

## Pupil premium strategy statement – The Chantry School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils as well as their personal development, sense of inclusion and belonging at The Chantry School.

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
Number of pupils in school	888
Proportion (%) of pupil premium eligible pupils	15.25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	3 Year Plan Year 3/3
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs N Clear
Pupil premium lead	Mr D Findlay
Governor / Trustee lead	Mr D Walton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£152000

# 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 attainment, as well as in their personal development. We want all children, regardless of circumstances and background, to flourish and be prepared for life beyond Year 11. 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, where every member of staff has a role to play, and supported through robust monitoring. To support the personal development of our disadvantaged pupils, we will provide access to a wide range of opportunities and experiences designed to build their cultural capital, raise aspirations, and inspire them to achieve success in all its forms.

To support their personal development, we will also provide access to opportunities and experiences to support our disadvantaged young people to become independent learners and to achieve success in all its forms. We also adopt more bespoke and tailored support and provision for pupils based on individual need. We believe in 'Excellence in all; excellence for all'

Our primary focus is on monitoring progress, engagement, and attendance to enable us to respond promptly to emerging needs while strategically planning to enrich pupils' school experience, foster academic success, and support their personal growth. Whilst it is problematic to make generalisations regarding the challenges pupils who are eligible for the pupil premium face, based on our knowledge of our community there are some trends and areas in which we can focus to inform our strategy. Many of these trends align with the national picture, and so we strive to use evidence-informed research (such as the EEF, Ofsted, and other educational research institutions) to inform our efforts and implementation of strategy:

Much of our broad, whole-school strategy will focus on the following aspects:

- supporting attendance;
- improving levels of literacy and/or numeracy;
- increasing exposure and raising importance of reading fluency to support access to the curriculum and encouraging a reading for pleasure;
- supporting personal development and improving pupils' sense of belonging and inclusion in school as well as supporting development of self-efficacy, emotional and social development, and pastoral support;
- offering financial support where it is a barrier to opportunities, enrichment, trips, and extra-curricular activities which support understanding of the wider world and increasing cultural capital;

- providing curriculum resources;
- providing a careers education which raises aspirations for further education and employment.<sup>1</sup>

Sadly, there is no guaranteed way or singular intervention that can close the gap and, nationally, the Covid 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 our young people - as individuals - as well as being mindful of broad trends.

To achieve this, our Pupil Premium Strategy focuses on the whole child: academic progression, social, emotional, and personal development, engagement with school life. To do this, we need to understand their personal circumstances and individual challenge/barriers. To that end, our **key principles** focus on the following areas:

1. attendance;
2. ensuring disadvantaged pupils receive high-quality teaching with teachers taking responsibility for their progress at all levels;
3. a thorough programme of personal development to support pupils' social and emotional development, providing skills for success;
4. non-cognitive strategies to support learning skills and development of independence;
5. raising aspirations through increased opportunities and careers information;
6. support pupils' sense of inclusion: ensuring they feel part of the school community and belong through engagement in extra-curricular activities, trips, and opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance  We want our disadvantaged pupils in school so that they are able to enjoy and thrive, and get the best from their education. Informing pupils and parents about the importance of attendance and the correlation to attainment.
2	Quality of teaching and learning

<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>

	Our teachers and members of staff are a school's greatest asset and resource. Staff need to be properly skilled in their understanding of barriers disadvantaged pupils face (broadly, but also individually) so that their relationships is one of trust and security. Additionally, we need to make sure that pupils are taught in the best way possible: this includes academic subject knowledge, pedagogy, as well as strategies that support personal development such as metacognition, reading, and oracy.
3&6	<p>Personal development &amp; sense of belonging</p> <p>It is important to us that all pupils feel part of the school community, that they feel wanted, secure, and feel that they are entitled to all the opportunities available to them. To that end, we need to ensure that pupils are given opportunities to develop and practise skills which support their social and emotional development, as well as soft skills which will support them in their next steps, be it further education or employment.</p> <p>Additionally, we want to ensure that pupils feel that all opportunities and prospects are available to them – that they can be ambitious in the careers or education. To do this, we will ensure that pupils receive a thorough careers information education in all year groups.</p>
4	<p>Reading and literacy</p> <p>Developing strong reading supports access to all areas of the curriculum and is a skill for life that cannot be underestimated. We need to support pupils who are below their chronological reading age become more proficient readers, and support their attitudes to reading.</p>
5	<p>Non-cognitive strategies</p> <p>Our observations and assessments have revealed that many pupils lack metacognitive strategies (i.e. understanding how learning happens, strategies to support effective learning, and reflection) as well as self-regulation strategies (being emotionally aware of themselves and their feelings).</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
Improved attendance	Attendance figures will be better than 2023-2024 (85.8%) and closer to that of non-disadvantaged pupils (93.4%).
Improved attainment	<p>By the end of 24-25, we aim for the KS4 attainment 8 score to be 4.12 (FFT 20)</p> <p>At KS3, all pupils will be on track in English and maths.</p>

