

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 impact of last year's pupil premium spending within our school.

School overview

Detail	Data
School name	Chiltern Hills Academy
Number of pupils in school	1120
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Tim Dobbs
Pupil premium lead	Jo Conway
Governor / Trustee lead	Zoe Neagle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,025
Recovery premium funding allocation this academic year	£0
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	£266,025

Pupil premium strategy plan – Chiltern Hills Academy

Statement of intent

At Chiltern Hills Academy, we believe educational disadvantage encompasses all students whose achievement is at risk due to their social and economic circumstances. Disadvantaged factors include parental engagement, language development, health and welfare, emotional support, and living conditions. Educational disadvantage incorporates all vulnerable students, including children with social workers and young carers, regardless of whether they receive pupil premium and irrespective of their prior attainment. COVID-19 has adversely affected all schools, and we know it has been most detrimental to disadvantaged students. All previous approaches need careful review and evaluation, with these learning losses and the pandemic's impact on students' well-being in mind. We take collective responsibility for our students in overcoming barriers to achievement beyond their control. We have found that students' language development has been adversely affected by the pandemic; therefore, we have implemented several interventions to address this need.

Our key principles:

All our teachers, pastoral and support staff:

- Understand these challenges of educational disadvantage and recognise the collective responsibility in addressing them in their job role.
- See everything that we do through the lens of educational disadvantage and particularly our most vulnerable students.
- Ensure high-quality teaching is key to unlock success through a range of curriculum opportunities.
- Use data analysis to identify areas of need for students and ensure the support and intervention are appropriate and fit for purpose whilst continually evaluating impact
- Commit to teacher professional development by accessing training to enable them to understand how students can be supported and to fulfil their responsibilities.

In addition, we aim to ensure that all disadvantaged students are fully supported academically and emotionally, so they can access their learning, enjoy and participate in all aspects of school life at CHA, and flourish.

We recognise that students who were disadvantaged in Year 11 often experienced setbacks in their progress, which has exacerbated the gaps prevalent before the pandemic; therefore, we are acutely aware of this cohort and ensure students are supported through the 16-19 bursary. We continually review the impact of our pupil premium strategy and closely monitor its effectiveness. As challenges arise, we will review current practices and ensure a flexible approach to our students' needs and staff training.

Our key principles to support students are:

- To ensure that teaching and learning opportunities meet the needs of all our disadvantaged students, including progress for those who are already high attainers.
- Appropriate provision is made for students who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed, addressed and actioned appropriately. We will continue to consider the challenges faced by vulnerable students, including those with a social worker and young carers. The Vice Principal responsible for the Pupil Premium Strategy is the Designated Safeguarding Lead, ensuring a clear understanding of our vulnerable students. In addition, the Assistant Principal - Inclusion is responsible for monitoring and accountability for this strategy and is line-managed by the Vice Principal, who also oversees the strategy.
- Each student has a bespoke assessment of their needs; in doing so, we recognise that not all students identified are socially disadvantaged and therefore a RAG rating is used to determine the needs of every student.
- Not all students who are socially disadvantaged are recorded as such or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the Academy has legitimately identified as being socially disadvantaged.
- A hardship allowance is allocated to ensure that students who fall outside pupil premium funding do not miss out on financial assistance, should it be needed.
- To provide financial support for trips, residential visits, uniform, books, specific GCSE revision guides, etc.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all students receiving free school meals will be receiving pupil premium interventions at the same time.
- Students in the sixth form can apply for a bursary as we recognise that these students are unlikely to be financially supported by their parents and therefore need financial assistance to enable them to continue on their chosen courses. We follow the set criteria defined for vulnerable groups (in care, care leavers, and those in receipt of Income Support, Disability Living Allowance, or Personal Independence Payment).
- Discretionary bursaries can also be applied for to help students overcome individual barriers, such as financial support for transport, meals, books, equipment and trips associated with their courses.

The EEF guide to the Pupil Premium (Step 1 – 4) supports us in how we diagnose needs, supported by evidence-based research to implement our strategy and undertake monitoring and a full evaluation of any interventions used to support our disadvantaged students.

