

## Pupil Premium Funding 2020/21

Great schools are a cradle for resilient, effective and confident learners regardless of their socio-economic backgrounds 'Marc Rowland'.

### The context of Chantry Academy

Summary Information											
School		Chantry Academy									
Academic Year		2020/21		Total PP budget			£ 355,190		Date of most recent PP Review		January 2020
Number of pupils		Number of PP pupils						Number of CIC entitled to PP		Date for next internal review of this strategy	
		Girls		Boys		LPA	MPA	HPA			<b>March 2021</b>
Yr 7	179	Yr 7	75	43	32	33	39	3	Yr 7	2	
Yr 8	178	Yr 8	68	34	34	32	30	6	Yr 8	0	
Yr 9	175	Yr 9	77	32	45	35	34	8	Yr 9	2	
Yr10	177	Yr10	68	39	29	27	35	6	Yr 10	2	
Yr11	178	Yr 11	77	34	43	49	20	8	Yr 11	2	
<b>Total</b>	<b>887</b>	<b>Total</b>	<b>365</b>	<b>182</b>	<b>183</b>	<b>176</b>	<b>158</b>	<b>31</b>			

### Pupil Premium Strategy Statement

Chantry Academy is a sponsored academy and is part of The Active Learning Trust family of schools. The following core beliefs are fundamental to the ethos at the school:

1. Every child wants to be successful
2. No barriers to learning
3. No excuse for poor progress
4. We get what we expect
5. Learning is our core purpose.

Is the Academy a great place to learn if you come from a disadvantaged background? Chantry Academy is a good school which continues to improve. It is a school which serves a community that has a high proportion of pupils from a disadvantaged background. Historically attainment for this group has been low across the Local Authority compared with disadvantaged pupils nationally.

As an effective school we have high expectations and high ambitions for every pupil, regardless of background. The pupil premium funding enables us to create a place of excellence, endeavour and optimism. Through high quality teaching and learning we endeavour to continue to narrow the gap. As an Academy we recognise that we should be the decision makers using evidence to inform professional judgements as long as the attainment gap is closing.

Every student has the same opportunity to succeed. We recognise that Students need high quality, tailored support and excellence in the classroom. However, one of the best measures of an advanced educational system is how it treats pupils who are on the margins. The Chantry Academy Vision is a key driver to help improve the lives of our

students and every member of our community is equally VALUED. The vision is to provide learning that ensures everyone has the skills to be Versatile, the opportunities to exceed their Aspirations, the knowledge to be Learned, the empathy to be Understanding, the enthusiasm to be Engaged and the encouragement to be Determined.

The percentage of statemented students in the Academy is above national figures, whilst the overall percentage of students with SEN is higher than national figures. The Academies ethnicity profile is predominately White British. We currently use a variety of available data to assess student’s ability and progress. We continue to explore different ways of recording pupils’ progress to ensure that the statistical data shines a light where interventions are required.

**Strategic Summary - Evidence of school performance – (last year)**

<b>2. Current attainment</b>			
	<b>Pupils eligible for PP Pupils CIC</b>	<b>Pupils not eligible for PP</b>	<b>CA Whole cohort</b>
% achieving 4 - 9 incl. English and Maths	20% (15.6% )	33.7% (22.4%)	28.3 (20%)
% achieving expected progress in English/Maths grade 7+	4.6% (0%)	7.9% (0%)	6.6% (0%)
Progress 8 score average	No data (-1.6)	No data (-1.4)	No data (-1.5)
Attainment 8 score average (2018)	3.9 (2)	4.4 (2.7)	4.2 (2.4)

The rate of improvement from the previous year suggests that there is an increase in all key performance indicators from the previous year. The use of 1 to 1 mentoring was the key intervention that supported the improvement of students particularly those with PP funding. This action has been extended to a larger number of students through small group work with external specialists and withdrawal work with Pupil Premium Learning Support Assistants.

Use of data to track and target intervention in all year groups continues to be effective. Student feedback suggests that the residential for Mathematics, Master Classes and exam preparation techniques had a significant impact on their confidence, not only in the exam but also through spending time with peers in an environment alternative to the academy.

