

# The Chantry School

## PUPIL PREMIUM STRATEGY FUND

Detail	Data
School name	The Chantry School
Number of pupils in school	832
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2020-August 2023 Will be reviewed and amended annually
Date this statement was published	October 2021
Date on which it will be reviewed	July 2023
Statement authorised by	A Dickenson
Pupil premium lead	David Findlay
Governor / Trustee lead	Daniel Walton

Detail	Amount
Pupil premium funding allocation this academic year	£91,640
Recovery premium funding allocation this academic year	£13,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£105,415</b>

## STATEMENT OF INTENT

Our aim is to close, and ultimately eliminate, the gap that currently exists between Pupil Premium (PP) and Non-PP pupils(see data below). In order to achieve this, we use pupil premium funding to address the barriers that exist for our disadvantaged pupils.

The Sutton Trust report of 2011 on the impact of teachers on pupil achievement found that, the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. It is obvious, then, that the single most important thing we can do to support vulnerable pupils is improve the quality of teaching and learning. Therefore, as we 'emerge' from the pandemic this links to priority 1 of our School Development Plan: ***Ensure that the actions of all adults, in the classroom, at all levels have a highly positive impact on the pupils' learning experience and academic progress in the classroom.*** Implicit in our approach is that the attainment of the non-disadvantaged learners will be sustained or improve whilst the disadvantaged learners' gap continues to close.

Our strategy integrates the wider school plans for our learners' recovery from the disrupted learning, including non disadvantaged learners.

Our approach will be responsive to the endemic challenges for disadvantaged learners, as well as being bespoke in our approach to individuals' needs. We will continually reflect on our approach and adapt as necessary, but we will ensure:

- All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Our disadvantaged learners are challenged within the classroom with a raised awareness of those who need extra support,
- We intervene early as and when the need is identified

## OUTCOMES OF INTENT

Aim	Target	Reviewed and Reported on annually
Progress 8	Achieve top quartile for progress made by disadvantaged students amongst similar schools	August 2022
Attainment 8	Achieve national average for attainment for all students	August 2022
Percentage of Grade 5+ in English and Maths	Achieve average English and maths 5+ scores for similar schools	August 2022
Attendance	Improve attendance to be at 94% for all PP pupils	August 2022
Behaviour and Attitudes to Learning	There is no difference in internal and external exclusions between PP and Non-PP pupils	August 2022

## TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR:

<b>Priority 1</b>	Teaching and Learning – Ensure consistency of Quality First Teaching through Professional Development of Teaching staff through Internal CPD and systematic Quality Assurance
<b>Priority 2</b>	Assessment - Improve the monitoring and performance of all pupils in KS3 & KS4 through rigour and improved department recording systems, particularly at KS3 +/-and implementing effective interventions
<b>Priority 3</b>	Continue to support the English and Maths department in terms of professional development, retention of staff and targeted intervention offered to identified groups of students in KS3&4.
<b>Priority 4</b>	Develop and embed a whole school reading approach within tutor time and supported by the development of explicit reading strategies within departments
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>• As we resume normal classroom practice after 18 months, ensure quality first teaching (QFT) across the school. A whole school approach to improving QFT will raise attainment for all pupils, coupled with an increased awareness of those who may be disadvantaged even further because of the pandemic.</li> <li>• Literacy skills: many pupils have reading/vocabulary ages that are below the national average. Reading fluency and stamina has declined during lockdown.</li> <li>• In the absence of SATs scores, and disrupted learning due to school closure and pupil absence, it is difficult for teachers to plan and differentiate for pupils effectively, particularly year 7 pupils</li> <li>• Improving outcomes in English and Maths through monitoring and interventions</li> <li>• Addressing the gaps in reading skills that became increasingly apparent during lockdown and on our return</li> </ul>
<b>Projected spending</b>	Approximately £15,000

## TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR:

<b>Priority 1</b>	Interventions - Providing high quality interventions including use of the funding to improve academic and behavioural outcomes – including academic mentoring, online revision platforms, after school revision sessions and tutoring
<b>Barriers to learning these priorities address</b>	Parental Engagement and Involvement – Improve communication with parents to support academic, attendance and behavioural outcomes. Virtual era compounds this. Lost/Disrupted learning
<b>Projected spending</b>	Approximately £70, 000+

## WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR:

<b>Priority 1</b>	Attendance - Improving attendance of PP pupils through improved monitoring of absence and programs of support for targeted groups. Led through Pupil Premium Academic mentor developing cohorts of vulnerable attendees and development of individual small groups for PP persistent absentees with program of intervention
<b>Priority 2</b>	Wellbeing and Mental Health - Improving the Wellbeing of all pupils through effective Mental Health and Wellbeing strategies, opportunities and education for pupils
<b>Priority 3</b>	Attitudes to Learning (ATL) – Pupils should be able to display a positive attitude to their learning; to show positive behaviour, interest and enthusiasm that enable them to achieve in line with all pupils. Pupils will engage in all aspects of school life and opportunities available.
<b>Barriers to learning these priorities address</b>	Since the pandemic, there is an increasing amount of PP pupils who have below 94%, including recurring traits amongst siblings. Some PP students lack access to opportunities beyond their own experiences and would benefit from positive targeting for advice and wider enrichment opportunities
<b>Projected spending</b>	Approximately £25,000

