

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 of pupil premium had within our school.

School overview

Detail	Data
School name	Chiltern Hills Academy
Number of pupils in school	1121
Proportion (%) of pupil premium eligible pupils	23%
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 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Samantha Chapman
Pupil premium lead	Jo Conway
Governor / Trustee lead	Agnes Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,000
Recovery premium funding allocation this academic year	£13,000
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	£209,000

Pupil premium strategy plan – Chiltern Hills Academy

Statement of intent

At Chiltern Hills Academy we believe educational disadvantage include all students whose achievement is at risk because of the impact of their social and economic circumstances. Disadvantaged factors include: parental engagement, the development of language skill, health and welfare considerations, emotional support and living conditions. Educational disadvantage incorporates all students who are vulnerable, including children with social workers and young careers not dependent upon whether they are in receipt of pupil premium and irrespective of their prior attainment. The impact of COVID has adversely affected all schools and we know this has been most detrimental to disadvantaged students. All previous approaches need carefully reviewing and evaluating with these losses in learning in mind as well as the impact of the pandemic on students' wellbeing. We ensure to take a collective responsibility for our students in overcoming barriers to achievement that are not within their control. We have found that students' development of language has been adversely affected by the pandemic and therefore have a number of 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 is appropriate and fit for purpose whilst 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 all disadvantaged students are fully supported both academically and emotionally, so they can access their learning and enjoy and participate in all aspects of school life at CHA.

We recognise students that were disadvantaged in year 11 often have suffered losses in their progress and this has exacerbated the gaps prevalent prior to the pandemic therefore we are astutely 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 emerge we will review current practice and ensure we have a flexible approach to the needs of our students and the training of our staff. 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, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed, addressed and actioned appropriate for the needs. We will continue to consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The Vice Principal responsible for the pupil premium strategy is also the Designated Safeguarding Lead enabling clear understanding and knowledge of our vulnerable students.
- 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 groups of pupils the Academy has legitimately identified as being socially disadvantaged.
- 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 in receipt of pupil premium interventions at one time.
- Students in the sixth form can apply for a bursary as we recognise that these students are unlikely to be financially supported from their parents and therefore need financial assistance to enable them to continue on their chosen courses. We follow the set criteria as defined as vulnerable groups (in care, care leavers, in receipt of Income Support, Disability Living Allowance or Personal Independence Payments)
- 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.

We have been part of the Side-by-Side programme provided by Bucks CC and support for additional training of staff is available. In addition, our Student Progress Keyworker has attended specific courses to ensure we are up to date with current thinking on the most effective interventions and approaches to best support our students.

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 supports our disadvantaged students.

https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf

https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.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 attendance reports show that disadvantaged students are disproportionately represented in Persistent Absence (PA) (29%) and Severe Absence (SA) (38%) group compared with whole school figure of 22%. This is evident across all year groups
2	Feedback from survey highlight an issue with parent of disadvantaged students being reluctant to engage in their children's education and nervous about interactions with the school. This sometimes results in reduced homework completion, a lack of readiness for school and, for some, reduced ambition, both in terms of GCSE achievement and post-Y11 progression.
3	Standardised reading assessment and observational data from classroom visits show that disadvantaged students' reading comprehension and oracy is significantly lower than non disadvantaged students – this is evident across all years groups (Y7-11). Disadvantaged students are not fully participating in their learning. Year 9 and 10 Oracy project was effective and improved student confidence by 30% although this was limited to Y9 and 10.
4	Analysis of behaviour reports show that disadvantaged students accrue a higher number of behaviour points (50+) than their non disadvantaged peers (46%) whereas only 18% are achieving 50+ reward points. Further analysis shows that 69% of disadvantaged students accruing 50+ behaviour points are boys.
5	Data from our internal reporting (CPOMS) for safeguarding indicate disadvantaged students are disproportionately represented those working with social care (CIN, CP and FSS). To date 64% of 39 children on a plan are disadvantaged.
6.	Disadvantaged students performed less well in GCSE English Literature than in English Language than their non-disadvantaged peers. Raising standards initiative illustrates 31% of current Y11 disadvantaged cohort are below target (particularly prevalent in students targeted level 6 and above)