The Pupil Premium funding is in place to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that the funding reaches the pupils who need it most. As an academy we then have the flexibility and freedom to use the funding to ensure that these students can progress in line with their peers. At Chantry Academy funding is readily focussed on disadvantaged students, who are performing well, to help them do even better. Resources are deployed where they can make the most difference. Consequently the Pupil Premium spending is spent where teachers feel it is most needed. Financial planning is broken down and a summary of spending evaluated against expected outcomes by the Senior Leadership Team. The Academy has received external advice to support students eligible for Pupil Premium Funding.

It is important to state that children who are not disadvantaged can also benefit from the interventions, resources, services etc that the PP funding supports.

3. Barriers to future attainment for pupils eligible for PP			4. Desired outcomes				Impact - Success criteria	
<b>In –school barriers</b>								
A.	Student <b>attainment on entry</b> with a Key Stage 2 Average Point Score (APS) is below the national average. Number of PP by year		Improve pupil outcomes so they are at least in line with national averages in all subjects by increasing the proportion of PP pupils who make greater than expected progress.				Numeracy and Literacy skills for students in lower school shows expected progress in line with targets. Results for 2021 to show the following:  A8 recorded as 4 and P8 at +0.1  <ul style="list-style-type: none"> <li>• <b>English/Maths 5+ @ 30%</b></li> <li>• <b>English 5+ @ 40% Maths 5+ @ 40%</b></li> <li>• <b>English/Maths 4+ @ 55%</b></li> <li>• <b>English 4+ @ 70% Maths 4+ @ 65%</b></li> </ul>	
	Year	No.	% of year	PP Prior Attainment		Non-PP Prior attainment		
				Below	Above	Below	Above	
	7	75	41.9	N/A	N/A	N/A	N/A	
	8	68	38.2	43.2%	56.8%	32.1%	67.9%	
	9	77	43.8	42.2%	57.8%	41.2%	58.8%	
	10	68	38.5	37.1%	62.8%	39.4%	60.6%	
11	77	43.5	60%	40%	54.8%	35.2%		
B.	MPA boys eligible for PP are making less in year progress. This prevents sustained high achievement through the Upper School years.		Accelerated progress of PP boys who join the school with average prior attainment.				MPA PP boys make progress in line with all students. Numerical P8 for MPA is 0	
C.	High prior attaining students who are eligible for PP are making less progress than other high attaining pupils across the Upper School years.		Ensure that the most able disadvantaged pupils make progress in line with other similar pupils at the school throughout each stage.				HPA students make accelerated progress in all year groups and sustain achievement. Results for 2021 to show the following: <ul style="list-style-type: none"> <li>• <b>English/Maths 7+ @ 7%</b></li> <li>• <b>English 7+ @ 10% Maths 7+ @ 7%</b></li> </ul>	
<b>External barriers</b>								
D.	Low attendance rates of PP students		The whole academy attendance to continue to increase year on year over five years. To show that attendance of all cohorts, including PP students is an increasing trajectory.				Attendance to sit above schools in deprived areas nationally with an overall attendance of pupils eligible for PP improving to be in line with 'other' pupils.  Reduction in the number of persistent absentees (PA) among pupils eligible for PP <b>to 10% or below</b>	
	Year	PP % Attendance	Non-PP % Attendance	PP % Persistent Abs	Non-PP % Persistent Abs			
	7	95.2 (93.67)	96.1 (94.99)	17.3 (3.57)	5.7 (4.17)			
	8	93 (92.85)	96.1 (94.89)	23.5 (9.33)	9.1 (2.97)			
	9	92.3 (93.16)	94.3 (94.2)	23.4 (9.1)	12.1 (4.5)			
	10	86.1 (91.88)	92.7 (93.77)	32.3 (10.9)	17.04 (3.8)			
	11	90.1 (85.8)	95.2 (93.36)	29.9 (26.6)	11 (7.9)			
Persistent Absence is taken as below 90% attendance Nov 2020 capture.								