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf>

Challenges

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

Challenge number	Detail of challenge
1	Data from the attendance report (Nov 25) show that overall, the PA rate is 26% and that disadvantaged students are disproportionately represented in Persistent Absence (PA) (42%) compared with 24% of other students. This is evident across most year groups except Year 7 and 8, compared with the previous year's data.
2	Teacher analysis of data Year 11 teachers have completed a group analysis of their teaching groups and set individual-specific targets for their subject, including clear guidance on how students can raise their attainment (Know Your Class). Targets are communicated to students and parents in preparation for trial examinations and end-of-year exams.
3	Post-summer 2025 exam analysis and focus on reading ages indicate a need for a whole-school literacy strategy. (24% in year 9 and 21% in year 10 are more than 3 years below the expected standard). Development of Tiers 1 – 3 included a morning literacy intervention programme, launched in November 2025. Intervention review to determine any movement between tiers during the programme.
4	Analysis of behaviour reports (Nov 2023, Feb 2024, June 2024, and Nov 2025) shows that disadvantaged students have accrued more behaviour points and Internal Exclusions than their non-disadvantaged peers, although this is not reflected in suspensions. Further analysis shows that 28% of disadvantaged students account for most Reflection Room visits and are predominantly boys. A decrease in the number of disadvantaged students receiving suspensions is noted this year.
5	Data from our internal reporting (CPOMS) for safeguarding indicate disadvantaged students are disproportionately represented in those working with social care (CIN, CP and FSS). An increase in disadvantaged students that have CP, CIN and FSS involvement is noted (from 30% to 38%). An overall school figure has decreased from 40 to 18 students that come under this category.

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
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<p>Every disadvantaged student will achieve at least their targets grade (above national average progress and attainment)</p>	<p>2025/26 GCSE outcomes High Quality First Teaching in all lessons – staff supported to develop their teaching practice through professional development opportunities and high quality CPD programme to ensure they can keep improving. Successful outcomes for ECTs and ECT +1 through strong mentoring and support. Led by ITTCO and line-managed by the Assistant Principal – Teaching and Learning.</p>
<p>Every student identified as disadvantaged will secure a place at a Sixth Form/Apprenticeship/College post 16</p>	<p>2025/6 100% enrolment on courses/apprenticeship post 16. Prioritising PP learners for career interviews and providing additional support as needed.</p>
<p>To ensure all PA & SA disadvantaged students are fully supported to improve their attendance through Attendance Action Plans implemented for students of concern that identify barriers to attendance and provide support for families. Local authority engagement to support addressing concerns over persistently absent and severe absence students.</p>	<p>2025/26 Improved attendance over a sustained period – less disadvantaged students identified as PA/SA Attendance Action Plans in place for students of concern with planned reviews and follow-up actions/escalations implemented as necessary Implement PRAG to monitor and review vulnerable students whose attendance falls into the PA/SA category. To ensure the CHA Attendance Officer works closely with the year team to identify and challenge poor attendance using data collection points to inform discussion and actions. The implementation of the School Attendance Strategy in February 2025 is designed to develop and support students in improving their attendance. Tutor calls to monitor tutor groups' attendance. Development and implementation of a whole school attendance tracker</p>
<p>To improve literacy of all students, but specifically those who are 2+ years behind expected levels</p>	<p>Develop a whole-school literacy strategy to identify gaps in learning and to target students below the expected standard in literacy through a targeted intervention programme. Students will take a reading test every 8 weeks to assess progress and movement within tiers, as appropriate.</p>
<p>To ensure every student across all key stages makes academic progress against their targets</p>	<p>2025/26 Data collected at three points during the academic year will show the progress of groups within each year group. Data is captured at SLT meetings by each YL following a progress check. Actions prioritised and reviewed within two weeks through line management structure. Specific subject, Know Your Class, is being developed across the whole school.</p>
<p>Curriculum areas tailoring their approach to ensure they are meeting the needs of every</p>	<p>Successful interventions, using data prior, during and post intervention, that demonstrates impact of interventions and approach taken to personalise curriculum.</p>

