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	883
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	3 Year Plan Year 1/3
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs N Clear
Pupil premium lead	Mr D Findlay
Governor / Trustee lead	Mr G Moores

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162000
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£162000

Part A: Pupil premium strategy plan

Statement of intent

The term 'disadvantaged' is often used to describe pupils who are eligible for the Pupil Premium Fun. However, at The Chantry School, the term 'disadvantage' feels like a deficit nomenclature. Instead, we see these pupils as having untapped potential – and it is our purpose to explore and release that potential so that they can thrive. We are fully committed to support pupils to ensure they reach their full potential in academic attainment, as well as their own personal development. We want all children, regardless of circumstances and background, special educational need, vulnerability or 'disadvantage', to flourish and be prepared for their next steps once they finish compulsory education.

As a school, our primary aim is to ensure that all pupils have an equitable education and to close the attainment gap that currently exists between *disadvantaged* and non-disadvantaged pupils. We want all our children to be included in our school and know that they belong and are welcomed at The Chantry. We will strive to achieve this through a whole-school approach of excellent education as well as first-class pastoral care: every member of staff has a role to play.

To support their education, we are investing in regular CPD focusing on elevating teachers' skill set and knowledge of current educational practices, such as adaptive teaching and metacognition, so that they are well-informed in how to support pupils' educational development and enriching the QFT pupils experience. Additionally, we will tailor academic, reading, and pastoral interventions where necessary to support pupils. With regards to 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. We will also provide access to opportunities and experiences to support our disadvantaged young people to become independent learners. 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'.

To do this, we pride ourselves on knowing our pupils well. We monitor progress, engagement in learning and enrichment, attendance, as well as a whole host of other 'soft data'. This enables us to respond promptly to emerging needs whilst 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 fund 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, other educational research institutions) as well as working with

partner schools in our MAT and in the county, to inform our efforts and implementation of strategy:

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

- continually improving QFT across the school;
- 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;
- finding ways to ensure pupils are included in school matters and promote their belonging in the school;
- implementing tailored academic and pastoral support;
- 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.[1]

Sadly, there is no guaranteed way or singular intervention that can close the gap that exists between the attainment outcomes of disadvantaged and non-disadvantaged pupils; it remains a 'wicked problem'. Therefore, the complexities of learning, progression, development combined with the domestic challenges our young people may face, means that we need to be more responsive, innovative, thorough, and resilient in supporting our young people - as individuals - as well as being mindful of broad trends. Fundamentally, we need our pupils to know that they belong at The Chantry School and are valued in our community.

To achieve this, our Pupil Premium Strategy focuses on the whole child: academic progression, social, emotional, and personal development, inclusion in school life, and to feel valued. 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: barriers and remedies;
2. ensuring disadvantaged pupils receive high-quality teaching with teachers taking responsibility for their progress at all levels (classroom, HOD/HOY; SLT);
3. a thorough programme of personal development to support pupils' social and emotional development, providing skills for success;

[1] 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

4. interventions to close identified gaps in knowledge and learning;
5. non-cognitive strategies to support learning skills and development of independence;
6. improved reading levels where pupils are not at chronological age;
7. raising aspirations through increased opportunities and careers information;
8. 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 thrive, enjoy school, and get the best from their school experience. Informing pupils and parents about the importance of attendance and the correlation to attainment. Schools identify low literacy skills and poor attendance as the… | EEF
2	Quality of teaching and learning (including adaptive teaching) 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), as well as having the capability to support them, 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 and that teachers respond to pupils' needs in the moment as well as over time: this includes academic subject knowledge, pedagogy, as well as strategies that support personal development such as metacognition, reading, and oracy.
3 & 6	Personal development & sense of belonging It is important to us that all pupils feel that they belong to the school community, that they feel wanted and develop secure connections with staff and other pupils to support their wellbeing. We want them to know that they are entitled to all the opportunities available to them across their school career. 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. Additionally, we want to ensure that pupils are well informed about those next steps 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 as well as offering more bespoke and individualised support during their GCSE years.

4	Reading and literacy 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. Additionally, we need to support teachers in feeling secure in developing and practising reading comprehension in their day-to-day practice.
5	Non-cognitive strategies In recent years, based on our monitoring, we have been conducting staff training which supports teachers' knowledge of metacognition and 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). This is key to successful revision and retrieval so that pupils know more, remember more and can do more.

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	Increase attendance to at least 90.5% (figure from ABIE)
Improved attainment	By the end of 25-26, we aim for the KS4 attainment 8 score to be 4.87 (FFT 20) At KS3, all pupils will be on track in English and maths. Teacher feedback on implementation of pedagogy (including adaptive teaching) and metacognition strategies.
Improved reading and literacy skills	Identify and intervene with pupils who fall at least 2 years below their chronological age in Years 7 and 8; support pupils who join the school with phonic-level reading skills. Staff training on reading comprehension strategies.

