

PUPIL PREMIUM STRATEGY STATEMENT: CHANTRY MIDDLE SCHOOL

This statement details our school's use of pupil premium 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 on pupil premium had within our school.

Part A: Pupil Premium Strategy Plan

School Overview

Detail	Data
School name	Chantry Middle School
Number of pupils in school	526
Proportion (%) of pupil premium eligible pupils	Whole school: Count 93, 17 % KS2: Count 37 14% KS3: Count 56, 21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	24-27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	
Pupil Premium Lead	A. Saxton
Governor / Trustee lead	H. Clegg

Funding overview 24-25

Detail	Amount
Pupil premium funding allocation this academic year	£96,660
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	£96,660

Statement of intent

Pupil Premium funding aims to maximise the performance of pupils from disadvantaged backgrounds so that they realise their potential. At Chantry, we understand that this is best achieved through access to high-quality teaching, which has a disproportionate effect on disadvantaged learners; however, we also recognise that Pupil Premium funding may need to be used to remove barriers to accessing high-quality teaching both at an individual pupil level and a school level.

We tailor our approach to the common challenges faced by vulnerable pupils as well as individual needs using robust diagnostic assessment to assess the impact of disadvantage. Know Me to Teach Me meetings provide a structured forum to share detailed information with teaching staff, enabling them to better understand and support individual pupils. In a similar way, Pupil Progress meetings facilitate in-depth discussions on individual pupil performance.

This strategy has been prepared using careful analysis of evidence, including pupil performance data, research on effective interventions, and local contextual information. By focusing Pupil Premium on the needs of pupils, we aim to address any underlying inequalities in academic outcomes, attendance and behaviour points, cultural capital, and wider school experience between our Pupil Premium pupils and their peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, baseline data from 2023/24.

Challenge number	Detail of challenge
1	The attendance for disadvantaged pupils is 90.2%, which is lower than the overall school attendance (93.5%) and non-disadvantaged attendance (above 90%).
2	The percentage of disadvantaged pupils achieving the expected standard (Exp+) in RWM at the end of KS2 is significantly lower (29.6%) than that of non-disadvantaged pupils (68.5%), with a gap of -38.9%. There are significant achievement gaps between PP and Non-PP pupils across reading, SPAG, mathematics, writing, and science
3	The Standard Age Scores (SAS) of disadvantaged pupils in reading are consistently below the national average across all year groups.
4	On entry to middle school, disadvantaged pupils demonstrate lower reading performance than non-disadvantaged pupils, with a Standard Age Score (SAS) of 94.9 compared to 103.9.
5	Maths progress test data indicate that, upon entry to middle school, disadvantaged pupils typically achieve lower scores, with the majority concentrated in the very low to below-average performance bands.
6	Internal data and observations show that disadvantaged pupils receive a higher proportion of behaviour sanctions than non-disadvantaged pupils.
7	Pupils from disadvantaged backgrounds are less likely to access extracurricular activities, including both sports and creative programs, compared to their peers. Additionally, the high cost of residential trips may pose a barrier to participation for some pupils.

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 reading attainment among disadvantaged pupils.	• Increase the number of disadvantaged pupils who achieve age-appropriate reading levels by the end of the academic year, as measured by NGRT • The attainment gap in reading between disadvantaged pupils and their peers is reduced • Where needed, disadvantaged pupils regularly attend targeted reading interventions, with clear evidence of progress
Improved performance of disadvantaged pupils at the end of KS2	• The attainment gap between disadvantaged pupils and their non-disadvantaged peers is significantly reduced or closed by the end of KS2 • Disadvantaged pupils demonstrate progress scores in reading, writing, and mathematics that are at least in line with, or exceed, national expectations. • Regular monitoring shows that disadvantaged pupils benefit from evidence-based interventions, such as one-to-one tuition or small group support, leading to measurable improvements in specific areas of need
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Attendance rates for disadvantaged pupils reach at least 96%, with persistent absenteeism reduced to below 10%
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	• Regular monitoring shows that disadvantaged pupils benefit from participation in school-based well-being interventions, such as mindfulness sessions or mental health workshops • Maintenance or enhancement of academic achievements, suggesting that well-being initiatives are contributing to a conducive learning environment. • Observable improvements in pupils' ability to manage stress and adapt to challenges, as reported by teachers and support staff in addition to using evidence from SNAP assessments

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 (for example, CPD, recruitment and retention)