disadvantage student in their subject	
Disadvantaged Students are ready to learn: are punctual, equipped and ready for school and participate in lessons.	<p>Affordable uniform with financial support available to PP learners.</p> <p>Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed.</p> <p>PP parents are aware that they have access to financial support to assist with purchasing uniform, equipment, and resources.</p> <p>Tutor equipment checks to show that PP learners are equipped for the school day in line with non-PP learners.</p> <p>Teaching staff are quick to liaise with Student Progress Keyworker/AYLs to ensure that any lack of equipment is quickly resolved.</p>
To ensure that Pupil Premium learners are fully engaged and participating in the school's rich extracurricular offer.	<p>Prioritised places are available on trips for PP learners to ensure fair access.</p> <p>Monitoring of extracurricular activity attendance to show that at least 20% of attendees are PP.</p> <p>Improved focus on student participation in trips/visits through Evolve+</p> <ul style="list-style-type: none"> Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners <p>https://www.cypnow.co.uk/news/article/disadvantaged-children-missing-out-on-out-of-school-activities</p> <p>The funding form can be used to support students participating in trips/visits.</p>
<p>Improve the engagement of the parents of disadvantaged students in school life.</p> <p>To ensure that all staff are aware of best practice in supporting disadvantaged students</p>	<p>Participation by parents in opportunities such as family learning opportunities.</p> <p>Pupil Premium Champions sharing good practice with Student Progress Keyworker. Re-establish PPCs across the academy.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1666710589</p>
Disadvantaged students to have regular one-to-one meetings with the Student Progress worker to identify needs and an implement a support plan, if necessary, in collaboration with YLs/Curriculum Leaders.	<p>Successful achievement against targets for individuals on support plans.</p> <p>Referral to counselling if appropriate.</p> <p>One to one meeting to set targets for (Y11) and reviewed throughout the year.</p>

Tier 1 – Quality First Teaching

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To ensure Student Progress Keyworker works closely with staff and students so collective responsibility is clear and in place</i></p>	<p>Regular student meetings, recorded and monitored</p> <p>RAG rating of identified support requirements for individual students</p> <p>Twice per term meetings between and core IVP/AP and year team leaders that are documented, and targets agreed.</p> <p>Year group (Y7-11) one-to-one interviews, priority given to Y11 – PP students interviewed by Keyworker</p> <p>Strategic overview with core leaders</p> <p>Liaise with the Director of Sixth Form regarding 16-19 Bursary</p> <p>Curriculum Area PP Champions</p>	<p>1, 3, 4, 6</p>
<p><i>Staff training/CPD to ensure disadvantaged focus is kept at the fore of 3 x I's/ teacher planning and TA/Admin support</i></p>	<p>INSET sessions to take place every term to ensure disadvantaged focus remains a priority</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1629124457</p> <p>CPD programme focus on cognitive science approaches to support students' learning.</p> <p>The National College Platform to support staff in understanding and being able to target specific students through webinars, accredited courses.</p> <p>Year Leader RAG presentation at SLT (different year group every 3-week cycle, in line with assessment cycle)</p> <p>Weekly staff bulletin</p> <p>Regular Learning Walks to monitor Transference of Training</p>	<p>4, 6</p>
<p><i>To improve communication between school and families where English is an additional language</i></p>	<p>To appoint a lead LSA to work with students who are EAL and are CP/CIN/FSS</p> <p>Contact with specific families where barrier exists and meeting with families where appropriate working alongside YLs and Student Progress Keyworker</p> <p>Employment of Ethnic Minority mentoring/counselling for emerging need for KS4 girls</p> <p>https://www.jrf.org.uk/file/47872/download?token=ciXQzSS6&filetype=summary</p>	<p>1,2,4,5</p>

<i>To build capacity within safeguarding team based on need through volume of CPOMS reports. Appointment of Deputy Designated Safeguarding Lead</i>	Appointment of Deputy Designated Safeguarding Lead to support students and staff. A wider safeguarding team was developed to include year leaders, Key Stage leaders and all SLT. Identified need in last academic year review due to additional safeguarding concerns being raised and higher proportion of disadvantaged students on CIN/CP/FSS (28%)	1,3, 5
<i>To improve the counselling served by providing an additional day for Counselling for students</i>	Increase in need for counselling is evidenced by the long waiting list for counselling and counselling assessment of need. Additional day provided to reduce the time students are waiting for assessment and counselling. Safeguarding identified this as a need through analysis of CPOMS data showing an increase in mental health concerns in our students. Implementation of Mental Health Referral Form https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf	1,2,3
<i>To ensure all EAL students receive appropriate support and intervention to address language barriers</i>	Specific one-to-one sessions to support students where there is a language barrier for disadvantaged students. Progress is closely monitored, and students' skills assessed continually to ensure impact is evident.	2, 5