	Using Reading Plus and Reading Quest programmes to intervene.
To support and maintain improved personal development, sense of belonging, inclusion, 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: £21670

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. Metacognition and Self-regulated Learning | EEF	2 & 5
Employment of Leaders of Pedagogy to train staff in skills to support pupils' learning with strategies.	To support teacher professional development so that they are skilled in how to intervene in the moment, as well as try new methods to support pupil engagement and learning	2 & 5
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.	4 & 5

	Understanding Adaptive Teaching v11 Also, CPD on how to teach effective reading in the classroom so that all pupils have a diet of reading. Reading comprehension strategies | EEF	
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. Improving Literacy in Secondary Schools | EEF The Chantry School is also part of a research project with the EEF with a focus on 'transforming literacy leadership for disadvantaged children and young people'.	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

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

Budgeted cost: £37987

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus & Reading Quest	Reading Plus is a programme that supports reading fluency, comprehension, and vocabulary. We 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. The EEF are currently evaluating it.	4

	Reading Plus - Adaptive Literacy Program - Hybrid Learning Reading Quest is a programme designed by FFT to support older pupils whose phonics skills are lower than their school age.	
Phonics intervention	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. Phonics | EEF	4
Academic intervention in English, maths, history, science, and business	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. Small group tuition | EEF	2
Careers meetings	We ensure that all disadvantaged pupils are prioritised in receiving one-to-one careers guidance at key transitions with an external careers advisor as well as offering careers guidance in a variety of formats.	3 & 6
Tutoring services in English and maths	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. Small group tuition | EEF	2
After hours homework support	Inviting pupils who may struggle with completion of homework to attend supervised homework sessions. Homework | EEF	2&3
Focus 5	Each tutor and teacher has been tasked with identifying their Focus Five pupils - those who are the most vulnerable in their class for underachieving, and ensuring that lessons (as well as pastoral interventions) are adapted and targeted to ensure their needs are met. This is one way we're increasing staff's knowledge and understanding of pupils' needs in the classroom. The concept is taken from Greenshaw Research School.	1, 2, 3, & 6

	Focus Five – a high impact, low-cost response to disadvantage – Teaching The Focus Five – how we are addressing… | Greenshaw Research School Mentoring | EEF	
Organisation and motivation support at KS4	Mentoring groups of pupils who have been identified as struggling with organising their time for revision, as well as their motivation. Mentoring | EEF	2 & 3 & 5

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

Budgeted cost: £112900

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. We have employed a dedicated attendance officer to monitor pupils' attendance and implement strategies to encourage and support attendance, as well as work with families to give them the support they need. Such programmes include Lego Therapy and Mood Master.	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. Aspiration interventions | EEF	3
Pastoral and emotional well-being support (WEST)	Employing trained counsellor and NHS services to support pupils who may have emotional or wellbeing challenges that affect their school life. This includes	3 & 5

	whole-cohort sessions, as well as small group and one-to-one sessions. Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation Additionally, we have expanded our pastoral area to enlarge our wellbeing space to support those children who are most in need, as well as separate it from behaviour concerns. This makes the space a safer environment for our mor vulnerable pupils.	
Attendance conversations with pupils	Providing time for staff to be released to support pupils whose attendance is between 92 – 95% attendance; liaise with parents/carers to support greater attendance in school. Parental engagement | EEF	1
Support costs for trips / curriculum equipment	Support families access trips and activities that might otherwise be out of financial reach.	3
Breakfast Club	Daily breakfast club where pupils can get something to eat and drink, and speak with member of staff to give them a good start to the day.	6 & 5

Total budgeted cost: £172557

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 officer has had some impact on pupils who are persistently or severely absent.

Their role is to work with the pupils and families to remove barriers to get them into school so that they can thrive.

	Disadvantaged pupils %	**Non-disadvantaged pupils %**	**Difference %**
2022 – 2023:	85.3	93.5	8.2
2023 – 2024:	85.8	93.4	7.6
2024 - 2025	85.1	93.5	8.4

GCSE outcomes:

	2022 - 2023	**2023 - 2024**	**2024 – 2025**	**2025 - 2026**
Number of pupils	20	27	27	
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	3.41	
English Attainment 8 score	3.95	3.45	3.81	

Maths attainment 8 score	3.45	2.82	3.11	
English Language Grade 9 - 5	25.0	22.2	26.9	
English Language Grade 9 – 4	35.0	48.1	53.8	
Maths Grade 9 – 5	25.0	11.1	15.4	
Maths grade 9 - 4	45.0	33.3	42.3	
English & Maths 9 - 5			11.1	
English and Maths 9 - 4			33.3	

Interventions (overview)

All Year 11 disadvantaged pupils (who were not severely absent) received at least one form of intervention for English, maths, business, history or science. More than 150 pupils (including disadvantaged) received a form of intervention in the academic year.

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.

Programme	Provider
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)

References:

Pupil premium: overview - GOV.UK

From trait to state - how Ofsted might consider conceptualising vulverability for inspection and regulation

https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf

NLC-thinkpiece-Systems-Leadership-GRINT.pdf

Addressing disadvantage: a wicked problem… | Greenshaw Research School

Education Secretary sets roadmap to improve attendance levels - GOV.UK

Reading Plus - trial | EEF

Understanding Adaptive Teaching v11

Reading comprehension strategies | EEF

Schools identify low literacy skills and poor attendance as the… | EEF

Regional partnerships | EEF

Focus Five – a high impact, low-cost response to disadvantage – Teaching

The Focus Five – how we are addressing… | Greenshaw Research School

What is LEGO-Based therapy? Expert Advice - Therapy Focus

Moodmaster :: Onside Advocacy, Worcestershire

Wellbeing and Emotional Support Teams in Schools | Herefordshire and Worcestershire CAMHS