	Teacher feedback on implementation of pedagogy and metacognition strategies.
Improved reading and literacy skills in KS3	Pupils progressing from Year 7 in to 8, and Year 8 into 9 will have improved reading scores which are in-line with their chronological age. This will be tested at the end of Year 7, Year 8 and Year 9.  Using Reading Plus to intervene with pupils who are below their chronological reading age.
To support and maintain improved personal development, sense of belonging, and wellbeing.	Using pupil voice to ascertain their attitudes and thoughts about school and education.  Increasing participation in enrichment and extra-curricular activities through monitoring and targeted inclusion.
Improved non-cognitive strategies such as metacognition and self-regulation.	Teacher and pupil feedback on pupils' ability to use metacognitive tools more independently to improve learning and engagement. Increased completion of homework across all subjects.

## Activity in this academic year

This details how we intend to continue spending our pupil premium **this academic year** to address the challenges listed above. Evidence is largely sourced from the Education Endowment Fund (EEF).

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

Budgeted cost: £ 29445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing teachers' understanding of metacognition and self-regulation skills and process to support pupils' learning.	EEF cites that teaching metacognition strategies can have an impact of up to 5 months progress for pupils.  It is an effective way to develop whole staff's skillset as well as building a sense of commonality in language and rationale.  <a href="#">Metacognition and Self-regulated Learning   EEF</a>	2 & 5
Employment of Leaders of Pedagogy to train staff	To support teacher professional development so that they are skilled in	2 & 5

in skills to support pupils' learning with strategies.	how to intervene in the moment, as well as try new methods to support pupil engagement and learning	
CPD in adaptive teaching and Reading	6 CPD sessions which examine the use of pedagogical principles and strategies to support teaching and learning across the curriculum. Also, sharing how to teach effective reading in the classroom so that all pupils have a diet of reading.	4 & 5
Purchase of NGRT assessments to assess pupils' reading skills.	Assessments provide the picture of pupils' reading, comprehension and vocabulary skills to inform need. This is shared with staff along with	4
Improving literacy skills in all subject areas.	A focus on disciplinary literacy for pupils to learn concepts in each subjects. Strong reading and literacy skills have also been linked to improvements in maths and English, as well as other subjects. Literacy training to happen throughout the year to complement CPD.  <a href="#">Improving Literacy in Secondary Schools   EEF</a>	4 & 5
Development of improved, robust feedback strategies in KS4.	Developing the use of 'exam wrappers' to support pupils understanding of their successes in assessments as well as areas to improve, as well as supporting their self-regulation.	2 & 5
Development of English and maths Mastery with ARK Curriculum	For the past 2 years, the school has been part of a pilot programme developing mastery in English and maths. We are now outside of that programme and have the freedom to adapt the curriculum to our own needs to support gaps in learning.	2

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

Budgeted cost: £39607

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus	Reading Plus is a programme that supports reading fluency, comprehension, and vocabulary. We	4

