

## Pupil Premium Outcomes

Please scroll down for information relating to 2019 - 20 Allocation

The school was allocated £61,710 in Pupil Premium funds for the academic year 2018-19.

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 5 standard passes including English and Maths indicator.

	<b>2015</b> 14 pupils	<b>2016</b> 10 pupils	<b>2017</b> 10 pupils	<b>2018</b> 18 pupils	<b>2019</b> 6 pupils
Pupil Premium Learners achieving 5A*-C / 5 9-4 including English and Maths	35%	57%	30%	37%	14%
Non- Pupil Premium Learners achieving 5A*-C / 5 9-4 including English and Maths	72%	83%	82%	75%	74%
<b>Within School Gap</b>	<b>37%</b>	<b>26%</b>	<b>52%</b>	<b>38%</b>	<b>60%</b>
A8 Pupil Premium Learners	n/a	n/a	32	39.2	33.6
A8 Non Pupil Premium Learners	n/a	n/a	49	53.8	50.9
<b>Within School Gap</b>	n/a	n/a	17	14.6	17.3
P8 Pupil Premium Learners	n/a	n/a	-0.4 (+/- 0.7)	-0.24 (+/- 0.58)	-0.46 (+/- 0.97)
P8 Non Pupil Premium Learners	n/a	n/a	0.1 (+/- 0.2)	+0.36 (+/- 0.23)	+0.24(+/- 0.22)
<b>Within School Gap</b>	n/a	n/a	0.50 (+/- 0.9)	0.50 +/- 0.71	0.70 (+/- 1.19)

## Pupil Premium Allocation

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.

<p>Wave 1- Available to all          Additional sets in Maths/ English          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</p>	<p>Wave 2- Small Group provision          Reading Buddies          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</p>	<p>Wave 3- Individual Provision          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</p>
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We have recently reviewed the provision for individual support. These are presented in Appendix 1 and are used by individual class teachers to enhance wave 3 provision.

### **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			