

## Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Chantry School
Number of pupils in school	878
Proportion (%) of pupil premium eligible pupils	130 (14.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan Year 1 of 3
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Dr A Dickenson
Pupil premium lead	Mr D Findlay
Governor / Trustee lead	Mr D Walton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121 660
Recovery premium funding allocation this academic year	£28 150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149 810

## Part A: Pupil premium strategy plan

### Statement of intent

At The Chantry School, pupils who come to us from a disadvantaged background (as defined by the government), will be fully supported to ensure they reach their full potential in academic pursuits, as well as in their personal development. Our primary aim is to close the attainment gap that currently exists between disadvantaged and non-disadvantaged pupils. We will strive to achieve this through a whole-school approach and robust monitoring, but also by providing opportunities and experiences to support our vulnerable young people to become independent learners and to achieve success in all its forms.

Our leading area of focus is monitoring progress and engagement so that we can react quickly to emerging needs. Whilst it is problematic to make generalisations regarding the challenges pupils who are eligible for the pupil premium face, there are some trends in our community which we can use to inform our strategy and there is enough published evidence to suggest broad commonalities a significant percentage of disadvantaged children face which is relevant to our context (in no particular order):

- Poorer levels of attendance;
- Low/lower levels of literacy and/or numeracy than their peers;
- Few books in their home and limited exposure to reading;
- Parents/carers who face regular financial pressures in the running of the home;
- Lack of money for curriculum resources or enrichment opportunities;
- Limited scope of how good attainment increases employment opportunities;
- Lack of exposure to the culture and world beyond the taught curriculum.<sup>1</sup>

There is no guaranteed way or singular intervention that can close the gap and, nationally, the pandemic has widened a gap that was beginning to close. Therefore, the complexities of learning, progression, development combined with the domestic challenges our young people may face, means that we need to be more innovative, thorough, and resilient in supporting them.

To achieve this, our Pupil Premium Strategy focuses on the whole child: academic progression, social and emotional development, engagement with school life, and understanding their personal circumstances. To that end, our **key principles** focus on the following areas:

1. Ensuring they receive high-quality teaching with teachers taking responsibility for their progress at all levels;
2. Raising aspirations through increased opportunities and careers information;

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<sup>1</sup> Crenna-Jennings, W., (2018), *Key Findings of the Disadvantage Gap: Literature Review*, Education Policy Institute <https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf>

3. Emotional and mental wellbeing support;
4. Ensuring they feel part of the school community.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Quality of teaching – broadly speaking, our disadvantaged pupils come to us from primary school with literacy levels which are below average, or below chronological age. Therefore, the ‘gap’ has already emerged and we need to ensure our children get the best quality teaching to make rapid progress. The impact of the pandemic has exacerbated this and other non-cognitive factors (see below) impede this further.</p> <p><b>Link to Key Principle:</b> High-quality teaching</p>
2	<p>Family engagement - family history of reduced or lacking in engagement with school life such as supporting the school’s policies and attendance at parents’ evenings.</p> <p><b>Link to Key Principle:</b> Raising aspirations; being part of the school community</p>
3	<p>Proximity to school – as a rural school, our catchment area is large and public transport is limited; this means that engaging with extra-curricular activities and GCSE exam preparation after school is challenging, but so is supporting pupils with wider enrichment or tutoring opportunities beyond the school day.</p> <p><b>Link to Key Principle:</b> Raising aspirations; being part of the school community</p>
4	<p>Non-cognitive factors – these are psychological barriers which some disadvantaged children may face which many non-disadvantaged children may not (as a result of poverty, or other circumstances linked with lower economic status). For example, a lack of belief in their own ability or inability to believe that their actions can affect outcomes which may come about from previous experiences of low-prior attainment; social differences they and their families experience and prevailing stereotypes; and a sense of belonging.<sup>2</sup> This in turn, along with other factors, can lead to low aspirations.</p>

<sup>2</sup> Zeynep, C. (2010). Schools as Socialisation Contexts: Understanding the Impact of School Climate Factors on Students’ Sense of School Belonging. *Applied Psychology*, 59(2), 243-272

	<p><b>Link to Key Principle:</b> Raising aspirations; emotional and mental well-being</p>
5	<p>Mental health, emotional wellbeing, and behaviour support – as a result of many factors (including developmental; experiences from childhood e.g. ACE; non-cognitive factors) conflicting in a young person’s mind, without the vocabulary or awareness of how to express their feelings or being aware of triggers, often this is internalised which can lead to a form of anxiety, or it is expressed externally and seen as a ‘behaviour’ issue: what we may see is the eruption, but not the bubbling magma beneath. If a child is in fight or flight mode, or lacks the ability to separate constrictive criticism of school work and them as a person, it impedes the brains ability to learn.</p> <p><b>Link to Key Principle:</b> Emotional and mental well-being</p>

## 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
<p>Set challenging, aspirational targets at Key Stage 3 and GCSE.</p> <p>All pupils entitled to the PPG meet or exceed targets as a result of staff training, high quality first teaching, and robust monitoring. In particular core subjects.</p>	<p>Progress gap between disadvantaged and non-disadvantaged pupils is reduced/eliminated.</p> <p>All disadvantaged pupils achieved their target grades.</p> <p>Disadvantaged pupils’ gap between their reading age and chronological age will decrease.</p> <p>Establish successful ways of supporting pupils’ transition through KS3 and up to GCSE so that progress is maintained.</p>
<p>Ensuring all pupils entitled to PPG have the same opportunities as their peers, and perhaps support in taking full advantage: including careers information and potential destinations post-Year 11; create links with other schools to share opportunities.</p>	<p>Affirmative efforts to ensure disadvantaged pupils are prioritised and supported to engage in wider-school opportunities and trips (e.g. clubs, sports, and trips beyond educational visits).</p> <p>Use of Careers Programme to offer broad range of information and experiences to help inform pupils next</p>

