

Pupil Premium Strategy Statement – Chantry Academy 2023/24

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

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

School overview

Detail	Data
Number of pupils in school	951
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	31 st October 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Craig D’Cunha <i>Principal</i>
Pupil premium lead	Thomas Moseley <i>Assistant Principal</i>
Governor / Trustee lead	Ian Dunnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 377,775
Recovery premium funding allocation this academic year	£100,740
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>	£478,515

Part A: Pupil premium strategy plan

Statement of intent

Chantry Academy is a sponsored academy and is part of The Active Learning Trust family of schools. The following 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.

Chantry Academy is a good school which continues to improve. It is a 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 Local Authority 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 remains 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 – (last year - 2023)

2. Current attainment			
	Pupils eligible for PP Pupils	Pupils not eligible for PP	CA Whole cohort
% achieving 4-9 incl. English and maths	40.3%	51.6%	46.5%
% achieving 5 - 9 incl. English and maths	14.3%	26.3%	20.9%
% achieving expected progress in English/maths grade 7+	2.6%	4.2%	3.5%
Progress 8 score average	TBC	TBC	TBC
Attainment 8 score average	2.9%	3.8%	3.4%

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 Pupil Premium Learning Support Assistants.

Use of data to track and target intervention in all year groups continues to be effective. Student feedback suggests that 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 Pupil Premium funding is in place to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that the funding reaches the pupils who need it most. As an academy 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 external advice to support students eligible for Pupil Premium Funding. It is important to state that children who are not disadvantaged can also benefit from the interventions, resources, services etc that the PP funding supports.

Challenges

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

Detail of challenge						
1	<p>Student attainment on entry with a Key Stage 2 Average Point Score (APS) is below the national average. Families with low income historically have lower literacy and numeracy levels leading to lower attainment. Students are entering at all levels with lower than previously seen levels of literacy and numeracy leading to challenges accessing the curriculum.</p>					
22-23			PP Prior Attainment		Non PP Prior Attainment	
Year	No.	% of Year	Below	Above	Below	Above
7	214	42.1%	45.5%	54.5%	31.5%	68.5%
8	184	37.0%	N/A	N/A	N/A	N/A
9	181	43.1%	N/A	N/A	N/A	N/A
10	180	32.2%	43.2%	56.8%	32.1%	67.9%
11	172	39.5%	42.2%	57.8%	41.2%	58.8%
<p>Pupils have been widely affected by the ongoing effects of the Covid-19 pandemic, this is evident in gaps in knowledge, skills and understanding and reflected in attainment.</p>						

Number of Pupils eligible for PP in 2022/23:			
Yr7	90/214	Yr10	58/180
Yr8	68/184	Yr11	68/172
Yr9	78/181		
Results 2022	PP	All	
English Maths 4+	55.00%	55.30%	
English/Maths 5+	25.00%	27.30%	
English /Maths 7+	0.00%	3.70%	
Attainments 8	3.3	3.7	
Whole school results for 2023 (2022) show the following:			
A8	3.4	(3.7)	
P8	-0.9	(-0.7)	
English/Maths 7+	3.5%	(3.7)	
English 7+	11.0%	(9.3%)	
Maths 7+	5.2%	(7.5%)	
English/Maths 5+	20.9%	(27.3%)	
English 5+	46.5%	(46%)	
Maths 5+	26.7%	(32.3%)	
English/Maths 4+	46.5%	(55.3%)	
English 4+	61.0%	(67.7%)	
Maths 4+	52.3%	(59.6%)	
2	Literacy – students are entering with low literacy levels leading to challenges accessing the curriculum		
3	Behaviour - The pandemic years have increased the difficulties disadvantage students experience with self regulation and lower well-being .		
4	Aspirations - Students from low-income families, on average, have noticeably lower aspirations than their peers. Students share aspirations about higher level qualifications post 16. Students show increased focus on their targets and attending intervention sessions.		
5	Attendance - Pupils have been widely affected by the ongoing effects of the Covid-19 pandemic, this is most evident via poor attendance , gaps in attainment. Low attendance rates of PP students		
6.	Pupils had increasingly moved away from traditional revision methods and have learned to use virtual tools during the closure of the Academy. The use of 'Positively Mad' and other in school revision sessions were needed.		

