

Pupil Premium Strategy Statement – 2026-27

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	1018
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	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Tim Dobbs
Pupil premium lead	Ricardo Mullings
Governor / Trustee lead	Zoe Neagle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	270,980
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	270,980

Pupil premium strategy plan – Chiltern Hills Academy

Statement of intent

Educational Disadvantage and Inclusion

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.

We are committed to creating an inclusive learning community where every student feels valued, supported and able to achieve their potential. Inclusion is central to our ethos and underpins all aspects of teaching, learning, pastoral care and wider school life. We recognise that barriers to learning are varied and often interconnected, and we strive to remove these barriers so that every student has equitable access to high-quality education and opportunities.

We take collective responsibility for our students in overcoming barriers to achievement beyond their control. We recognise that language development is fundamental to learning, wellbeing and inclusion; therefore, we implement a range of strategies and interventions to develop students' communication, literacy and oracy skills, enabling them to access the full curriculum and participate confidently in school life.

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.
- Promote an inclusive culture where diversity is celebrated, differences are respected and every student feels a sense of belonging.
- 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.
- Adapt teaching, curriculum and support so that all students, regardless of need or background, can access learning and achieve success.
- 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 educational disadvantage can continue beyond compulsory education and remain committed to supporting students throughout their educational journey. Students who require additional support in the sixth form are assisted through the 16–19 bursary, ensuring that financial barriers do not prevent participation, progress or achievement.

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 meeting students' needs through an inclusive, evidence-informed approach and ongoing 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. This includes recognising the individual strengths and needs of each student and ensuring that inclusive practice removes barriers to participation and achievement. 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. This personalised approach ensures that support is responsive, proportionate and inclusive.
- 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., ensuring all students can fully participate in the wider life of the Academy regardless of financial circumstances.
- 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.
- We recognise that inclusion extends beyond academic achievement. Through strong pastoral care, safeguarding, attendance support, enrichment opportunities and collaborative working

with families and external agencies, we aim to ensure every student feels safe, included and able to thrive within our school community.

- The EEF guide to the Pupil Premium (Steps 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. This evidence-informed cycle of assess, plan, implement and review enable us to continually refine our provision and ensure our inclusive practice has the greatest possible impact on student outcomes.

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.

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- 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.

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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.

[The EEF Guide to the Pupil Premium | EEF](#)

[How our updated Guide to the Pupil Premium can help you support... | EEF](#)

Challenges

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

Challenge number	Detail of challenge
1	Literacy and oracy skills. Confidence and proficiency in spoken and written language. Knowledge of, and confidence in, academic language. Weaker language comprehension skills.
2	Transferring known disciplinary literacy skills across all curriculum learning. Weaker language skills are a barrier to success in written outcomes, in wider Maths and technical subjects. Transcription skills weaken outcomes and lower confidence.
3	Lower confidence in Maths skills due to basic Maths skills not yet truly embedded; further work to explore around the use of manipulatives and representations. Lack of self-belief in ability in Maths, lower resilience leading to anxiety in Maths. Cognitive overload can lead to anxieties that become a barrier to learning.
4	Access to the wide enrichment programme across all of the enrichment offer. Development of enrichment programme, wider engagement in meaningful work experience targeted at PP students to ensure that more PP students attend school and enjoy the wider extra curriculum offer.
5	Attendance and in particular persistent absence for PP students is not yet where we want it to be. Parent engagement is not always as positive for 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
Increased confidence and skill in oral and written presentations.	EEF: Oral language interventions EEF 80% of PP students will make good progress against key stage 3 English targets – end of Y7 and end of Y8 and Y9. 75% of PP students able to access the examination scripts in Y10 and Y11.

	<i>50% of PP students achieve 4+ at GCSE in English</i> 80% of PP students in Y7 – Y11, with a reading age >2+ yrs below chorological, will make at least 18 months progress. 95% of PP students participate in PSHE oral presentations in each year group with at least 80% achieving a secure or above outcome.
PP outcomes are improved across all curriculum subjects because vocabulary is more refined in use and understanding. Transcription skills are improved and poor transcription is no longer a barrier to success.	Key academic vocabulary is clearly displayed in all learning areas. Key academic vocabulary is explained, rehearsed and understood by students with scaffolding and adaptation in place to support application. Handwriting and spelling schemes are developed to improve transcription as evidenced in books.
Whole school work to improve PP access to high quality Maths teaching. Adaptations in Maths show greater refinement in 95% of lessons.	80% of PP students express greater confidence in Maths learning. 80% of PP students will make good progress against key stage 3 Maths targets – end of Y7 and end of Y8 and Y9. <i>75% of PP students able to access the examination scripts in Y10 and Y11.</i> <i>33% of PP students achieve 4+ at GCSE in Maths</i>
To ensure that Pupil Premium learners are fully engaged and participating in the school's rich extracurricular offer.	Prioritised places remain 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 across a wider range of opportunities. Greater range of extra-curricular activities in response to student voice.
Significantly improve persistent absence of PP students	EEF: Four new evaluations of programmes and approaches designed to... EEF EEF Attendance projects EEF Persistent absence for PP students falls to below 30% across the whole school and closely aligned with national figure for secondary schools.