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
Every disadvantaged student will achieve at least their targets grade (above national average progress and attainment)	2024/25 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
Every student identified as disadvantaged will secure a place at a Sixth Form/Apprenticeship/College post 16	2023/24 100% enrolment on courses/apprenticeship post 16. Prioritising PP learners for careers interviews and additional support if necessary.
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.	2024/25 Improved attendance over a sustained period – less disadvantaged students identified as PA/SA Improvement in disadvantaged students' attendance compared to 20-21 and (pre-Covid-19) Attendance Action Plans in place for students of concern with planned reviews and follow-up actions/escalations implemented as necessary.
To ensure every student across all key stages makes academic progress against their targets	2024/25 Data captures at three points during an academic year will show progress of groups in each year group. Data captures shared at SLT meetings by each AYL following a progress check. Actions prioritised and reviewed within two weeks through line management structure.
Curriculum areas tailoring their approach to ensure they are meeting the needs of every disadvantage student in their subject	Successful interventions, using data prior, during and post intervention, that demonstrates impact of interventions and approach taken to personalise curriculum.
Disadvantaged Students are ready to learn: are punctual, equipped and ready for school and participate in lessons.	Affordable uniform with financial support available to PP learners. Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed. PP parents are aware that they have access to financial support to assist with purchasing uniform, equipment, and resources. Tutor equipment checks to show that PP learners are equipped for the school day in line with non-PP learners. Teaching staff are quick to liaise with Student Progress Keyworker/AYLs to ensure that any lack of equipment is quickly resolved.
To ensure that Pupil Premium learners are fully engaged and participating in the	Prioritised places are available on trips for PP learners to ensure fair access. Monitoring of extracurricular activity attendance to show that at least 20% of attendees are PP.

<p>school's rich extracurricular offer.</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>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>2022/23 Participation by parents in opportunities such as family learning opportunities.</p> <p>Pupil Premium Champions sharing good practice with Student Progress Keyworker.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1666710589</p>
<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 AYLs/Subject Leaders.</p>	<p>Successful achievement against targets for individuals on support plans.</p> <p>Referral to counselling</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: £ 90,000

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</p> <p>RAG rating of identified support requirements for individual students</p> <p>Twice per term meetings between Keyworker and core leaders that are documented, and targets agreed.</p> <p>Year group (Y7-11) one-to-one interviews – PP students interviewed by Keyworker</p> <p>Strategic overview with core leaders</p> <p>Liaise with Director of Sixth Form regarding 16-19 Bursary</p>	<p>1, 3, 4, 6</p>

	Curriculum Area PP Champions	
<i>Staff training/CPD to ensure disadvantaged focus is kept at the fore of 3 x l's/ teacher planning and TA/Admin support</i>	<p>INSET sessions</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 supports 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>Academic Year Leader RAG presentation at SLT (different year group every 3-week cycle)</p> <p>Weekly staff bulletin</p> <p>Regular Learning Walks to monitor Transference of Training</p>	4, 6
<i>To improve communication between school and families where English is an additional language</i>	<p>Ethnic Minority worker to support staff, students and parents to improve communication. Support working with families where students are on a plan (CIN, CP)</p> <p>Contact with specific families where barrier exists and meeting with families where appropriate working alongside AYLs and Student Progress Keyworker</p> <p>https://www.jrf.org.uk/file/47872/download?token=cixQzSS6&filetype=summary</p>	1,2,4,5
<i>To build capacity within safeguarding team based on need through volume of CPOMS reports. Appointment of additional Designated Safeguarding Lead</i>	<p>Appointment of additional Designated Safeguarding Lead to support students and staff.</p> <p>Identified need in last academic year review due to additional safeguarding concerns being raised and higher proportion of disadvantaged students on CIN/CP/FSS (68%)</p>	1,3, 5
<i>To improve the counselling served by providing an additional day for Counselling for students</i>	<p>Increase in need for counselling evidenced through long waiting list for counselling and counselling assessment of need. Additional day provided to reduce the time student are waiting for assessment and counselling. Safeguarding identified this as a need through analysis of CPOMS data as an increase in mental health concerns in our students.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf</p>	1,2,3
<i>To ensure all EAL students receive appropriate support and intervention to address language barriers</i>	<p>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.</p>	2, 5