Tier 2 - Targeted academic support

(tutoring, one-to-one support structured interventions)

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Curriculum area funding bids to support individual student progress</i>	Funding bids are submitted by CA, with emphasis on intended impact, prior to fund allocation. Specific intervention is purchased/implemented and reviewed following agreement of targeted intervention https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	4
<i>A targeted programme to supports individual students in core subjects.</i>	An individual Action Plan for all PP students, in which subject teachers discuss the student's learning, set specific targets for improvement, and outline strategies and resources to help them achieve them.	3

<i>CAT4 tests to identify any learning need</i>	On entry for Year 7s to identify any learning needs or learning biases. In year transfer to undertake CAT4 when starting the Academy. CAT4 staff training to understand and analyse data, specifically highlighting disadvantaged students.	3
<i>To use a range of interventions targeted at students that require specific support in their studying</i>	My Maths - Additional support for GCSE students in maths to improve basic maths skills and topic practice. 'Maximise Your Potential' – Dr Van Der Spool – revision strategies and techniques. Self-discipline and independence. Planned for spring term 2026. Y12 mentors supporting core subject lessons, priority is given to disadvantaged students	3
<i>Make better use of assessment to ensure interventions are based on need across year groups and curriculum areas.</i>	Specific interventions as identified through RAG at SLT. Each YL present their year groups' data following each Progress Check and identifies specific needs for the disadvantaged group according to need. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1666709373	3,4
Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional support	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. New guidelines for Gatsby indicate that it no longer fulfils requirements. https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf	3

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

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring - 1 day per week dedicated for PP students</i>	Individual one-to-one sessions for disadvantaged students focusing on self-regulation and strategy-based approaches in supporting students. (Dave Vaughan – The Smart Collaborative) The students most at risk of serious underachievement are being mentored by a member of SLT or another senior manager who will meet with them weekly, advise and support them, and advocate on their behalf.	1, 3, 4
<i>Counselling (2 x days for PP students)</i>	Counselling sessions for disadvantaged students (approx. 2 days per week)	1, 3, 5

<p><i>One to one mentoring</i></p> <p><i>Family group work (cost dependent upon hours)</i></p>	<p>Mentoring one-to-one sessions for individual students</p> <p>Currently under review due to limited availability of family counselling specialist.</p>	
<p><i>BOSS programme – Year 8 Boys</i></p> <p><i>Raising Achievement Workshop (using the BOSS Programme for Trial Group of Y9 Girls and Year 9 Boys</i></p> <p><i>Anxiety workshops for Y11 – focus on PP</i></p> <p><i>Switch Lanes programme</i></p>	<p>The Smart Collaborative (Dave Vaughan)</p> <p>Bespoke programme specifically for disadvantaged students to work on self-esteem, managing emotions, self-regulation, taking responsibility. Student participation based on tutor feedback and student questionnaires.</p> <p>Small group session by Dave Vaughan for girls and boys separately to focus on understanding anxiety, developing strategies to manage anxiety and building a support group to help self-regulation and peer support.</p> <p>Intervention group led by Haseeb Nawaz, Switch Lanes. 6 weeks programme to support Pakistani boys in years 9 and 10. Continuation this academic year targeting specific groups in each year group.</p>	1, 3, 4, 5
<p><i>Alternative Provision tutor</i></p>	<p>Specific role to support PA students (target group approximately 10 – at least 50% PP). Alternative Provision Tutor works with students who are not attending school to ensure SA students are supported in their education.</p>	1, 2, 3, 4, 5
<p><i>Mindfulness course</i></p>	<p>Previous support and intervention were found to strengthen students' self-regulation and provided strategies they could use when needed.</p>	1, 3
<p>Alternative Provision area (a dedicated member of staff supports individual students and small groups). Group work includes self-esteem, resilience and managing stress and restorative justice</p>	<p>Need analysis of students who require additional support and a safe space. Open-door policy throughout the school for specific students.</p> <p>Tailored programme for individuals or groups of students through the Nurture group, the Emotional Coaching programme.</p> <p>RJ – sessions utilised based on need. Nurture group (course for 6 weeks) for those students who need specific support in managing transition to secondary school, and the Year 8 group in need of continued support.</p>	1, 3, 4
<p>Trip/visits/residential</p>	<p>Financial support to parents to enable disadvantaged students to take part in extra-curricular opportunities, including residential visits. (50% of the overall cost for financial support)</p>	2, 3
<p>Revision materials</p>	<p>Curriculum leaders can bid for funds to support individual students or groups, ensuring full access to the curriculum and promoting inclusivity.</p>	3