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	Quality of education for disadvantaged students is outstanding to ensure students	High levels of engagement reported through quality assurance processes in place. Student voice reports through quantitative and qualitative measures that they are developing knowledge,

	are working at or above their expected level.	skills and understanding in lessons. Students will say that they are taking part in their learning and the lessons are more interactive so they can Master subjects. A minimum of 80% of students to be working at or above expected levels of progress by the end of each academic year in each subject area.
2	Improve pupil outcomes so they are at least in line with national averages in all subjects by increasing the proportion of PP pupils who make greater than expected progress.	Close the gap between non-PP and PP students. Achieve top percentile for progress of disadvantaged pupils amongst similar schools.
3	MPA boys eligible for PP are making less in year progress. This prevents sustained high achievement through the Upper School years.	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 is 0.
4	High prior attaining students who are eligible for PP are making less progress than other high attaining pupils across the Upper School years. Summative data is used to target interventions to support HPA learners.	HPA students make accelerated progress in all year groups and sustain achievement. The most able disadvantaged pupils make progress in line with other similar pupils at the school. The most able disadvantaged pupils make progress in line with other similar pupils at the school throughout each stage.
5	To improve basic levels in literacy for students to work to expected progress. Improved reading comprehension among disadvantaged pupils across all key stages	Numeracy and Literacy skills for students in key stage 3 shows expected progress in line with targets. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Engagement in library lessons and greater usage of school library. Positive feedback from students regarding KS3 tutor reading programme.
6	Attendance to sit above schools in deprived areas nationally with an overall attendance of pupils eligible for PP improving to be in line with 'other' pupils. Reduction in the number of persistent absentees (PA) among pupils eligible for PP to 10% or below	The whole academy attendance to continue to increase year on year over five years. To show that attendance of all cohorts, including PP students is an increasing trajectory. Improve PP attendance to all pupil's national average.

7	<p>Retention to support students in preparation for assessments so they are ready to transition to post 16 providers.</p>	<p>Middle leaders conduct regular, rigorous QA activities of assessments including analysis of papers, external moderation and can plan for closing the gaps.</p> <p>Consideration of how data is presented to students to enable misconceptions to be addressed.</p> <p>Students understand the journey they are taking and are familiar with the data landscape (targets and predictions).</p> <p>Question level analyse of results takes place to identify key areas after each assessment. Information shared with students and parents/carers.</p> <p>Fully careers programme in place with PP students engaging and accessing activities to plan for next steps.</p>
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Activity in this academic year (2023/24)

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges above. The three headings below enable the Academy to demonstrate how it is allocated to improve classroom pedagogy, provide targeted support and support whole school strategies.