Tier 2 - Targeted academic support

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

Budgeted cost: £ 20,000

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 allocation of funds. 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 individuals students in core subjects.</i>	My Tutor programme - Personalise programme that promoted student engagement and progress of those participating. Progress checks/assessments to demonstrate improved academic achievement at data captures.	3
<i>CAT4 tests to identify any learning need</i>	On entry for Year 7s to identify any learning need or learning bias. 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.	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 AYL present their year groups' data following each Progress Check and identifies specific needs for disadvantaged group according to need. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1666709373	3,4
<i>To identify disadvantaged HPAs that would</i>	Successful student engagement and met targets throughout Brilliant Club programme. Completed	3

benefit from the The Scholars Programme - Brilliant Club	<p>assignments and successful outcomes (University graded work)</p> <p>Track student journeys over the next 3-5 years to see number of students that commence A Levels and also take up places at selective universities</p> <p>https://thebrilliantclub.org/the-scholars-programme/for-researchers/the-opportunity/?gclid=Cj0KCQjwkt6aBhDKARIsAAyeLJ3OcMMnq0tbySBwBIRdtxYpxzPLTZTWZJPcEvcKfLTBykqNT7HrkJMaAhqBEALw_wcB</p>	
Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional support	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges</p> <p>https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf</p>	3

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

Budgeted cost: £ 86,000

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)).	1, 3, 4
<p><i>Counselling (2 x days for PP students)</i></p> <p><i>Family group work (cost dependent upon hours)</i></p>	<p>Counselling sessions for disadvantaged students (approx. 2 days per week)</p> <p>Family Counsellor (Hannah Dornin) can be employed to work with specific families where there is a need for family group therapy.</p>	1, 3, 5
<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>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>	1, 3, 4, 5
<i>Alternative Provision tutor</i>	Specific role to support PA students (target group approximately 10 – at least 50% PP)	1, 2, 3, 4, 5
<i>Mindfulness course</i>	Previous support and intervention were found to support students in self-regulation and gave students strategies to employ at times of need.	1, 3

Learning Zone (a dedicated member of staff supports individual students and small groups of students. Group work includes self-esteem, resilience and managing stress and restorative justice)	Need analysis of students that require additional support, safe space. Open door policy throughout the school for specific students. Tailored programme for individuals or groups of students. RJ – sessions utilised based on need. Nurture group (course for 6 weeks) for those student that need specific support in managing transition to secondary school and Year 8 group in need to continued support.	1, 3, 4
Trip/visits/residential	Financial support to parents to enable disadvantaged student to take part in extra-curricular opportunities including residential visits. (50% of overall cost for financial support)	2, 3
Revision materials	Curriculum leaders can bid for funds to support individuals or groups of students to enable full access to the curriculum and ensure inclusivity.	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	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: £196,000

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 2021 to 2022 academic year.

Teacher assessed GCSE attainment increased for all student groups in 2021 although the overall attainment gap between disadvantaged and non-disadvantaged groups remained the same. Standardised tests (CAT4) in Year 7 have revealed the cognitive ability of our students on entry is below the national averages across all four batteries and this has been declining for since 2018. Reading tests in year 7-9 has also indicated that disadvantaged students are disproportionately represented in the lower range of scores. Historically, we have found that higher prior attainers are mostly non-disadvantaged students and that disadvantaged students are underrepresented in this groups of students therefore there has been a need to provide opportunities to engage learners in the scholars programme.

GCSE results in 2022 showed our disadvantaged students performed less well in English Literature than English Language and also less well in maths than their non-disadvantaged peers. Many students in our 2022 GCSE cohort had experienced high levels of anxiety resulting in difficulty in sitting exams and had persistent absences from school during third final year of GCSEs. We have found that the impact of school closure has been particularly detrimental to disadvantaged students resulting in an increase in anxiety, losses in confidence and significant gaps in learning for some of our most vulnerable students. School closures has been most detrimental to disadvantaged students and it has been challenging for students in the expectation to return to learning. Many of our vulnerable students did not fully access online learning and this has created further gaps in their learning. We have had an increase in safeguarding reports for all students but this is disproportionate for our disadvantaged students.

There is an increase in children who are on CIN/CP plans, again disproportionate in number. We are finding that more students in years 7 and 8 are experiencing low mood and wellbeing issues; this is a growing number in Key Stage 3 and therefore have increased our counselling service and also additional days for mentoring have been secured.

We have used case studies 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.

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
Educake	

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Evidence based research:

https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf