

## Pupil Premium Outcomes 2017 -18

Please scroll down for information relating to 2018 -19 Allocation

The school was allocated £55,165 in Pupil Premium funds for the academic year 2017-18.

This was allocated to:

The intention of Pupil Premium money is to narrow the gap in achievement between different groups of pupils. The table below indicates how The Chantry School is achieving this, using both Pupil Premium money and a focus on high quality Teaching and Learning in all classes, when measured against the 5A\*-C including English and Maths indicator and for this year those who achieved a standard pass in both English and Maths.

	<b>2015</b> 14 pupils	<b>2016</b> 10 pupils	<b>2017</b> 10 pupils	<b>2018</b> 18 pupils
Pupil Premium Learners achieving 5A*-C / 5 9 -4 including English and Maths	35%	57%	30%	37%
Non- Pupil Premium Learners achieving 5A*-C / 5 9-4 including English and Maths	72%	83%	82%	75%
<b>Within School Gap</b>	<b>37%</b>	<b>26%</b>	<b>52%</b>	<b>38%</b>
A8 Pupil Premium Learners	n/a	n/a	32	39.2
A8 Non Pupil Premium Learners	n/a	n/a	49	53.8
<b>Within School Gap</b>	n/a	n/a	17	14.6
P8 Pupil Premium Learners	n/a	n/a	-0.4 (+/- 0.7)	-0.24 (+/- 0.58)
P8 Non Pupil Premium Learners	n/a	n/a	0.1 (+/- 0.2)	+0.36 (+/- 0.23)
<b>Within School Gap</b>	n/a	n/a	0.50 (+/- 0.9)	0.50 +/- 0.71

### Pupil Premium Allocation 2017-18

Our Pupil Premium funding for 2018 – 19 is £61,710. Extra funding is available to bid for, for pupils who are currently in care. Pupil Premium funding at The Chantry School is spent in a wide variety of ways. Our intention is to focus the resource on those pupils eligible for funding and narrow any achievement gap with their peers.

To track expenditure and focus intervention appropriately, the school has developed a tracking system that allocates funds in ‘waves’. These refer to 3 levels of support: All pupils, small groups and individual. This guides both allocation of new resources and tracks individual’s use of existing provisions.

Wave 1- Available to all Additional sets in Maths/ English	Wave 2- Small Group provision Reading Buddies	Wave 3- Individual Provision
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Support Teachers in lessons (KEB/DC) Year 11 Motivational Day Achievement Fund Stationery/ PE Kit/ DT supplies Fitness Suite PE Leadership Programme Department Positive Report Card Homework Club (lunchtime, after school) Access to clubs / after school extra-curricular activities Hardship Fund	Peer Mentors Vulnerable Learners lunchtime Provision Achievement Fund Attendance Intervention Subject Group Support Exam Preparation lessons Catch up groups (Lunchtime/ afterschool) Fresh Start Handwriting Social Skills Literacy Precision Teaching	Careers advice (more than 1 interview) Personalised Learning Plan Bespoke Pastoral Team Support Outside agency support Individual interview with AHT Reduced/ adapted timetable Staff Mentor (Year 11) Achievement Fund 1-1 Intervention Peer Mentors Behaviour interventions Parental involvement
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We have recently reviewed the provision for individual support and are refining our wave 3 provision. These are presented as a 'menu' for class teachers to select from. We expect this work to develop over the course of the academic year 18/19 and result in a fuller review of our 'waves'.

### **Year 7 Catch-up Fund**

In 2013, the Government introduced the Year 7 Catch-up Fund. This will enable all secondary schools to help all students who did not achieve a Level 4 in the Key Stage 2 National Curriculum (SATs) tests in English and maths. Schools will receive £500 for each student who falls in to this category. The Catch-up Fund is used to support students who have been identified as needing additional support in English and maths to achieve improved outcomes in learning.

Appendix

Area of Need – Literacy/ Oracy/ Language/ Numeracy			Metacognition	Area of Need – aspiration/ motivation & attitude to learning		Attendance/ Parental Engagement	
Encourage oral rehearsal/ talking scaffold to structure responses	Prioritise vocabulary development – pre –teach key words	Ask student to repeat key instructions back to you to ensure understanding	Partake in active reflection on the learning process through conversation with teacher/ learning buddy	Use pupil name and encourage eye contact during classroom interactions	Encourage & support access to extension material	Ensure pupil has a learning buddy in order to provide notes from missed classes	Use of email and school rewards system to increase home communication for positive feedback
Encourage to read aloud in class	Use strategies to encourage verbal responses in class ( pre-warning, ensure right answers)	Make questions more concrete and less abstract	Closely monitor and support regular activities to develop retrieval skills	Contextualise work linked to interests	Encourage pupil to act as ‘lead learner’ in class.	Incentivise good attendance with rewards – e.g. prom tickets/ year book for Year 11 students	Use of email to increase home communication to alert parents to issues
Insist of proof reading and self-correction	Increased communication with/ direction of TA, when available.	Encourage work in regular pairs/ small groups to build confidence/ learning relationships	Explicitly teach/ show pupil how to use revision guides and resources	Elect pupil as learning ambassador	Check and support equipment for lessons	Priority follow up of non-attendance on curriculum evenings, support events and parents’ evenings	Encourage attendance at breakfast club
Encourage active listening in class	Break longer questions down in to component parts	Reduce the amount of instructions given at one time	Explicitly teach how to use exam dispensation, for example, extra time or scribe.	Challenge: check targets are sufficiently aspirational	Prioritise praise/ rewards	Reward/ praise displays of resilience	Referral to school nurse/ counselling service for persistent health issues
Use of visuals to support explanations	Use of ‘real life’ examples to support learning	Utilise more explicit ‘chunking’		Provide and support extra-curricular	Academic achievement Mentoring –	Invite parents to additional parents’ evening	Explore avenues for providing support &

		of learning generally		learning opportunities	individually/ in group	(Year 11 only)	guidance for parents
Provide suitable models and exemplars to support classwork and homework tasks	Provide 1:1 tuition – internal/ external			Strongly encourage to attend after school sessions in the library	Form tutor to Check recording and understanding of homework tasks	Increase home/school contact: Proactive encouragement of parents to attend curriculum evenings	
				Allocation of school (staff) or peer mentor			