	<p>steps (including support with accessing work experience and application writing).</p> <p>Further opportunities for IAG.</p> <p>Destination monitoring so that no disadvantaged child leaves school with NEET status.</p>
<p>Improving our provision, effectiveness, and range of social, emotional, and non-cognitive support (e.g. mental wellbeing) to increase relationship with school and academic attainment; including increasing attendance rates to 96%.</p> <p>To establish effective monitoring and tracking of well-being provision for pupils during their school journey.</p>	<p>Development of current provision of emotional and well-being support with the pastoral team and pastoral SLT link; employ our trauma-informed-training to support staff and pupils and their non-cognitive development.</p> <p>Explore how existing platforms can work more effectively for us e.g. Provision Mapper.</p> <p>Robust monitoring of attendance and early identification and intervention where pupils are at risk of falling below this threshold.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Evidence is largely sourced from the Education Endowment Fund (EEF); the figures next to the strategy indicate the impact each strategy has in terms of number of months improvement e.g. + 5 implies that a child who accesses this strategy will make 5 months' academic improvement. However, not all strategies have this measure and we are trialling some initiatives.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 95000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Reading and oracy as a whole-school initiative to support literacy across the curriculum.	Reading interventions + 6 Oral interventions + 6	1
CPD on Quality First Teaching methods and strategies to engage the most vulnerable and reluctant learners.	Mastery Learning + 5 Metacognition & self-regulation + 7	1
Recruitment and over-staffing in English & maths to facilitate smaller groups and create capacity for interventions.	Reducing class sizes + 2 One-to-one learning +5 Small group interventions +4 Teaching Assistant interventions + 4	1
Development of robust feedback, and assessment tracking provision to enable staff to assess, diagnose, and intervene as early as possible.	Feedback + 6	1

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of interventions in subjects which are deliberately over-staffed (English, maths, science).	Reading comprehension strategies + 6 Mastery learning + 5 Metacognition & self-regulation + 7	1
Using school-tuition partners for additional educational support.	One to one tuition + 5 Individualised instruction + 2	1, 4
Pastoral interventions regarding pupils' aspirations and relationship with school e.g. Changemakers and Pupil Premium Champions	Aspiration interventions Social and emotional learning + 4	1, 4, 5

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 22810

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Pupil Premium Champions to be assigned groups of disadvantaged pupils for closer and more frequent monitoring.	Social and emotional learning + 4 Mentoring + 2	2, 4, 5
Increasing participation in extra-curricular clubs & sports; educational visits and other trip support.	Physical activity + 1	3, 5
Employment of pastoral assistant with an oversight of disadvantaged pupils and parental links.	Social and emotional learning + 4 Parental engagement + 4	2, 4, 5
Greater use of trained professionals to support pupils' well being and non-cognitive challenges; not teaching staff.	Metacognition & self-regulation + 7 Behaviour interventions + 4	4, 5
Outside agencies to support pupils where appropriate.	NHS, Educational Mental Health Practitioner; counselling support	4, 5
Reconfigure rewards and sanctions policies to benefit and support pupils who struggle with academic studies.		4

**Total budgeted cost: £ 149810**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022

#### **Interventions (overview)**

66 eligible pupils received **at least** one form of academic intervention in this academic year in the core subjects.

Additionally, we established Pupil Premium Champions to act as mentors for some of our most disadvantaged pupils and continue to grow this initiative in 2022/2023.

More focused monitoring and encouragement to participate in extra-curricular activities; this will continue in 22/23 with tracking engagement.

We trialled using an external maths tuition partner over the summer to support Year 10s moving into Year 11. For those in attendance, it had a positive impact on targeting teacher-identified gaps and retaining key knowledge and skills evidenced by the feedback from the provider.

Ukrainian pupils who joined the school have been assigned a 'lead adult' and have been given English speaking lessons to support their integration – along with other resources.

Proactive monitoring and intervention of PPG eligible pupils' Attitude to Learning (ATL) scores from assessment periods has supported a 38% (29/77) decrease in the amount of Grade 3s or 4s from Cycle 1 to Cycle 3 (Years 7 – 10).

#### **Key Stage 3**

##### **Years 7 & 8**

English intervention groups (Years 7 & 9) were established to specifically focus on pupils' writing skills. These were taught by qualified teachers with the aim to support this skill, but also to build confidence and enjoyment in reading and writing.

Reading interventions have shown some success with the whole cohort improving from 104.3 in Year 7, to 108.9 in Year 8. At a granular level, 3/7 Year 8 PPG eligible pupils who were selected for a Wave 3 Reading Intervention made substantial improvement in their reading scores (+12, +23, +40).

##### **Year 9**

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An additional group was created with the employment of another English teacher which increased the department's capacity. This allowed for smaller class sizes across the year group and thus provide greater time for all teachers to support their disadvantaged pupils.

### **Key Stage 4**

#### **GCSE**

Average A8 grade achieved in Summer 2022 was 4.14. This an important long-term focus as a measure to ensure PPG eligible pupils are in line with their peers.

English Language: 83% of eligible pupils achieved Grade 9 – 4; 61% achieved Grade 9 – 5.

Maths: 56% of eligible pupils achieved Grade 9 – 4; 29% achieved Grade 9 – 5.

#### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Maths tuition	Kip McGrath
Changemakers (Pixl)	