## 5. Planned expenditure for Academic year 2020/21

The three headings below enable the Academy to demonstrate how the Pupil Premium funding is allocated to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all – Classroom base

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How we ensure that it is implemented successfully	Staff lead	Review of implementation
A. Improve pupil outcomes so they are at least in line with national averages in <b>all subjects</b> by increasing the proportion of PP pupils who make greater than expected progress.	<p><b>Staff training</b> on high quality feedback to support teaching and learning across all subjects. Staff CPD on numeracy and literacy skills and access to PiXL resources.</p> <p>Ensure staff are following SOW, marking in line with policy and can <b>interpret and diagnose data</b> to support teaching and learning.</p> <p><b>Tutor time programme</b> in place to support revision.</p> <p>Creation of <b>additional groups</b> to support PP students' progress and access to support in lessons.</p>	<p>Increase in standards of teaching and learning.</p> <p>Leadership</p> <p>Investment in longer term change which will help all pupils.</p> <p>Assessments are rigorous and can support progress. High quality feedback is an effective way to improve attainment, and is suitable as an approach to embed across the school.</p> <p>Improved student attitudes towards and literacy and numeracy to enable access to tier words. Non-specialist staff more confident with activities to support progress.</p> <p>Tuition programme</p> <p>Catch-up/blended learning</p>	<p>VP (Progress) to identify the areas of highest risk for planned interventions. Plan communicated to stakeholders to ensure EBacc CPD sessions to deliver training monitored.</p> <p>Peer observations of Learning and Teaching. Observations show a reduction in shallow learning and an increase in good/outstanding teaching.</p> <p>Progress measure will show projections closer to 0 by April 2021.</p> <p>Moderation of assessments and data</p> <p>Enhanced student performance in numeracy</p>	<p>VP Progress chairs</p> <p>Upper and Lower school RAPs: Heads of Subjects, Year Pastoral teams and SENCO actively participate to scrutinise progress of groups.</p> <p>PP</p> <p>Numeracy TLR Lead</p> <p>Lead Practitioner for Oracy</p>	<p>January 2021</p>
	<p><b>Interventions</b> for PP students within EBacc subjects are targeted to ensure students make progress in line with national expectations</p> <p><b>Extracurricular Homework Club</b> - PP students receive intensive support in a safe environment daily.</p> <p><b>Resources &amp; Trips</b> - ensure fair access for all to all trips and out</p>	<p>Teaching staff will review their planning and delivery to ensure progress builds year on year.</p> <p>Supporting engagement - students feel supported in a vulnerable environment.</p> <p>Extension work on development of key skills to ensure main timetabled lessons are accessible.</p>	<p>Provide challenge during link mtgs when viewing in-year data. Probe gaps which are not narrowing for cohorts.</p> <p>MPA boys would state that they are given opportunities to be chosen to represent the school and can take pride in their work</p> <p>HOY monitors the attendance and progress of students who participate</p>	<p>VP Teaching and Learning and VP Progress</p>	<p>September 2020</p> <p>January 2021</p> <p>April 2021</p> <p>July 2021</p>

	<p>of school activities and clubs – Prom, College taster events etc Visit to Cambridge University for PP high achievers – Aspirational Improved links projects between Yr6 and Yr7. HOY7 and HODs to coordinate subject days. Individual PP allocations for departments. 3 days target working with EAL/additional language support for main subjects</p> <p><b>Nurture group provision and associated resources</b> Rewards for positive behaviour Provision of study guides to support homework</p> <p><b>Instrument lessons</b> to enhance opportunities to develop skills. Music Peri Tuition - Subsidised Violin, guitar, drum, woodwind and singing.</p>	<p>Improvement throughout transition phase. VP liaise with feeder schools. Supporting engagement Revision guides and discs for Upper School as requested by Head of Subjects. Food Tech ingredients GCSE POD</p> <p>Social and emotional learning. Behaviour interventions 1:1 Tuition</p> <p>Arts participation through performances. Costed: 50% current music tutor budget</p>	<p>Students confidently participate in lessons and show improvements in learning homework checks. Increased participation of PP students for learning outside of the lesson. Students settled more quickly in Year 7. Positive exchange of ideas between teachers across phase. Impact measured by responses to projects. Improved climate for learning established. Personal Education Plan Meeting Record updated at calendared meetings. Additional support at significant transition points. Monitoring of active involvement in activities beyond the school day. Access to external music tuition.</p>	<p><b>VP Behaviour and Attendance</b></p> <p><b>Head of Music Peris</b></p>	<p>February 2021</p>
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**Total budgeted cost** £250,00