	<p>identify pupils based on NGRT results and they are in a 13 weeklong programme 3 times a week, as well as being expected to complete some activities at home.</p> <p><a href="#">Reading Plus - Adaptive Literacy Program - Hybrid Learning</a></p>	
Phonics intervention	<p>For very weak readers whose reading age falls below that which Reading Plus is intended for, a small intervention group is used to teach phonics.</p> <p><a href="#">Phonics   EEF</a></p>	4
Academic intervention in English, maths, history, science, and business	<p>For Year 11, 2 or 3 times weekly rolling intervention sessions for pupils whose assessment indicates gaps in knowledge or skills that need to be bridged. Pupils will get up to 4.5 hours additional teaching in a short-sharp booster.</p> <p><a href="#">Small group tuition   EEF</a></p>	2
Tutoring services in English and maths	<p>Where a greater need is identified, we will support pupils accessing regulated tutoring services (e.g. My Tutor or Kip McGrath) to support their progress in English and maths.</p> <p><a href="#">Small group tuition   EEF</a></p>	2
After hours homework support	<p>Inviting pupils who may struggle with completion of homework to attend supervised homework sessions.</p> <p><a href="#">Homework   EEF</a></p>	2&3
Pupil Premium Champions	<p>Heads of Years to identify a small cohort of pupils to mentor and support. The intention is to explore and unpick any barriers they have to school or learning, as well as facilitate more inclusion opportunities and develop their sense of belonging.</p> <p><a href="#">Mentoring   EEF</a></p>	3
Organisation and motivation support at KS4	<p>Mentoring groups of pupils who have been identified as struggling with organising their time for revision, as well as their motivation.</p> <p><a href="#">Mentoring   EEF</a></p>	2 & 3 & 5

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

Budgeted cost: £ 84378

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing an attendance key-worker to work with families and pupils to increase their attendance.	From our own data, pupils who are in school less than 95% and those who are SA achieve at least 0.5 GCSE grade below their peers.	1 & 3
Creating opportunities for pupils to access further education.	Bespoke trips for pupils in Year 10 and 11 to visit further education institutions to support their motivation and desire for academic achievement. For example, local apprenticeship college, Hartpury, Worcester Sixth Form and Worcester University.  <a href="#">Aspiration interventions   EEF</a>	3
Pastoral and emotional well-being support	Employing trained counsellor and NHS services to support pupils who may have emotional or wellbeing challenges that affect their school life. This includes whole-cohort sessions, as well as small group and one-to-one sessions.  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation</a>	3 & 5
Development of rewards programme	Increasing our range of rewards to include more opportunities for trips and visits as well as increased recognition at home to promote positive behaviours in school.	2 & 3
Attendance conversations with pupils	Providing time for staff to be released to support pupils whose attendance is between 92 – 9% attendance; liaise with parents/carers to support greater attendance in school.  <a href="#">Parental engagement   EEF</a>	1
Support costs for trips / curriculum equipment	Support families access trips and activities that might otherwise be out of financial reach.	3

**Total budgeted cost: £ 153430**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attendance:

We continue to strive to improve attendance, and the employment of an attendance office has had some impact on pupils who are severely absent. Additionally, it seems to be a cohort of pupils who are persistently absent, and we are engaging with parents/carers to reduce this.

	Disadvantaged pupils %	Non-disadvantaged pupils %	Difference %
2022 – 2023:	85.3	93.5	8.2
2023 – 2024:	85.8	93.4	7.6

#### GCSE outcomes:

	2022 - 2023	2023 - 2024	2024 – 2025 (Aspirational based on FFT 20)
Number of pupils	20	27	25
Overall P8 score	-0.2	-0.44	(not scored)
English P8 score	-0.26	-0.32	(not scored)
Maths P8 score	-0.28	-0.49	(not scored)
Overall attainment 8 score	3.61	3.01	41.24
English Attainment 8 score	3.95	3.45	
Maths attainment 8 score	3.45	2.82	

English Language Grade 9 - 5	25.0	22.2	45.8
English Language Grade 9 – 4	35.0	48.1	83.3
Maths Grade 9 – 5	25.0	11.1	33
Maths grade 9 - 4	45.0	33.3	71
English & Maths 9 - 5			28
English and Maths 9 - 4			68

### **Interventions (overview)**

116 GCSE pupils received at least one form of intervention for English, maths or science.

### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Tutoring	Kip McGrath

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

**Further information (optional)**

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