

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Chantry Community Academy
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	38.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kathryn Duncan Headteacher
Pupil premium lead	Kathryn Duncan
Governor / Trustee lead	Mrs Janice Brooke

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-23)	£245,895
Recovery premium funding allocation this academic year	£24,505
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	£270,400

Pupil Premium Strategy Plan

Statement Of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Chantry Community Academy is part of the Skills for Life Trust and as such, we are committed to all children succeeding with the skills they need to achieve in the next stage of their lives and in the future. We understand that some children have more challenging circumstances and firmly believe that all children should be able to reach their full potential, overcoming any barriers to learning.

Our approach in this school, is to ensure that through our pupil premium spending, we prioritise strategies that impact on all of our children; however, we specifically consider those pupils who are deemed to be at a disadvantage for whatever reason. We have a good track record of identifying pupils who need the most support and we will continue to target this funding at identified areas so that all children can achieve.

High quality teaching for all is at the core of our approach. This is proven to have the greatest impact on the attainment gap for disadvantaged pupils and at the same time this will benefit the non-disadvantaged pupils at Chantry.

We will consider and are responsive to the range of challenges faced by our pupils, including those who have a social worker or those who are young carers. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also to support wider school plans for education recovery, based on robust assessment which then identifies targeted intervention support for pupils who have been worst affected, including non-disadvantaged pupils. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments indicate that there are some gaps between PP and non PP pupils across the school and against national data for reading, phonics and maths.
3	Socio-economic gap: A high proportion of pupils in this group have limited access to many of the opportunities that their peers take for granted which impacts their acquisition of cultural capital. Some children in the group are also experiencing a number of adverse childhood experiences which impacts their ability to see a positive future for themselves and to make progress. Some children experience barriers relating to food and clothing.
4	Multiple barriers to learning such as SEN, SEMH, EAL,
5	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Persistent absence is higher than the national average. This has negatively impacted on progress and attainment.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, phonics and maths attainment for disadvantaged pupils at the end of each academic year and certainly at the end of each key stage or national milestone.	Reading, phonics and maths outcomes will show that outcomes for disadvantaged pupils are at least in line with those who are not disadvantaged.
All pupils including disadvantaged children have the opportunities provided by the Skills for Life ethos in the school, including trips, enrichment activities and taking on positions of responsibility.	Disadvantaged pupils will thrive in the school environment and become more confident and successful in the setting. All pupils in this group will attend visits/ experience visitors coming in to support the curriculum. All pupils in this group will participate in trips and enrichment activities.

<p>To ensure all pupils, including disadvantaged pupils have ongoing support and access to high quality SEN, SEMH and EAL support</p>	<p>Early identification of need so that appropriate referrals are made to ensure that all children have needs met.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Persistent absence will be reduced to national or below national levels.</p>	<p>Sustained good attendance to be demonstrated by all pupils, including disadvantaged pupils' attendance being in line with national average. Persistent absence will be reduced to below national in 2 years.</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.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1,2
High quality CPD for staff on aspects of the curriculum/ leadership of the curriculum	'Great teaching is the most important lever schools have to improve the outcome for their pupils' EEF	1,2
Speech and language therapist to support fortnightly with SLCN pupils	Pupils diagnosed with SLCN can access support more readily and interventions out in place	1,4
Purchase of online access to high quality texts and physical texts	EEF Toolkit evidence	1,2,3,4
Purchase of Power Maths resources and assessments to support maths mastery approach	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year EEF Teaching & Learning Toolkit Mastery learning NCETM guidance Improving maths in Key Stages 2 & 3 Fair Education Alliance	2,4
Membership of Pixl and access to high quality CPD and support	Specific support for disadvantaged children and closing the gap. RSL meetings to monitor children's progress, including disadvantaged children. Use of PiXL oracy resources.	1,2,4

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Accelerated Reader and Myon programme	Pupils enjoy and engage with these programmes, participation is measured and successes celebrated. Progress is monitored and data analysed to accurately track progress.	1,2,3,4
Purchase of Time Table Rock Stars and mathematics	Pupils enjoy and engage with these programmes, participation is measured and successes celebrated. Progress is monitored and data analysed to accurately track progress.	2,3,4
Summer School	EEF Toolkit	1,2,3,4,5
Easter School	EEF Toolkit	1,2,3,4,5
Breakfast booster club intervention programme Tutoring/tuition programmes	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	2,3,4,5
Further development of sensory room and SENJ rooms to support SEN/behaviour/ wellbeing interventions	<u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u>	1,3,4

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a pastoral support assistant to run wellbeing groups, Young Carers, parent groups,	EEF Teaching & Learning Toolkit Metacognition and self-regulation NSPCC guidance KCSIE 2021	3,4
Breakfast club/after school club subsidised	Promotes good attendance, healthy attitudes DFE: Breakfast clubs in high-deprivation schools	3,5
Allocation for trips and enrichment activities	EEF Toolkit	3
Development of the wellbeing garden	EEF Toolkit	3,4
School uniform fund and food bank/vouchers to subsidise local offer	EEF Toolkit NSPCC Neglect briefing	3
Attendance advisory service SEASS	Children's attendance is linked to attainment https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	5
School Play Therapist to support identified pupils	EEF Teaching & Learning Toolkit NSPCC guidance KCSIE 2021	3,4
Health and Welfare Officer to support vulnerable pupils and families	NSPCC guidance KCSIE 2021	3,5
Enrichment activities - clubs	EEF Teaching and Learning Toolkit	3,4

Contingency fund	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3
Rewards for Good To Be Green and Attendance	EEF Teaching and Learning Toolkit Children's attendance is linked to attainment https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	4,5

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 2022 to 2023 academic year.

End Of Year 2023 national testing			
KS2	All Pupils	PP	Not PP
Expected RWM	59%	48%	71%
Expected Reading	64%	55%	75%
Expected Writing	69%	61%	79%
Expected Maths	71%	65%	79%
KS1	All Pupils	PP	Not PP
Expected RWM	45%	28.6%	59.4%
Expected Reading	51.7%	39.3%	62.5%
Expected Writing	48.3%	28.6%	65.6%
Expected Maths	60%	46.4%	71.9%
Y1 Phonics	All Pupils	PP	Not PP
Expected	55.9%	36.4%	67.6%

Externally Provided Programmes

N/A

Programme	Provider
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Service Pupil Premium Funding

N/A

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information

EEF strategies can be found at:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Historically, the progress and attainment of disadvantaged pupils has been varied across year groups. Attendance of disadvantaged pupils is something that we continuously strive to improve. The Headteacher is the PP lead at school and the progress and attainment of PP pupils are discussed regularly in different meetings. Staff have received additional training on PP strategies and the strategy has been shared. Areas to support disadvantaged pupils feature in the SDP.