1. Teaching

Budgeted cost: £250,00

Activity	Evidence that supports this approach	Challenge addressed
<p>Regularly review practice to ensure PP students are stretched and challenged to be independent learners.</p> <p>Termly Challenge meetings/informal reviews between subject staff and SLG to discuss and evaluate the provision for PP HPA students across the curriculum. Support for collaborative working to share good practice regarding the progress of HPA PP students.</p> <p>APP plans intervention programme and track participant progress.</p> <p>AP Progress chairs Upper and Lower school RAPs: Heads of Subjects, Year Pastoral teams and SENCO actively participate to scrutinise progress of groups of PP on a regular basis.</p> <p>Support for 'V for Victory' to support students aiming for Grade 5 and above.</p> <p>Ensure staff are following curriculum map/SOW, marking in line with policy and can interpret and diagnose data to support teaching and learning.</p>	<p>Education Endowment Foundation (EEF) research suggests that focussing on the high quality of wave one teaching, through CPD, is the best way to try to address the gap between the advantaged and disadvantaged students. Feedback and metacognition have shown the best results in independent studies into improvements in learning and these 6 areas incorporate these principles.</p> <ol style="list-style-type: none"> 1. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) 2. EEF blog: The Pupil Premium and the Importance of Using Evidence EEF (educationendowmentfoundation.org.uk) 3. New guide for schools to support their pupil premium strategy EEF (educationendowmentfoundation.org.uk) <p>Research suggests that the more people that have ownership over the provision for pupil premium strategies the more successful they will be. CPD and access to ideas for working with the disadvantaged and low prior attainment students is key in the ownership of strategies from the bottom up.</p> <p>Predictions for Y10/11 PP students on track to reach English and Maths milestone targets with improvement linked to performance.</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>Assessments are rigorous and support progress</p>	<p>1.</p>

Tutor time programme. Including relevant subject intervention.		
Recruitment and retention	Evidence that supports this approach	Challenge addressed
<p>Staff training on high quality feedback.</p> <p>TLR allowance for Literacy (reading and oracy) and numeracy.</p> <p>Lead Practitioners assigned.</p> <p>Staff CPD on literacy (oracy and reading) skills.</p> <p>Creation of additional groups to support PP students' progress and access to more focussed teaching and learning across all subjects.</p>	<p>Investment in 'core' skills to underpin will bring about longer term change across all subject leading to enhanced student performance.</p> <p>Delivery of Literacy and language skills programme.</p> <p>Observations show a reduction in shallow learning and an increase in good/outstanding teaching.</p> <p>Non-specialist staff more confident with numeracy activates.</p> <p>Increase in standards of teaching and learning.</p> <p>Leadership</p> <p>Standardisation and moderation of assessments more reliable to inform decisions.</p>	2,3 & 5
<p>Mentoring to provide challenge during link mtgs when viewing in-year data. Probe gaps which are not narrowing for cohorts.</p>	<p>Teaching staff will review their planning and delivery to ensure progress builds year on year.</p> <p>Students feel supported in a vulnerable environment.</p> <p>Extension work on the development of key skills to ensure main timetabled lessons are accessible.</p> <p>MPA boys would state that they are given opportunities to be chosen to represent the school and can take pride in their work.</p> <p>Students confidently participate in lessons and show improvements in learning homework checks.</p> <p>Students settled more quickly in Year 7.</p> <p>Positive exchange of ideas between teachers across phase.</p>	2
<p>Behaviour</p> <p>Individual PP allocations for departments.</p> <p>3 days target working with EAL/additional language support for main subjects.</p>	<p>Students at risk of disengagement, multiple exclusions from lessons are on track to achieve target levels of progress.</p> <p>Students make 3 levels of progress, show a reduction in C2 behaviour incidents and further develop employability skills.</p> <p>Reduction in Exclusion rates.</p> <p>1. Improving Behaviour in Schools Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,2 & 3

Behaviour interventions	2. Improving behaviour in schools: guidance report (chartered.college)	
Rewards for positive behaviour	3. Behaviour in schools - advice for headteachers and school staff (education.gov.uk)	
Provision of study guides to support homework	4. English as an additional language (EAL) EEF (educationendowmentfoundation.org.uk)	