Additional careers advice to current connexions sessions	Additional support for disadvantaged students to ensure all students are supported in their next steps post-16.	3
Attendance Officer closely monitors and supports PP attendance (1 day per week)	Interventions may well be one part of an effective Pupil Premium Strategy; they are likely to be most effective when deployed alongside efforts to improve attendance	1
Other Extra-curricular clubs and trip support	Curriculum Leaders have the opportunity to bid for funds to ensure all student have equal opportunity available to them at all times. <i>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.”</i> <i>Social Mobility Commission research</i>	1,3
Student Progress Keyworker to promote attendance at parents’ evenings and supported by YL/YYLs	Targeted phone calls made to parents who haven’t made appointments to attend parents’ evening to promote attendance and encourage dialogue between school and home.	2,3

Total budgeted cost: £266,025

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.

Persistent absence rates have decreased for disadvantaged students. Many students in our 2025 GCSE cohort had experienced high levels of anxiety, resulting in difficulty in sitting exams and had persistent absences from school during their final year of GCSEs. We have found that the impact of historic school closure has been particularly detrimental to disadvantaged students, increasing anxiety, losses in confidence and significant gaps in learning for some of our most vulnerable students. Persistent absence data indicate a slight reduction from 28% PA to 26% in the last academic year. This area will remain a high priority and will be closely monitored during 2025 and 2026.

Parental engagement in school has improved through improved communication and greater opportunities to build relationships with parents. Face-to-face parents' evenings have been fully reinstated, and parental feedback indicates this is the preferred way to conduct them. SLT student meetings with Year 10/11s have been data-focused and target-driven and will be built upon in the autumn term and further developed.

Data from the end of last academic year indicated a reduction in suspensions and internal exclusion for disadvantaged students. Intervention work that identified a group of students has been beneficial and impactful for students who engaged with this support. Two SLT members have completed the Bucks Trauma-Informed training programme, and an action plan will be developed this academic year to secure Bronze award accreditation.

There has been a decrease in the number of children overall with CP, CIN, or FSS involvement, from 32 to 22; however, the number of disadvantaged students with CP, CIN, or FSS involvement has remained fairly static throughout the year. The safeguarding team closely monitors data, and information is regularly shared with the safeguarding governor and wider governing body on a termly basis. We have had an increase in LAC/PLAC students from 6 to 10.

Every curriculum area has completed GCSE analysis for their area, analysed the data and produced action plans for this year's cohort. Core group leaders, with support from their SLT link, have developed their curriculum area's Raising Standards action plan. This work will continue throughout 2025 and 2026 and will be regularly reviewed at data collection points and at half-termly SLT meetings.

We continually use case studies, student surveys and focus groups to help understand the needs of our students, as this level of scrutiny has enabled valuable insight and understanding of specific individual students; an impact review approach we will continue to complete. Given the

higher proportion of disadvantaged students with CP, CIN, and/or FSS involvement, these students will be prioritised and closely monitored and supported by the safeguarding team.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
One to one GCSE tuition	My Tutor
Online School Specialists Nisai Learning	Nisai learning-online for J B
Seneca Learning	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had one student receiving the service pupil premium. They benefited from additional careers support and mentoring from an SLT member.
What was the impact of that spending on service pupil premium eligible pupils?	The student earned passes in English, maths, and science and moved overseas.

Evidence based research:

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf>