Cost
Clarity for leadership and outcomes of <i>individual activities</i> funded by the pupil premium	<ul style="list-style-type: none"> <li>• Ensure that a clear vision is communicated by Senior Leaders for improving the achievement and attainment of PP students.</li> <li>• Link Governor briefed on the progress being made by PP students.</li> <li>• Conduct a review of Pupil Premium spending and impact.</li> <li>• PP plan developed annually and shared with all staff</li> <li>• Full profile of PP students compiled and shared with staff: tracking and monitoring of data including attendance and behaviour, intervention strategies and pastoral support.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully costed PP plan developed and implemented. Impact of plan measured against outcomes</li> <li>• Monthly reviews of the progress of PP students in all years at Panel and Raising Attainment and Progress (RAP) meetings with Middle Leaders.</li> </ul>	Continue with approach to ensure the learning and achievement of PP students is a shared vision and across the academy.	
Ensure gaps are narrowed between Pupil Premium (PP) and non-Pupil Premium (NPP) students	<ul style="list-style-type: none"> <li>• Data used to track and monitor PP students to demonstrate improved performance and to close the gap across the academy.</li> <li>• Relative Performance Indicators for PP/non-PP students regularly published for all subject areas.</li> <li>• Increased emphasis on the relative performance of PP and non-PP students in assessment reports.</li> </ul>	<ul style="list-style-type: none"> <li>• PP students monitored on track to reach milestone targets.</li> <li>• Gap between PP students and non PP students in each KS is less than 10%</li> <li>• report half-termly to SLG and the Governing Body Standards Committee.</li> </ul> <p>LAC Students - CH</p>	Progress of PP students will continue to be monitored to ensure they make at least expected progress	
To secure PP targets of progress in English and Mathematics	<ul style="list-style-type: none"> <li>• Regular monitoring of PP students at RAP meetings.</li> <li>• Additional assessment points included in the assessment cycle for Upper School.</li> <li>• Ongoing programme of after school revision sessions for Upper School in all subjects</li> </ul>	<p>Regular updates and reports on progress and achievement – current working/projection grades. Analysis of progress across years, pupil groups and subjects; check 'level' to avoid areas of weak progress.</p> <p><b>Whole school results for 2018 (2017)</b>  <b>show the following:</b>  A8 4.2 (4.3 )  P8 +0.1 (-0.1)</p>	Assessments are rigorous and support progress. QA of assessment processes to check standards are maintained. Diagnosis, therapy and testing are common practice across the academy.	



		<p>English/Maths 7+ @ 3.6 <b>(3%)</b>  English 7+ @ 11.8 <b>(7%)</b>  Maths 7+ @ 7.3 <b>(5%)</b></p> <p>English/Maths 5+ @ 32.7 <b>(31%)</b>  English 5+ @ 42.7 <b>(50%)</b>  Maths 5+ @ 43.6 <b>(40%)</b></p> <p>English/Maths 4+ @ 51.8 <b>(57%)</b>  English 4+ @65.5 <b>(68%)</b>  Maths 4+ @66.4 <b>(67%)</b></p>		
<b>ii Targeted support - Interventions</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact – did we meet the success criteria?</b>	<b>Lessons learned (and whether we will continue with this approach)</b>	<b>Cost</b>
Intervention programmes for PP students to prioritise the importance of literacy and numeracy.	<p>Intervention programmes for PP students to prioritise the importance of literacy and numeracy as tools for learning implemented:</p> <ul style="list-style-type: none"> <li>• Holiday, before and after school catch-up numeracy and literacy programmes</li> <li>• Half term maths residential including subject coaches to accelerate performance of PP students</li> <li>• Appointment of PP Literacy and Numeracy Progress Mentor (VAC)</li> <li>• Accelerated Reader programme with Lower School, targeted PP students.</li> <li>• Purchasing of licences for Lexia Literacy programme for students with weak literacy skills.</li> <li>• Purchasing of Mymaths licences for students who lack confidence.</li> </ul>	Tracking the progress of students and evaluating the effectiveness of PP interventions resulted in SMART decision making.	PP student to be targeted for inclusion within intervention programmes	
PP students socially and emotional secure and continue to progress onto post 16 provision	<ul style="list-style-type: none"> <li>• Mentoring programme to address the social and emotional needs of PP students</li> <li>• Year 6 transition and transfer events for vulnerable groups.</li> </ul>	PP students supported by providing opportunities to develop employability skills in order to fulfil their potential Reduction in the number of NEETS	PP learning mentors for Lower and Upper school to support pastoral concerns made positive impact.	
<b>iii Other approaches</b>				

Desired outcome	Chosen action/approach	Estimated impact – did we meet the success criteria?	Lessons learned (and whether we will continue with this approach)	Cost
To improve low attendance rates of PP students	Attendance Team (Attendance Improvement Officer) to track absences and follow-up justifications.	<p>Improvement in Academy attendance (AA) and Persistent Absence (PA) Attendance (<b>2016/17 figures for comparison</b>) was in line with schools in deprived areas nationally.</p> <p>Whole Academy (WA)  Yr7 PP 94.6(<b>92.55%</b>) /WA 95.4 (<b>94.21%</b>)  Yr8 PP 93.73 (<b>94.45%</b>)/WA 94.88 (<b>93.92%</b>)  Yr9 PP 93.59(<b>93.22%</b>)/WA 94.07(<b>93.61%</b>)  Yr10 PP 92.3 (<b>88.11%</b>)/ WA 93.3 (<b>90.50%</b>)  Yr11 PP (<b>90.80%</b>)/WA (<b>92.12%</b>)</p> <p>The 85% measure is at least in-line with the National figure for PA schools in deprived areas.  PA at 85% 2015/16 @ 5.81%  <b>PA at 85% 2016/17 @ 4.6%</b>  <b>PA at 85% 2017/18 @ 3.4%</b>  PA at 90% 2015/16 @ 12.19%  <b>PA at 90% 2016/17 @ 11.9%</b>  <b>PA at 90% 2017/18 @ 11.11%</b></p>		