2.Targeted academic support

Budgeted cost: £150,00

Activity	Evidence that supports this approach	Challenge addressed
<p>Tutoring/Intervention</p> <p>Tuition programme for catch-up/blended learning.</p> <p>Weekly small group sessions in maths, English and Science for high-attaining pupils with HOD or equivalent, replacing tutor time.</p>	<p>AP 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 April 2024.</p> <p>High quality feedback is effective to improve attainment, and is suitable as an approach to embed across the school</p>	1,2,3 & 5
<p>Focused, inclusive strategies for literacy seen in the classroom</p>	<p>Departmental developments, shared with all middle leaders for cross-fertilisation of ideas/share good practice.</p> <p>Lessons include explicit strategies which support the development of literacy for all. Strategies embed reading, writing and vocabulary in the classroom as everyday practice</p>	1,2,3&5
<p>Masterclasses for HPA PP students to focus on Maths, English and Science.</p> <p>STEM Mentors to work specifically with medium/high prior attaining 'vulnerable' students prior to option choices.</p> <p>Visit to Universities for PP high achievers Aspirational</p>	<p>Extra teaching and preparation time paid for out of PP budget.</p> <p>Visit to Cambridge University for PP high achievers – Aspirational.</p> <p>Engage with parents and pupils before intervention begins to address concerns. Track data in English and maths at key calendar points each term.</p> <p>HODS to observe sessions and provide feedback/support.</p> <p>Use of University of Suffolk Champion to work with all Year 11 students – 'Stress Less' and deliver student finance sessions.</p>	2 & 5
<p>Music Peri Tuition - Subsidised Violin, guitar, drum, woodwind and singing</p>	<p>Instrument lessons</p> <p>1. The power of music to change lives - A National Plan for Music Education (publishing.service.gov.uk)</p>	1,2 & 6

	<p>2. Why is Music Important in Schools and What Can You Do to Prioritise it? - Services For Education</p>	
<p>One-one-support</p> <p>MPA boys can independently voice their goals, aspirations and have a sense of achievement.</p> <p>Targeted small groups of middle and higher prior attaining PP students to attend Maths and English sessions and revision</p>	<p>Improvement in Literacy skills progress monitored using assessment data by Head of English</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>Individual careers meeting and mentoring.</p> <p>Microsoft Word - RR636.doc (ioe.ac.uk)</p>	<p>1,2,3 & 6</p>
<p>Structured interventions</p> <p>Delivery of Maths skills programme - Small group work with a specialist teacher focussed on overcoming gaps in learning</p> <p>Alternative provision Turn around reading scheme.</p> <p>All PP students to have access to identified support packages including My Maths.</p> <p>Purchasing of software Lexia intervention scheme – reading/comprehension to support year 7-10.</p> <p>CPD on accelerated reader – develop a bank of specific resources to use for follow-up to assess components of language.</p> <p>Speech and language provision 2:1; 1.5 hrs per week.</p> <p>Interventions for PP students within EBacc subjects are targeted to ensure students make progress in line with national expectations.</p>	<p>Targeted students to be invited to attend by Head of Department.</p> <p>10/11 – 2 x maths Feb 2024, April 2024</p> <p>Administrative support to help with the monitoring and reporting of Pupil Premium work across the school.</p> <p>Interventions for PP students within EBacc subjects are targeted to ensure students make progress in line with national expectations.</p> <p>Homework Club - PP students receive intensive support in a safe environment between 3:15-4:15 daily.</p> <p>Subsides: Resources & Trip</p> <p>Individual PP allocations for departments.</p> <p>3 days target working with EAL/additional language support for main subjects.</p> <p>CIC</p>	<p>2,3,4 & 5</p>

<p>Subsides: Resources & Trip</p> <p>Research: Ensure fair access for all to all trips and out of school activities and clubs – Prom, College taster events</p> <p>Lower school club.</p>	<p>Nurture group provision and associated resources</p> <p>Students participate and Student voice would state they are engaging with interventions as willingly attending support outside of regular timetabled lessons.</p> <p>Targeted timetabled support for all PP students. Gap between PP students and non-PP student is less than 10%</p> <p>All information and progress is recorded in GO4. Data monitored with reports/case studies to SLT lead.</p> <p>Intervention assistants in roles. PP students are making progress. Parents or pupil feedback</p> <p>HOD to oversee resources and scheme development with lead for English and SENCO</p>	
<p>Accelerated progress of PP boys 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.</p> <p>Member of support staff to attend training on defined barrier to learning.</p> <p>1:1 emotional support.</p>	<p>2 & 3</p>

3. Wider strategies

Budgeted cost: £78,515

Activity	Evidence that supports this approach	Challenge addressed
<p>Attendance Team (Attendance Improvement Officer) employed to monitor pupils, follow up first day absences to track justification for non-attendance.</p> <p>To conduct majority of non-legal attendance meetings.</p> <p>To improve low attendance rates of PP students, with a focus on Years 10 and 11 through data shared with students by tutors and in year assemblies.</p> <p>Recognition of attendance and punctuality as factored into whole school reward system.</p>	<p>Improvement in punctuality and attendance to lessons will improve attainment.</p> <p>Attendance Officer and EWO successfully address low attendance rates of PP students.</p> <p>APP to track and monitor and present data at fortnightly SLT mtgs.</p> <p>Same day calls about progress for target students to parents/carers.</p> <p>C2 logs and community feedback evidence demonstrates an improvement in behaviour.</p> <p>Uniform checks schedules within the year to ensure high standards are maintained.</p> <p>1. Improving school attendance - Ofsted: schools and further education & skills (FES) (blog.gov.uk)</p>	<p>2 & 6</p>

	<p>2. Evidence brief on improving attendance and support for... EEF (educationendowmentfoundation.org.uk)</p>	
<p>Emotional wellbeing Dedicated time to monitor PP students and counselling to support emotional wellbeing students form feeder schools involved in transition and cross phase learning projects.</p> <p>Rewards: Recognition and attendance awards</p> <p>Subsides: Uniform Essential uniform purchased for students who require assistance</p> <p>Breakfast Club Support for physical and emotional well-being at the start of the school day. Supervision and FSM Due to increase as students on site all day.</p> <p>Lower school clubs</p> <p>Nurture group provision and associated resources</p>	<p>Trips for PP students subsidised.</p> <p>English theatre visits.</p> <p>Enhanced sense of community.</p> <p>Tutors/Pastoral team monitor daily.</p> <p>Rewards for positive behaviour</p> <p>Monitoring of active involvement in activities beyond the school day.</p> <p>Increased participation of PP students for learning outside of the lesson.</p> <p>Ensure fair access for all to all trips and out of school activities and clubs – Prom, College taster events.</p> <p>Take up of FSM increased to enable students to have a positive start to the day.</p> <p>Increasing Pupil Motivation EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 6 & 7</p>
<p>Engagement - Social Ethics further developed as a timetabled subject to support engagement with external agencies and resources and strategies to bring about change:</p> <p>PiXLedge</p> <p>GCSE POD</p> <p>Arts participation</p> <p>Provision of study guides to support homework</p>	<p>Improved climate for learning established.</p> <p>Social and emotional learning shows improvement across the Academy.</p> <p>Personal Education Plan Meeting Record updated at calendared meetings.</p>	<p>1, 2, 6 & 7</p>
<p>Transition resources for tutor groups/library/next steps evening. Careers for priority potential NEETs including additional support at significant transition points.</p> <p>Supporting engagement. Improvement throughout transition phase. Pastoral Leaders liaise with feeder schools. Supporting engagement. CEIAG provision has been successful with 100% of students accepted on</p>	<p>Improved links between Chantry Academy and primary teachers to sustain progress from Yr6 into Yr7.</p> <p>Priority access to careers support/interviews for PP students to prepare access post 16 provision and future training opportunities.</p> <p>Assistant Headteacher (Raising Aspirations) li-aises closely with external providers to facilitate impartial CEIAG</p> <p>Improved links projects between Yr6 and Yr7.</p>	<p>7</p>

<p>courses to achieve L2 or L3 qualifications. HOY7 and HODs to coordinate subject days.</p> <p>Duke of Edinburgh award scheme Equipment, residential, registration, tutors, training of instructors. Supporting engagement. Instructor training and succession planning. Improved climate for learning established.</p> <p>Pastoral Leader Research Project 1 Raising attainment Improved links between year 6 feeder schools to support smooth transition for PP students and families. Impact measured by response to communication and retention of students. Social Ethics Research Project 2 Well-being Student resilience and emotional well-being. Financial literacy skills in the curriculum. Improved understanding of personal finance</p>	<p>Paving-the-Way-1.pdf (suttontrust.com)</p> <p>Priority access to Pupil Premium students.</p> <p>Support staff NPQs to facilitate this.</p>	
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Total budgeted cost: £478,515

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The spending plan reflects how resources were deployed for the funding received for the academic year 2022/23 to close the gaps between pupil premium students and students not in receipt of pupil premium funding.

PP Funding: £344,730 + £51,475		
Focus and % funded	Intervention or action	Specific intended outcomes and impact
1. Teaching		
Vice Principal i/c of PP	VP (Progress) chairs Upper and Lower school RAPs: Heads of Subjects.	Clear vision communicated to all for improving the achievement and attainment of PP students. Data displayed in relevant locations to closely monitor in year performance. Data displayed in relevant locations to closely monitor in year performance. Raised profile of PP student progress. Students are on track to achieve data targets
Pastoral Leaders	Year Pastoral teams and SENCO actively participate to scrutinise progress of groups of PP students	Clear vision communicated to all for improving the attendance and behaviour of PP students.
Assistant Principal - RSL	Transition activities across phases	Target NEETS and HPA students. Improved links between yr. 6 and 7 throughout transition phases. Reduced number of NEET. Students settled more quickly in Year 7.
Transition activities across phases	Visit to post- 16 providers for high achievers – Aspirational	Target NEETS and HPA students. Improved links throughout transition phases. Reduced number of NEET. Students settled more quickly in post 16 provision.
Transition activities across phases	Visit to post- 16 providers for high achievers – Aspirational	Target HPA students. Improved links between yr. 6 and 7 throughout transition phases. Students settled more quickly in Year 7.
Administrative Assistant	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	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. Observations show a reduction in shallow learning and an increase in good/outstanding teaching.

Literacy TLR	Tutor time programme. Staff COD on numeracy skills.	Improved student attitudes towards Literacy. Non-specialist staff more confident with numeracy activities.
Science TLR	Tutor time programme. Staff COD on numeracy skills.	Improved student attitudes towards science. Non-specialist staff more confident with numeracy activities.
Numeracy TLR	Tutor time programme. Staff COD on numeracy skills.	Improved student attitudes towards numeracy. Non-specialist staff more confident with numeracy activities. Enhanced student performance in numeracy
2. Targeted academic support		
Intervention Teacher Maths	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. Y10/11 PP students on track to reach Maths milestone targets with improvement linked to performance.
Intervention Assistant Maths	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.	All information and progress is recorded in GO4. Data monitored with reports/case studies to SLT lead. Students at risk of disengagement, multiple exclusions from lessons are on track to achieve target levels of progress.
English Intervention 1:1	Delivery of Literacy and language skills programme.	Improvement in Literacy. Progress monitored using assessment data by Head of English. Predictions for Y10/11 PP students on track to reach English milestone targets with improvement linked to performance.
Intervention Assistant English	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)	Targeted timetabled support for all PP students. Gap between PP students and non-PP students is less than 10%. Intervention assistants in roles. PP students are making progress. Parents or pupil feedback
EAL Assistant (L3)	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.
Music Peri Tuition	Subsidised Violin, guitar, drum, woodwind and singing.	Head of Music to monitor uptake of students for GCSE music and participation in school production/activities. Access to external music tuition.
Careers Advisor (L4)	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.
3.Wider strategies		
Year Managers - Upper and Lower School	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. PP student's former feeder schools involved in transition and cross phase learning projects. Change in attendance to show improvement. Reduction in exclusion rates. Student perception surveys show improved climate for learning established.
Rewards: Recognition and attendance awards	Trips subsidised for PP students	Monitoring by Head of Year (Progress). Recognition of attendance and punctuality
Safeguarding	Safeguarding/Mental Health	Support for students to feel safe. Reduction in the number of safeguarding concerns.
Attendance Improvement Officer	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
Attendance support - EWO	Support with improving attendance.	Reduction in the number of legal cases in relation to poor attendance and increased attendance in school.
Mental Health Worker	Recorded mental health issues are addressed with students	Students demonstrate an improvement in well-being.
Breakfast Club Supervision and FSM	Due to increase as students on site all day.	Take up of FSM increased.
Breakfast Club Food	Due to increase as students on site all day.	Take up of FSM increased.
Homework Club	Supervision for after school academic work.	Students feel supported in a vulnerable environment. Extension work on development of key skills to ensure main timetabled lessons are accessible. Students confidently participate in lessons and show improvements in learning homework checks. Pastoral Leaders monitor the attendance and progress of students who participate.
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. AP to monitor provision. Students show increased focus on their targets and attending intervention sessions.
Library Lower school intervention schemes	Turn around reading scheme	Targeted students to achieve 4 levels of progress and 5 or more GCSE or equivalent passes. Improvement in literacy. On-going.

Reprographics	Allocations for PP students	Resources readily available to use out of lessons.
Curriculum resources	Equipment / Stationery - direct to pupils	Refreshments for PP students. To support students' concentration after school. Students more readily keen to engage.
Additional school phones	Improvement in effective communication.	Mobile phone to text parents outside of school day. Improved contact with parents. EAL parents prefer communication by text.
1:1 devices for students and IT consumables	All students to receive their own laptop. Leads and cases.	Access to online learning materials for all students, at home and at school.
IT consumables	Leads and cases	Access to online learning materials for all students, at home and at school.
Purchasing of software	Lexia intervention scheme – reading/comprehension to support year 7-10. Exam pro (GCSE Science Package)	HOY monitor usage of the support packages and Literacy and numeracy progress via data. Whole school data. All PP students to have access to identified support packages including My Maths.
Subsides: Uniform	Essential uniform purchased for students who require assistance	Enhanced sense of community. Uniform check schedules within the year to ensure high standards are maintained. C2 logs and community feedback evidence demonstrates an improvement in behaviour.
Resources & Trip	Ensure fair access for all to all trips and out of school activities and clubs – Prom, College taster events, Theatre trips to support English	Tutors/Pastoral team monitor daily. Admin support to administer. Increased participation of PP students for learning outside of the lesson.
Extra curricula activities	Timetabled activities to support engagement and widen participation. Supporting	Widening participation and self-esteem of students. Increase skills, knowledge and understanding of alternative activities. Attendance and engagement are consistent
Alternative academic provision - Vocational work placement qualification	Nominal 4135 BTEC Construction - Targeted students to be invited to attend by Head of Department.	Employability skills - 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. Provision of resources for offsite learning. An increase in the % of PP students achieving 5 +E/M
Individual PP allocations for subject assessment	Revision guides for Upper School as requested by Head of Subjects.	Supporting preparation for internal and external assessments engagement. Improved climate for learning established.
Support for practical in class skills activities	Food Tech ingredients	Students actively participate in practical lessons. Increased understanding of working with artefacts in preparation for external assessments and life skills.

Duke of Edinburgh award scheme	Equipment, residential, registration, tutors, training of instructors.	Supporting engagement. Instructor training and succession planning. Improved climate for learning established.
Pastoral Leader Research Project 1	Raising attainment	Improved links between year 6 feeder schools to support smooth transition for PP students and families. Impact measured by response to communication and retention of students.
Social Ethics Research Project 2	Well-being	Student resilience and emotional well-being. Financial literacy skills in the curriculum. Improved understanding of personal finance