TEACHING & LEARNING			
Action	Evidence	Implementation	Monitoring
<p>Quality First Teaching</p> <p>Quality First Teaching</p>	<p>EEF Pupil Premium Guide indicates QFT is top priority for all students with specific positive effects on PP students</p> <p>EEF: 'Improving Literacy in Secondary Schools'</p> <p>Alex Quigley: Closing the Vocabulary gap/Closing the Reading Gap</p> <p>EEF Learning and Teaching Toolkit</p>	<p>Assertive seating plans</p> <p>Class Data Review sheets updated for specific strategies utilised for PP in order to raise awareness</p> <p>Invest in training, resources and support to further strengthen the quality of teaching including: Teach like a Champion. Rosenthal's direct instruction, Live modelling</p> <p>Explicit Teaching of vocabulary</p> <p>Explicit Teaching of reading strategies</p> <p>Tas deployed appropriately</p> <p>Lesson study(x2): collaborative learning opportunities and development of oracy/metacognition strategies</p> <p>Mastery Maths</p> <p>Arts participation- for KS3 with academic mentor a day off timetable culminating in a performance using music technology, encouragement into music sessions after school</p> <p>Investment of resources to support consolidation of subject knowledge</p> <p>Disadvantaged pupils with literacy difficulties are given additional support in lessons ( as well as appropriate interventions)</p> <p>Revisiting feedback practice to improve performance of all pupils, including PP.</p>	<p>12 weekly cycles – checked by HoD/DHT</p> <p>MTPs</p> <p>Learning Reviews of books/lesson obs</p> <p>Feeding into whole school training</p> <p>Dept mins/lesson obs</p> <p>Performance/pupil voice, attendance</p>
Assessment	EEF Effective Feedback document	<p>Improve the monitoring and performance of all pupils in KS3 &amp; KS4 through rigour and improved department recording systems, particularly at KS3 +/-/=and implementing effective interventions</p> <p>Using external data, create extra Y9 English teaching group, targeting underachieving pupils, in particular PP</p> <p>Revisit feedback/whole school staff training</p> <p>Using internal data, re-establish the Pupil Progress meetings (set up just before Covid) and make every effort to engage and invite parents in to set targets.</p> <p>HoY, PP lead and academic mentor to be present.</p>	<p>Tracking of pathways</p> <p>Retesting in cycle 3 and measuring progress</p> <p>Books and pupil voice</p> <p>Monitoring of support plans- and achievement/attainment</p>
Whole School Reading	<p>Improved Literacy EEF document</p> <p>Reading Considered DL</p>	<p>Class readers in KS3, supported by the 5 main types of questions- modelled reading by class teachers.</p> <p>Less confident readers withdrawn for small group support and reading/vocab book</p> <p>English department 'RED' intervention in Y7-8</p>	<p>Learning Walks</p> <p>NGRT in cycle 3</p>

EXCELLENCE IN ALL; EXCELLENCE FOR ALL

**TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR**

Action	Evidence	Implementation	Monitoring
Interventions	Balance of 1:1 and small group is proven to be beneficial	GL testing/Internal assessment data Purchase provision mapper Appoint additional capacity into SLT to manage intervention, including PP Using internal data, re-establish the Pupil Progress meetings (set up just before Covid) and make every effort to engage and invite parents in to set targets. HoY, PP lead and academic mentor to be present. Time specific core subject intervention for KS3 pupils and generic study skills/learning habits sessions In addition to in school intervention during the school day, create opportunities for targeted sessions for KS4 pupils for GCSE Access to technology: long term loan, if necessary for supported self study	Evaluation of interventions  Improvement in ATLs, APs, assessments  Completion of work. Attendance at intervention sessions  Attendance at sessions. Aug 22 results

**WIDER STRATEGIES**

Action	Evidence	Implementation	Monitoring
Small group mentoring or 1:1	EEF Learning Toolkit	Time given for a designated teacher for PLAC to ensure regular meeting and monitoring of pupil academic progress Appointment of academic mentor to work in particular with KS3 PP pupils with below target attendance., improve the completion of work and create good supported self study habits Regular tracking of data (including Aps and ATL) to inform conversations Access to technology: long term loan for supported self study	Review meetings Regular pupil voice and half termly teacher voice. Data to show participation in wider school events
Mental Wellbeing		PASS Survey Regular check ins with academic mentor. Sign posting to further support if needed. <i>Rewritten the trips and visits policy, to guarantee proportionate representations of PP (if the trip is oversubscribed)</i> <i>Funding for hardship, including transport to support attendance @ after school clubs/study sessions</i>	

**Review of last year's aims and outcomes cannot take place due to the extended closure and disrupted learning.**

All our pupils, including PP pupils were supported consistently throughout the closure.

Support included:

- regular telephone calls with parents and pupils
- invitation for vulnerable students to attend school during this period. This increased over time.
- advice regarding home learning
- allocation of technology for identified families
- delivery of food packages for identified families