**ii Targeted support - Interventions**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How we ensure that it is implemented successfully	Staff lead	Review of implementation
<p>B. Accelerated progress of <b>PP boys</b> who join the school with average prior attainment.</p>	<p>Promote literacy and numeracy to underpin progress of MPA boys through 1:1 and small group interventions.</p> <p><b>Turn around reading scheme</b> All PP students to have access to identified online support packages. Purchasing of software to run intervention schemes for</p>	<p>Targeted students to achieve 4 levels of progress and 5 or more GCSE or equivalent passes. HOY monitor usage of the support packages and Literacy and numeracy progress via data. To work specifically with 'vulnerable' children during intervention times, key transition points ( primary to secondary,</p>	<p>Provide challenge during link mtgs when viewing in-year data. Probe gaps which are not narrowing for cohorts. Progress in line with prior attainment in core subjects. Attendance at expected level. Students participate and Student voice would state they are engaging with interventions as</p>	<p>HOD English and Maths Intervention Assistant (L3) for Lower school (MWA)</p>	<p>On-going. Whole school data uplift points throughout academic year. Post assessment</p>

	<p>reading/comprehension to support year 7-10. CPD on accelerated reader – develop a bank of specific resources to use for follow-up to assess components of language</p> <p>Speech and language provision 2:1; 1.5 hrs per week Member of support staff to attend training on defined barriers to learning. 1:1 emotional support</p>	<p>options and post 16 visits) time and after school revision sessions. (8-4) Monitor progress of pupil premium children. Improvement in literacy. Components of language identified as an area of weakness from moderation Social and emotional learning Behaviour interventions Mentoring</p>	<p>willingly attending support outside of regular timetabled lessons. Targeted timetabled support for all PP students. Gap between PP students and non PP students is less than 10% All information and progress is recorded in GO4. Data monitored with reports/case studies to SLT lead. Intervention assistants in roles. PP students are making progress. Parents or pupil feedback HOD to oversee resources and scheme development with lead for English and SENCO Personal Education Plan in place</p>	<p>VP (Behaviour)</p>	<p>challenge review points.</p> <p>February 2021</p>
	<p>Delivery of Literacy and language skills programme. Delivery of Maths skills programme - Small group work with a specialist teacher focussed on overcoming gaps in learning Alternative provision – core subject weekend/holiday residential. Targeted students to be invited to attend by Head of Department. 10/11 – 2 x maths Feb 2021, April 2021 Administrative support to help with the monitoring and reporting of Pupil Premium work across the school.</p>	<p>Improvement in Literacy Progress monitored using assessment data by Head of English Improvement in Numeracy. Progress monitored using assessment data by Head of Maths. Accelerated learning and an increase in students achieving a GCSE pass in English, mathematics and 4 Levels of progress Students on track to achieve data forecasts. To support achievement in all areas of the curriculum</p>	<p>Predictions for Y10/11 PP students on track to reach English and Maths milestone targets with improvement linked to performance. APP plans intervention programme and track participant progress. An increase in the % of PP students achieving 5 +E/M Year group residuals show that the PPG gap is closing and making 4 levels of progress. Pupil premium file up-to-date including relevant evidence to support future PP planning. To support the PP Lead, ensuring funding records are accurate and tracking up to date.</p>	<p>VP Progress (JVO/SDU/WYBBSA/CBO) Administrative Assistant Head of Music to monitor</p>	<p>On-going. Whole school data uplift points throughout academic year. Summer Challenge mtg review point June 2021</p>

	Resources for tutor groups/library/next steps evening. Careers for priority potential NEETs	To prepare PP students to access post 16 provision and future training opportunities and reduce the number of potential NEETs.	MPA boys can independently voice their goals, aspirations and have a sense of achievement.  CEIAG provision has been successful with 100% of students accepted on courses to achieve L2 or L3 qualifications.	Assistant Headteacher (Raising Aspirations) Careers Advisor (L4)	February 2021
C. Ensure that the most <b>able</b> disadvantaged pupils make progress in line with other similar pupils at the school	Regularly review practice to ensure HPA students are stretched and challenged to be independent learners. Implement Kagen structures to support the teaching and learning of HPA students	Support RAP and work collaboratively to share good practice to support the progress of HPA	Termly Challenge meetings/informal reviews between subject staff and SLG to discuss and evaluate the provision for HPA students across the curriculum. Students will say that they are taking part in their learning and the lessons are more interactive so they can Master subjects.	Head of Year (Progress) HODs	January 2021
	Middle leaders conduct regular, rigorous QA activities of assessments including analysis of papers, external moderation.	Summative data is used to target interventions to support HPA learners. Consideration of how data is presented to students to enable misconceptions to be addressed.	Students understand the journey they are taking and are familiar with the data landscape, targets and predictions. Question level analyse of results takes place to identify key areas after each assessment. Information shared with students and parents/carers	HODs	January 2021
	Hosting Suffolk Masterclasses for HPA students in Autumn Term 2018 – focus on maths and science STEM Mentors to work specifically with medium/high prior attaining ‘vulnerable’ students prior to option choices.	Students make 3 levels of progress, show a reduction in C2 behaviour incidents and further develop employability skills. APP to monitor provision.	Students would share aspirations about higher level qualifications post 16.  Students show increased focus on their targets and attending intervention sessions.	Head of Maths and Science. STEM representatives	July 2021

C. Ensure that the most able disadvantaged pupils make progress in line with other similar pupils at the school	<p>Weekly small group sessions in maths, English and Science for high-attaining pupils with HOD or equivalent, replacing tutor time.</p> <p>Targeted small groups of middle and higher prior attaining PP students to attend Maths and English sessions and revision support for exam preparation</p>	Provision of extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils	<p>Extra teaching and preparation time paid for out of PP budget. Engage with parents and pupils before intervention begins to address concerns. Track data in English and maths at key calendar points each term.</p> <p>HODS to observe sessions and provide feedback/support. Students at risk of disengagement, multiple exclusions from lessons are on track to achieve target levels of progress.</p>	HODs Intervention Assistant Progress (L4) (MHA)	March 2021
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**Total budgeted cost** £118,990

### iii Other approaches – Attendance and behaviour

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How we ensure that it is implemented successfully	Staff lead	Review of implementation
D. To improve low attendance rates of PP students, with a focus on Yr 11	<p>Attendance Team (Attendance Improvement Officer) employed to monitor pupils, follow up first day absences to track justification for non attendance.</p> <p>To conduct majority of non-legal attendance meetings.</p>	<p>Improvement in punctuality and attendance to all lessons will support increase in attainment for PP students.</p> <p>Tracking and monitoring attendance data at fortnightly SLT mtgs.</p>	<p>Same day calls about progress for target students to parents/carers</p> <p>Improvement in attendance and consequently progress</p> <p>Data shared with students by tutors and in year assemblies.</p>	VP Behaviour & Attendance Year Managers. Attendance Officers EWO	April 2021
	<p>Dedicated time to monitor PP students and counselling to support emotional wellbeing.</p> <p>PP students from feeder schools involved in transition and cross phase learning projects.</p> <p>Rewards: Recognition and attendance awards</p>	<p>Improved links between Chantry Academy and primary teachers to sustain progress from Yr6 into Yr7.</p> <p>Trips for PP students subsidise English theatre visit</p> <p>Enhanced sense of community.</p> <p>Tutors/Pastoral team monitor on a daily basis.</p>	<p>Personalised progress</p> <p>Change in attendance to show improvement</p> <p>Reduction in Exclusion rates</p> <p>Recognition of attendance and punctuality</p> <p>C2 logs and community feedback evidence demonstrates an improvement in behaviour.</p>	VP (Behaviour & Attendance) Heads of Year Year Managers	April 2021

	<b>Subsides: Uniform</b> Essential uniform purchased for students who require assistance <b>Breakfast Club</b>	Support for physical and emotional well-being at the start of the school day. Take up of FSM increased to enable students to have a positive start to the day.	Uniform checks schedules within the year to ensure high standards are maintained. Regular team employed to welcome and support students. Attendance monitored.		
<b>Total budget costs</b>					<b>£368,990</b>

The spending plan below reflects how resources are deployed for the funding received for the academic year 2020/21 to close the gaps between pupil premium students and students not in receipt of pupil premium funding.

<b>PP Funding: £355,190</b>						
<b>Provision</b>	<b>% funded from PP</b>	<b>Yr grp</b>	<b>Brief summary of intervention or action</b>	<b>Specific intended outcomes</b>	<b>Actual impact</b>	<b>Cost</b>
<b>2020/21</b>				What will it achieve if successful?	What did the action or activity achieve?	
Vice Principal i/c of PP	<b>15%</b>	All	VP (Progress) chairs Upper and Lower school RAPs: Heads of Subjects,.	Clear vision communicated to all for improving the achievement and attainment of PP students. Data displayed in relevant locations to closely monitor in year performance. Data displayed in relevant locations to closely monitor in year performance.	Raised profile of PP student progress. Students are on track to achieve data targets.	£13,045.65
Vice Principal i/c of attendance and behaviour	<b>10%</b>	All	Year Pastoral teams and SENCO actively participate to scrutinise progress of groups of PP students	Clear vision communicated to all for improving the attendance and behaviour of PP students.	Increased engagement and attendance.	£8,697.10
Administrative Assistant	<b>15%</b>	All	Administrative support to help with the monitoring and reporting of Pupil Premium work across the school.	To support the PP Lead, ensuring funding records are accurate and tracking up to date.	Pupil premium file up-to-date including relevant evidence to support future PP planning.	£5,312
Lead Practitioners	<b>5%</b>	All	To support teaching and learning across all subjects. Creation of additional groups to support PP students' progress and access to support in lessons.	Increase in standards of teaching and learning.	Observations show a reduction in shallow learning and an increase in good/outstanding teaching.	£7,500

Year Managers - Upper and Lower School	40%	07-Nov	Dedicated time to monitor PP students and counselling to support emotional wellbeing.	Improved links between Chantry Academy and primary teachers to sustain progress from Yr6 into Yr7. PP students former feeder schools involved in transition and cross phase learning projects	Change in attendance to show improvement. Reduction in exclusion rates. Student perception surveys show improved climate for learning established.	£11,279
						£9,812
						£9,490
						£9,995
						£13,298
Numeracy TLR	100%	All	Tutor time programme. Staff COD on numeracy skills.	Improved student attitudes towards numeracy. Non-specialist staff more confident with numeracy activities.	Enhanced student performance in numeracy	£55,498
<b>Total cost</b>						<b>143,926</b>
Intervention Assistant English (L4)	100%	All	To work specifically with 'vulnerable' children during intervention times, key transition points ( primary to secondary, options and post 16 visits) time and after school revision sessions. (8-4)	Targeted timetabled support for all PP students. Gap between PP students and non PP students is less than 10%	Intervention assistants in roles. PP students are making progress. Parents or pupil feedback	£22,729
Intervention Assistant	100%	07-Sep	Monitor progress of pupil premium children. Targeted small groups of middle and higher prior attaining PP students to attend maths and English sessions and revision support for exam preparation.	All information and progress is recorded in GO4. Data monitored with reports/case studies to SLT lead.	Students at risk of disengagement, multiple exclusions from lessons are on track to achieve target levels of progress.	£23,264
EAL Assistant (L3)	100%	All	3 days target working with EAL/additional language support for main subjects.	Students successfully complete English as a second language GCSE and achieve GCSE in EBACC	Students participate in core lessons and progress onto Post 16 choices.	£15,616
EAL	50%		1 afternoon a weeks			£400
Careers Advisor (L4)	100%	All	Resources for tutor groups/library/next steps evening. Careers for priority potential NEETs	To prepare possible PP Neet students to access post 16 provision and future training opportunities	CEIAG provision has been successful with 100% of students accepted on courses to achieve L2 or L3 qualifications.	£30,000
English Intervention 1:1	100%	10-Nov	Delivery of Literacy and language skills programme.	Improvement in Literacy . Progress monitoed using assessment data by Head of English	Predictions for Y10/11 PP students on track to reach English milestone targets with	£33,106

					improvement linked to performance.	
Maths Intervention 1:1	<b>100%</b>	10-Nov	Delivery of Maths skills programme - Small group work with a specialist teacher focussed on overcoming gaps in learning	Improvement in Numeracy. Progress monitored using assessment data by Head of Maths	Y10/11 PP students on track to reach Maths milestone targets with improvement linked to performance.	£8,670
<b>Total cost</b>						<b>£133,785</b>
Educational Welfare Officer	<b>10%</b>	All	Safeguarding/Mental Health			£4,470
Attendance Improvement Officer and	<b>40%</b>		To conduct majority of non-legal attendance meetings	Improvement in punctuality and attendance to lessons. APP to track and monitor and present data at fortnightly SLT mtgs.	Improvement in attendance and consequently progress	£8,684
Mental Health Worker	<b>50%</b>		Mental Health			£10,000
STEM Mentors	<b>30%</b>	9 10	To work specifically with medium/high prior attaining 'vulnerable' Students prior to option choices and	Students make 3 levels of progress, show a reduction in C2 behaviour incidents and further develop employability skills. APP to monitor provision	Students show increased focus on their targets and attending intervention sessions.	
<b>Total cost</b>						<b>£23,154</b>
Lower school intervention schemes	<b>5%</b>	07-Sep	<b>Turn around reading scheme</b>	Targeted students to achieve 4 levels of progress and 5 or more GCSE or equivalent passes.	Improvement in literacy. On-going.	£1,498
Purchasing of software	100%		Lexia intervention scheme – reading/comprehension to support year 7-10.	HOY monitor usage of the support packages and Literacy and numeracy progress via data.	Whole school data. All PP students to have access to identified support packages including My Maths.	£5,785
Homework Club	<b>10%</b>	All	GCSE pod	Students feel supported in a vulnerable environment. Extension work on development of key skills to ensure main timetabled lessons are accessible.	Students confidently participate in lessons and show improvements in learning homework checks. Heads of Year monitor the attendance and progress of students who participate.	£1,983

Breakfast Club Supervision and FSM	100%	All	Due to increase as students on site all day.	Take up of FSM increased		£14,800
Music Peri Tuition	50%	All	Subsidised Violin, guitar, drum, woodwind and singing.	Head of Music to monitor uptake of students for GCSE music and participation in school production/activities	Access to external music tuition.	£10,260
Subsides: Uniform	100%	All	Essential uniform purchased for students who require assistance	Enhanced sense of community. Uniform check schedules within the year to ensure high standards are maintained.	C2 logs and community feedback evidence demonstrates an improvement in behaviour.	£2,000
Resources & Trip	50%		Ensure fair access for all to all trips and out of school activities and clubs – Prom, College taster events , Theatre trips to support English	Tutors/Pastoral team monitor on a daily basis. Admin support to administer	Increased participation of PP students for learning outside of the lesson.	£4,000
Transition activities across phases	100%		Visit to post- 16 providers for high achievers – Aspirational	Target NEETS and HPA students. Improved links between yr 6 and 7 throughout transition phases.	Reduced number of NEET. Students settled more quickly in Year 7.	£500
Extra curricula activities	80%		Timetabled activities to support engagement and widen participation.Supporting	Widening participation and self esteem of students.Increase skills, knowledge and understanding of alternative activities.	Attendace and engagement is consisten/	£500
Vocational work placement	50%			BTEC Construction	Employability skills	Qualification and route into post 16 Apprenticeships.
Alternative academic provision	100%	All	Targeted students to be invited to attend by Head of Department.	Accelerated learning and an increase in students achieving a GCSE pass in English, mathematics and 4 Levels of progress. Students on track to achieve data forecasts. To support achievement in all areas of the curriculum. APP plans intervention programme and track participant progress. Provision of resources for offsite learning	An increase in the % of PP students achieving 5 +E/M	£3,829
Rewards: Recognition and attendance awards	100%		Trips subsidised for PP students	Monitoring by Head of Year(Progress)	Recognition of attendance and punctuality	£1,000
Individual PP allocations for subject assessment	40%	9, 10 and 11	Revision guides for Upper School as requested by Head of Subjects.	Supporting preparation for internal and external assessments engagement	Improved climate for learning established.	£3,000

Support for practical in class skills activities	40%	All	Food Tech ingredients	Students actively participate in practical lessons	Increased understanding of working with artefacts in preparation for external assessments and life skills.	£400
Duke of Edinburgh award scheme	50%	9, 10 &11	Equipment, residential, registration, tutors, training of instructors.	Supporting engagement. Instructor training and succession planning.	Improved climate for learning established.	£700
Research Project 1	100%	Yr 7	Raising attainment	Improved links between year 6 feeder schools to support smooth transition for PP students and families.	Impact measured by response to communication and retention of students.	£500
Research Project 2	100%	All	Well-being	Student resilience and emotional well-being. Financial literacy skills in the curriculum	Improved understanding of personal finance	£500
<b>Total cost</b>						<b>£54,135</b>
						<b>£355,000.38</b>
<b>CIC Funding: £13,800</b>						
<b>Provision</b>	<b>% funded from LAC</b>	<b>Yr grp</b>	<b>Brief summary of intervention or action</b>	<b>Specific intended outcomes:</b>	<b>Actual impact:</b>	<b>Cost</b>
Vice Principal i/c of PP	5%	All	Year Pastoral teams and SENCO actively participate to scrutinise progress of groups of PP students	APP plans intervention programme and track participation progress. Dedicated time to work with students, carers, counselling to support students and offsite services.	Raised profile of PP student progress. Students are on track to achieve data targets.	£4,348.55
Rewards: Recognition and attendance awards	10%	All	Trips for CIC students subsidise	High level support from DSL, Pastoral managers and	Recognition of attendance and punctuality	£100

Alternative academic provision	20%	All	Targeted students are invited to attend additional academic intervention activities by Head of Subject. Weekends/holiday interventions.	Accelerated learning and an increase in students achieving a GCSE pass in English, mathematics and 4 Levels of progress. Students on track to achieve data forecasts. To support achievement in all areas of the curriculum	An increase in the % of LAC students achieving 5 +E/M. Year group residuals show that the CIC gap is closing and making 4 levels of progress	£917
Subsides: Uniform	10%	All	Essential uniform purchased for students who require assistance	Enhanced sense of community. Tutors/Pastoral team monitor on a daily basis. Uniform check schedules within the year to ensure high standards are maintained.	C2 logs and community feedback evidence demonstrates an improvement in behaviour.	£200
Subsides: Resources & Trip	30%	All	Ensure fair access for all to all trips and out of school activities and clubs – Prom, Westfield, College and University taster events for LAC high achievers	Supporting engagement.	Increased participation of LAC students for learning outside of the lesson.	£1,200
Careers Advisor (L4)	1%	All	Careers 2 days - Resources for tutor groups/library/next steps evening. Careers for priority potential NEETs	To prepare possible CIC Neet students to access post 16 provision and future training opportunities	CEIAG provision has been successful with 100% of students accepted and remaining on courses to achieve L2 or L3 qualifications.	£300
Year Managers	5%	07-Nov	Dedicated time to monitor CIC students and counselling to support emotional wellbeing. PP students former feeder schools involved in transition and cross phase learning projects	Improved links between Chantry Academy and primary teachers to sustain progress from Yr6 into Yr7.	Change in attendance to show improvement	6734.15
					<b>Total cost</b>	<b>£13,800.00</b>