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and embed the <i>Chantry Inclusion Strategy</i> to strengthen staff understanding and responsiveness to pupils' diverse needs, ensuring high-quality, adaptive teaching that enables every learner to thrive both academically and personally.	EEF research emphasises that the most effective inclusion begins with consistently high-quality teaching that reduces the need for individual adaptations. The Ofsted <i>Inclusion and Curriculum & Teaching</i> frameworks highlight that inclusive classroom practice – underpinned by early identification, adaptive teaching, and high expectations – has the most significant impact on disadvantaged learners' progress. <i>(EEF: Special Educational Needs in Mainstream Schools; Teaching and Learning Toolkit; Feedback Report)</i>	2,3,4,5,6
Introduce a whole-school <i>Oracy Strategy</i> to strengthen pupils' spoken language, communication, and confidence, improving access to the curriculum and raising attainment, particularly for disadvantaged pupils.	EEF guidance and Ofsted's <i>English Curriculum Review</i> highlight that explicit teaching of oracy improves vocabulary, comprehension, and writing outcomes. Structured talk supports cognitive development, social interaction, and academic resilience – particularly beneficial for disadvantaged learners who may have less exposure to rich language at home.	2, 3, 4, 5
Utilise the NCETM Curriculum Prioritisation materials to enhance maths teaching throughout the school, enabling teachers to effectively address knowledge gaps while promoting a deep understanding and fluency in essential skills.	The NCETM follow the EEF guidance on improving mathematics in Key stages 2 and 3 which is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 The EEF explains how metacognitive strategies, which involve identifying gaps in understanding and addressing them, can improve learning outcomes significantly. EEF Metacognition and self-regulated learning	2, 5

Develop the use of technology and other resources that support high-quality teaching including introducing chromebooks to all pupils in year 6.	Developing the use of technology and other resources to support high-quality teaching is a well-evidenced approach to enhancing educational outcomes supported by the EEF. EEF: Using digital technology	2, 3, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify and target underperforming disadvantaged pupils with interventions delivered by qualified teachers and tutors	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind: One-to-one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2, 3, 4, 5

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £10,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the attendance of disadvantaged pupils via: 1. Creation of an EBSNA pathway with clearly identified strategies for supporting school attendance 2. Expanding access to extracurricular activities and providing recognition for attendance 3. Fostering an inclusive environment by creating a safe space for pupils to go if feeling anxious	1. The UK Parliament's Education Committee has highlighted attendance mentoring as a promising initiative to support pupils facing persistent absence Committees - UK Parliament 2. The EEF found that participation in diverse extracurricular programs can play a role in narrowing the achievement gap for disadvantaged pupils EEF ; Committees - UK Parliament 3. The EEF highlight the importance of a supportive school culture. Research Schools Network and EEF	1, 7
Implement and expand the <i>Chantry Challenge</i> enrichment programme to	Research from the EEF and Ofsted's <i>Personal Development</i> framework highlights that structured enrichment programmes can significantly enhance pupils' self-efficacy, social	1, 6, 7

increase disadvantaged pupils' participation in activities that promote personal development, cultural capital, and community engagement.	skills, and sense of belonging, particularly for disadvantaged learners. Engagement in cultural and community activities builds resilience, aspiration, and motivation, which are positively correlated with improved attendance and academic outcomes. <i>(EEF: Arts Participation; Character Education; Physical Activity)</i>	
Develop cultural capital of disadvantaged pupils by broadening pupils' perspectives and understanding of the wider world through the introduction of the Global Curriculum throughout the school	Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews. <u>Developing cultural capital in your primary school Cornerstones Education.</u>	1, 6, 7
Use the <i>WARM Spaces</i> provision to remove barriers to learning by offering practical support – including access to essential equipment, water bottles, and spare uniforms – to ensure all pupils are ready to learn and feel a sense of belonging.	Research by the Education Endowment Foundation (EEF) and <i>Poverty Proofing the School Day</i> evaluation highlights that meeting pupils' basic needs directly improves engagement, attendance, and concentration. Providing essentials reduces anxiety, promotes inclusion, and supports equitable participation, particularly for disadvantaged pupils. <i>(EEF: School Uniform; Behaviour Interventions; Supporting Attendance)</i>	1, 6, 7
Contingency fund for acute issues	Based on our experiences, and those of similar schools tours, we have identified a need to set aside a small amount of funding to respond quickly to any needs that arise throughout the academic year	1, 6, 7

Total budgeted cost: £96,660

Part B: 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 **2024 to 2025** academic year.

Academic Achievement

Aim	Outcomes
Improved reading attainment among disadvantaged pupils.	In September 2024, 43 disadvantaged pupils were found to have reading ages below their chronological age. By September 2025, this had reduced to 39 for the same group of pupils. 65% of all disadvantaged pupils had made progress in their standardised age scores.
Improved performance of disadvantaged pupils at the end of KS2	In 2025 KS2 SATs gaps between disadvantaged pupils and their non-disadvantaged peers had reduced in all subjects at all levels in comparison to 2024, with the exception of greater depth in reading which had increased from 17% to 20%. In writing, a greater percentage of disadvantaged pupils had achieved the expected standard than their non-disadvantaged peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	During the 24/25 academic year, attendance of disadvantaged pupils increased from 90% in 2023-2024 to 92%. Persistent absenteeism increased in 24/25 from 29% the previous academic year to 30%.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	In September 2024, 43 disadvantaged pupils were found to have reading ages below their chronological age. By September 2025, this had reduced to 39 for the same group of pupils. 65% of all disadvantaged pupils had made progress in their standardised age scores.