

Pupil Premium and Year 7 Catch up P remium Funding 2019/20

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	2019/20		Total PP budget			£ 369,263			Date of most recent PP Review	April 2017
Number of pupils	Number of PP pupils							Number of CIC entitled to PP		Date for next internal review of this strategy July 2020
		Girls	Boys	LPA	MPA	HPA	Yr 7	Yr 8		
Yr 7 180	Yr 7 74	36	38	36	32	7	Yr 7 2			
Yr 8 180	Yr 8 83	39	44	35	40	8	Yr 8 1			
Yr 9 179	Yr 9 73	42	31	28	40	5	Yr 9 2			
Yr10 177	Yr10 75	34	41	45	21	9	Yr 10 1			
Yr11 169	Yr 11 65	32	34	25	34	6	Yr 11 0			
Total 885	Total 370	183	188	169	167	35				

Pupil Premium Strategy Statement

Chantry Academy is a sponsored academy and is part of The Active Learning Trust family of schools. The following 5 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 Chantry Academy a great place to learn if you come from a disadvantaged background? The Academy is an improving 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 LA 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)

2. Current attainment			
	Pupils eligible for PP Pupils CIC	Pupils not eligible for PP	CA Whole cohort
% achieving 4 - 9 incl. English and Maths	15.6% (39.1%)	22.4% (60.9%)	20% (52%)
% achieving expected progress in English/Maths grade 7+	0% (2.2%)	0% (4.7%)	0% (3.6%)
Progress 8 score average	-1.6 (+0.4)	-1.4 (0)	-1.5 (+0.1)
Attainment 8 score average (2018)	2 (3.9)	2.7 (4.3)	2.4 (4.2)

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 PP LSAs.

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 PP tries to address the current underlying inequalities between children eligible for FSM and their peers by ensuring that the funding reaches the pupils who need it most. 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 the following to support students eligible for Pupil Premium Funding.

3. Barriers to future attainment for pupils eligible for PP							4. Desired outcomes		Impact - Success criteria		
In-school barriers											
A.	Student attainment on entry 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 2020 to show the following: A8 recorded as 5.1 and P8 at +1.1 <ul style="list-style-type: none"> • English/Maths 5+ @ 50% • English 5+ @ 50% Maths 5+ @ 66% • English/Maths 4+ @ 70% • English 4+ @ 70% Maths 4+ @ 83% 		
		Number	% of year	PP Prior Attainment		Non-PP Prior attainment					
				Below	Above	Below					Above
	Yr 7	74	41.1%	49%	51%	37.7%					62.3%
	Yr 8	83	46.1%	42.2%	57.8%	44.0%					56.0%
	Yr 9	73	40.8%	38.4%	61.6%	41.5%					58.5%
Yr 10	75	42.4%	60%	40%	56.8%	43.2%					
	Yr11	65	38.5%	38.5%	61.5%	24%	76%				
B.	MPA boys eligible for PP are making less in year progress. This prevents sustained high achievement through Upper School						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 Upper School.						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 2020 to show the following: <ul style="list-style-type: none"> • English/Maths 7+ @ 13% • English 7+ @ 14.5% Maths 7+ @ 13% 		
External barriers											

D.	Low attendance rates of PP students					The whole academy attendance has continuously increased year on year for the last 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 to 10% or below
	Year group	PP % Attendance	Non-PP % Attendance	PP % Persistent Abs	Non-PP % Persistent Abs		
	7	93.67%	94.99	3.57%	4.17%		
	8	92.85%	94.89%	9.33%	2.97%		
	9	93.16%	94.2%	9.1%	4.5%		
	10	91.88%	93.77%	10.9%	3.8%		
11	85.8%	93.36	26.6%	7.9%			

5. Planned expenditure for Academic year 2019/20
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 all subjects by increasing the proportion of PP pupils who make greater than expected progress.	Staff training on high quality feedback. Ensure staff are following SOW, marking in line with policy and can interpret and diagnose data to support teaching and learning. Tutor time programme. Staff CPD on numeracy skills Creation of additional groups to support PP students' progress and access to support in lessons. To support teaching and learning across all subjects	Investment some of the PP in longer term change which will help all pupils Assessments are rigorous and support progress. High quality feedback is an effective way to improve attainment, and is suitable as an approach to embed across the school Improved student attitudes towards numeracy. Non-specialist staff more confident with numeracy activities.	VP Progress to identify the areas of highest risk for planned intervention. Plan communicated to stakeholders to ensure EBacc Progress measure will show projections closer to 0 by Easter 2018 CPD sessions to deliver training. Peer observations of teaching Moderation of assessments and data Enhanced student performance in numeracy Observations show a reduction in shallow learning and an increase in good/outstanding teaching.	VP Progress chairs Upper and Lower school RAPs: Heads of Subjects, Year Pastoral teams and SENCO actively participate to scrutinise progress of groups of PP Numeracy TLR Lead Practitioner (Science/LDI) TLR allowance (SAN)	January 2020

		Increase in standards of teaching and learning. VP			
A. 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.	<p>Interventions for PP students within EBacc subjects are targeted to ensure students make progress in line with national expectations</p> <p>Homework Club - PP students receive intensive support in a safe environment between 3:15-4:15 daily.</p> <p>Subsides: Resources & Trip Research: Ensure fair access for all to all trips and out of school activities and clubs – Prom, College taster events Visit to Cambridge University for PP high achievers – Aspirational Lower school club Improved links projects between Yr6 and Yr7. HOY7 and HODs to coordinate subject days. Individual PP allocations for departments.</p>	<p>Teaching staff will review their planning and delivery to ensure progress builds year on year. Students feel supported in a vulnerable environment. Extension work on development of key skills to ensure main timetabled lessons are accessible. <i>HOY monitors the attendance and progress of students who participate</i></p> <p>Supporting engagement. 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</p>	<p>Provide challenge during link mtgs when viewing in-year data. Probe gaps which are not narrowing for cohorts. MPA boys would state that they are given opportunities to be chosen to represent the school and can take pride in their work 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.</p>	VP Teaching and Learning and VP Progress	<p>September 2019</p> <p>January 2020</p> <p>April 2020</p> <p>July 2020</p>

	3 days target working with EAL/additional language support for main subjects. CIC Nurture group provision and associated resources Rewards for positive behaviour Provision of study guides to support homework Instrument lessons	GCSE POD Social and emotional learning. Behaviour interventions 1:1 Tuition Arts participation	Personal Education Plan Meeting Record updated at calendared meetings. Monitoring of active involvement in activities beyond the school day. Additional support at significant transition points.	VP Behaviour and Attendance	December 2020
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
B. Accelerated progress of PP boys who join the school with average prior attainment.	Promote literacy and numeracy to underpin progress of MPA boys through 121 and small group interventions Turn around reading scheme All PP students to have access to identified support packages including My Maths. Purchasing of software Lexia intervention scheme – reading/comprehension to support year 7-10. CPD on accelerated reader – develop a	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, options and post 16 visits) time and after	Provide challenge during link mtgs when viewing in-year data. Probe gaps which are not narrowing for cohorts. Students participate and Student voice would state they are engaging with interventions as 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.	HOD English and Maths Intervention Assistant (L3) for Lower school (MWA)	On-going. Whole school data uplift points throughout academic year. Post assessment challenge review points January 2019

	<p>bank of specific resources to use for follow-up to assess components of language</p> <p>CIC Speech and language provision 2:1; 1.5 hrs per week Member of support staff to attend training on defined barrier to learning. 1:1 emotional support</p>	<p>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</p> <p>Social and emotional learning</p> <p>Behaviour interventions</p> <p>Mentoring</p>	<p>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</p> <p>Personal Education Plan in place</p>	VP Behaviour	<p>Progress in line with prior attainment in core subjects. Attendance at expected level.</p>
<p>B. Accelerated progress of PP boys who join the school with average prior attainment.</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 2018, April 2018</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.</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.</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 2020</p>

	Music Peri Tuition - Subsidised Violin, guitar, drum, woodwind and singing. Costed: 50% current music tutor budget Administrative support to help with the monitoring and reporting of Pupil Premium work across the school.	To support achievement in all areas of the curriculum Access to external music tuition. To support the PP Lead, ensuring funding records are accurate and tracking up to date.			
B. Accelerated progress of PP boys who join the school with average prior attainment.	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	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)	December 2020
C. Ensure that the most able 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 2020
C. Ensure that the most able disadvantaged pupils make progress in line with other similar pupils at the school	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	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	HODs	January 2020

		misconceptions to be addressed.	shared with students and parents/carers		
C. Ensure that the most able disadvantaged pupils make progress in line with other similar pupils at the school	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 2020
C. Ensure that the most able disadvantaged pupils make progress in line with other similar pupils at the school	Weekly small group sessions in maths, English and Science for high-attaining pupils with HOD or equivalent, replacing tutor time. Targeted small groups of middle and higher prior attaining PP students to attend Maths and English sessions and revision support for exam preparation	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	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. 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.	HODs Intervention Assistant Progress (L4) (MHA)	March 2020
Total budgeted cost					£139,263
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	Attendance Team (Attendance Improvement Officer)	Improvement in punctuality and attendance to lessons	Same day calls about progress for target students.	VP Behaviour & Attendance Year Managers	December 2020

on Yr 11 (2016/17 PP and Yr 10 - 88.11%/ Whole Academy 90.50%)	employed to monitor pupils, follow up first day absences to track justification for absences To conduct majority of non-legal attendance meetings.	will improve attainment. APP to track and monitor and present data at fortnightly SLT mtgs.	Improvement in attendance and consequently progress Data shared with students		
D. To improve low attendance rates of PP students, with a focus on Yr 11 (2016/17 PP Yr 10 - 88.11%/ Whole Academy 90.50%)	Upper and Lower school (MSH) Dedicated time to monitor PP students and counselling to support emotional wellbeing. PP students from feeder schools involved in transition and cross phase learning projects. Rewards: Recognition and attendance awards Subsides: Uniform Essential uniform purchased for students who require assistance Breakfast Club Supervision and FSM Due to increase as students on site all day.	Improved links between Chantry Academy and primary teachers to sustain progress from Yr6 into Yr7. Trips for PP students subsidise English theatre visit Enhanced sense of community. Tutors/Pastoral team monitor on a daily basis. <i>Uniform checks schedules within the year to ensure high standards are maintained.</i> Support for physical and emotional well-being at the start of the school day.	Personalised progress Change in attendance to show improvement Reduction in Exclusion rates Recognition of attendance and punctuality C2 logs and community feedback evidence demonstrates an improvement in behaviour. Take up of FSM increased	VP Behaviour & Attendance	February 2020
Total budget costs					£369,263

The spending plan below reflects how resources are deployed for the funding received for the academic year 2019/20 to close the gaps between pupil premium students and students not in receipt of pupil premium funding.

Provision	% funded from PP	Role	Yr grp	Brief summary of intervention or action	Specific intended outcomes: What will it achieve if successful? <i>Monitoring (When/Whom)</i> <i>Evidenced by?</i>	Actual impact: What did the action or activity achieve? Measurements of impact
Assistant Principal i/c of PP	15%	VP Progress (TST)	All	VP (Progress) chairs Upper and Lower school RAPs: Heads of Subjects, Year Pastoral teams and SENCO actively participate to scrutinise progress of groups of PP students.	Clear vision communicated to all for improving the achievement and attainment of PP students. <i>Data displayed in relevant locations to closely monitor in year performance.</i>	Raised profile of PP student progress. Students are on track to achieve data targets
Administrative Assistant	15%	JDE/LOV	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.
Lead Practitioners	100%	TLR allowance (SAN) Science (LDI)	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. VP	Observations show a reduction in shallow learning and an increase in good/outstanding teaching.
Year Managers		Upper and Lower school (MSH)	7-11	Dedicated time to monitor PP students and counselling to support emotional wellbeing. PP students from 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 Reduction in Exclusion rates
Numeracy TLR	100%	2 nd in Maths	All	Tutor time programme. Staff CPD on numeracy skills	Improved student attitudes towards numeracy. Non-specialist staff more confident with numeracy activities.	Enhanced student performance in numeracy
Total cost						121,884
Intervention Assistant (L3) for Lower school Intervention Assistant Progress (L4)	100% 100%	(MWA) (MHA)	All 7-9	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) 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	Targeted timetabled support for all PP students. Gap between PP students and non PP students is less than 10% <i>All information and progress is recorded in GO4. Data monitored with reports/case studies to SLT lead.</i>	Intervention assistants in roles. PP students are making progress. Parents or pupil feedback Students at risk of disengagement, multiple exclusions from lessons are on track to achieve target levels of progress.

EAL Assistant (L3)	100%	AST	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.
Careers Advisor (L4)	100%	VWR	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.
English Intervention 1:1 Maths Intervention 1:1	100%	JVO – 3 days a week SDU	10-11	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	Improvement in Literacy Progress monitored using assessment data by Head of English Improvement in Numeracy. Progress monitored using assessment data by Head of Maths.	Predictions for Y10/11 PP students on track to reach English milestone targets with improvement linked to performance. Y10/11 PP students on track to reach Maths milestone targets with improvement linked to performance.
Total cost						81,500
Attendance Improvement Officer and Educational Welfare Officer	100%	KRI	All	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
Total cost						3750
Lower school intervention schemes Purchasing of software	100%	RWA	7-9	Turn around reading scheme All PP students to have access to identified support packages including My Maths. Lexia intervention scheme – reading/comprehension to support year 7-10	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.	On-going. Whole school data. Improvement in literacy
Homework Club	%	RWA	All	PP students receive intensive support in a safe environment between 3:15-4:15 daily.	Students feel supported in a vulnerable environment. Extension work on development of key skills to ensure main timetabled lessons are accessible. <i>HOY monitors the attendance and progress of students who participate.</i>	Students confidently participate in lessons and show improvements in learning homework checks.
Breakfast Club Supervision and FSM	100%	DLL	All	Due to increase as students on site all day.	Take up of FSM increased	Support for physical and emotional well-being at the start of the school day.
Subsides: Uniform Resources & Trip Research	100%	CBO	All	Essential uniform purchased for students who require assistance	Enhanced sense of community. Tutors/Pastoral team monitor on a daily basis.	C2 logs and community feedback evidence demonstrates an improvement in behaviour.

				Ensure fair access for all to all trips and out of school activities and clubs – Prom, College taster events Visit to Cambridge University for PP high achievers – Aspirational Lower school club Improved links projects between Yr6 and Yr7. HOY7 and HODs to coordinate subject days.	<i>Uniform checks schedules within the year to ensure high standards are maintained.</i> Supporting engagement. Improvement throughout transition phase. VP liaise with feeder schools.	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
Alternative provision – core subject weekend/holiday residential	100%	KGR	All	Targeted students to be invited to attend by Head of Department. 10/11 – 2 x maths Feb 2018, April 2018 .	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.	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.
Music Peri Tuition	%	TPE	All	Subsidised Violin, guitar, drum, woodwind and singing. Costed: 50% current music tutor budget	Head of Music to monitor uptake of students for GCSE music and participation in school production/activities	Access to external music tuition.
Rewards: Recognition and attendance awards	100%	YrM	11	Trips for PP students subsidise English theatre visit	Monitoring by Head of Year Progress	Recognition of attendance and punctuality
Behaviour for Learning Strategy	40%	YrM	All	Behaviour for Learning is closely monitored for PP students through timetabled trekking of key staff.	Reinforcement of Academy expectations. Principal and APP monitors through fortnightly data checks and through lesson observations and learning walks. Student perception surveys.	Improved climate for learning established.
Individual PP allocations for departments	40%	HoD	9 10 11	Revision guides and discs for Upper School as requested by Head of Subjects. Food Tech ingredients GCSE POD	Supporting engagement	Improved climate for learning established.
Duke of Edinburgh award scheme	50%	TMY	10 11	Equipment, residential, registration, tutors, training of instructors.	Supporting engagement.	Improved climate for learning established.
STEM Mentors	30%	HoD	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.
Total cost						78,952

Year 7 Top-up (Catch-up)funding: £29,118						
Provision	% funded from PP	Role	Yr grp	Brief summary of intervention or action	Specific intended outcomes: What will it achieve if successful? <i>Monitoring (When/Whom)</i> <i>Evidenced by?</i>	Impact: What did the action or activity achieve? Measurements of impact
English Intervention 1:1	100%	JVO	7	Delivery of Literacy and language skills programme.	Improvement in Literacy Progress monitored using assessment data by Head of English	Predictions for Y7 students on track to reach English milestone targets with improvement linked to performance.
Maths Intervention 1:1	100%	SDU	7	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.	Y7 students on track to reach Maths milestone targets with improvement linked to performance.
Purchasing of software	100%	VP	7	Lexia intervention scheme – reading/comprehension to support year 7		Improvement in literacy
Intervention Assistant Progress (L3)	100%	MWA	7	Targeted small groups of low prior attaining students to attend Maths and English sessions and revision support for assessments		Students at risk of disengagement, multiple exclusions from lessons are on track to achieve target levels of progress.
LAC Funding: £14,765						
Provision	% funded from LAC	Role	Yr grp	Brief summary of intervention or action	Specific intended outcomes: What will it achieve if successful? <i>Monitoring (When/Whom)</i> <i>Evidenced by?</i>	Actual impact: What did the action or activity achieve? Measurements of impact
Rewards: Recognition and attendance awards	100%	PMA	11	Trips for LAC students subsidise English theatre visit (Feb 2016)		Recognition of attendance and punctuality
Alternative provision – core subject weekend/holiday residentials	100%	HoD	All	Targeted students to be invited to attend by Head of Department. 10/11 – 3 x maths Oct 2015, Feb 2016 and April 2016.	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.	An increase in the % of LAC students achieving 5 +E/M Year group residuals show that the LAC gap is closing and making 4 levels of progress.

Subsides: Uniform	100%	TMI	All	Essential uniform purchased for students who require assistance	Enhanced sense of community. Tutors/Pastoral team monitor on a daily basis. <i>Uniform checks schedules within the year to ensure high standards are maintained.</i>	C2 logs and community feedback evidence demonstrates an improvement in behaviour.
Subsides: Resources & Trip	100%	CBO	All	Ensure fair access for all to all trips and out of school activities and clubs – Prom, Westfield, College taster events at Suffolk New College and Otley Visit to Cambridge University for LAC high achievers – Aspirational Lower school – fishing club	Supporting engagement.	Increased participation of LAC students for learning outside of the lesson.
Careers Advisor (L4)	100%	VWi	All	Careers 2 days - Resources for tutor groups/library/next steps evening. Careers for priority potential NEETs	To prepare possible LAC 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.
Year Managers	%	Upper and Lower school	7-11	Dedicated time to monitor LAC students and counselling to support emotional wellbeing. PP students from 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 Reduction in Exclusion rates
High level support from DSL, Pastoral managers and		All	All	Dedicated time to work with students, carers, counselling to support students		