	Potential persistent absence is captured and addressed early with clear actions to support and improve individual student's attendance. Any severely absent PP student is swiftly linked to external professionals and their attendance closely monitored at weekly intervals. Attendance for PP students is in line with similar schools' attendance data. Early identification of barriers to attending school and swift action to improve students' attendance using EEF report findings. Mentoring programme for pupil premium students that have barriers to attendance and fall below 92%.
Disadvantaged students to have regular one-to-one meetings with the Student Progress worker to identify needs and implement a support plan, if necessary, in collaboration with YLs/Curriculum Leaders.	Successful achievement against targets for individuals on support plans. Referral to school counselling service or external agency if appropriate. One to one meeting to set targets for (Y11) and reviewed throughout the year. Individual student profile sheets completed to identify needs and implement support plan.

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
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Curriculum leads holding and implementing the strategy for developing literacy and oracy within each area. Training for staff around disciplinary literacy: supporting teachers to develop their teaching of reading, writing and communication within their subjects Focus on the teaching of literacy skills directly related to subject specific literacy Develop teaching so that targeted vocabulary instruction is built into curriculum learning Priority given to Tier 2 and Tier 3 words that are not a part of the everyday language of the majority of PP students	EEF: Improving Literacy in Secondary Schools EEF Curriculum areas to include literacy and oracy strategies in their Department Development Plans and implement across their curriculum sequencing. Whole school training, led by Literacy Lead on disciplinary literacy. Disciplinary literacy is embedded in curriculum area lesson planning and sequencing. Learning walks and lesson drop ins to show evidence with records on Steplab. Curriculum areas to produce literacy rich classrooms to include Keywords, subject specific language that is accessible to all students and adapted in every lesson – displayed in every teaching space/classroom. Curriculum area plans include subject specific vocabulary appropriate to age and stage that supports learning and development of language. Evidence through planning and delivery of lessons and sequencing. EEF: What do we mean by 'disciplinary literacy'? EEF Curriculum planning identifies essential Tier 2 academic vocabulary and Tier 3 subject-specific vocabulary for each subject/topic. Teachers explicitly pre-teach the meaning, pronunciation and application of these. This approach reflects EEF guidance that vocabulary should be taught explicitly and revisited frequently, with a particular focus on language less likely to be acquired through everyday conversation	1, 2
Handwriting to be reviewed and worked upon as part of improving presentation skills for PP students	EEF: Improving Literacy in Secondary Schools EEF Deployment of Teaching Assistants EEF OFSTED: Strong foundations in the first years of school - GOV.UK Literacy Lead has newly protected allocated time to implement a whole school writing strategy. This will be similar to success literacy programme on the basis of	1, 2 3

	groups and exit strategies achieved in last academic year. Handwriting and presentation will be reviewed for identified Pupil Premium pupils where transcription skills hinder writing fluency in curriculum areas. Secure transcription skills support higher-quality writing by reducing cognitive load, enabling pupils to focus on vocabulary, sentence construction and composition.	
Clear baseline assessment on entry to Year 7, especially for PP students who come in at WTS Training around the use of manipulatives and representations for Maths department, and for subjects who use mathematical skills Monitor appropriate use of manipulatives and representations and ensure teachers know when to use them and when to withdraw them, to facilitate independence Key Stage 5 students to peer support Key Stage 3 students, modelling positive attitudes to Maths and developing resilience and confidence	EEF: Improving Mathematics in Key Stages 2 and 3 EEF Baseline entry alongside SATS and CATS provides a holistic view on mathematical ability and setting is based on findings. White Rose Maths catch up and support materials Engagement with BBO Maths HUB Maths teachers have a clear understanding rationale for how to use a particular manipulative or representation and evidenced in classroom practice. Teachers explicitly help students to understand the connection between the manipulative and the mathematical concept. Appropriate use of when manipulatives should be withdrawn in response to students' understanding to support their progress in maths. Year 12 students timetabled in maths lessons to support learning and progress.	3

Tier 2 - Targeted academic support

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions to continue to support PP students	EEF: Promising Programmes EEF Lexia and Bedrock Year 7 – 11 Reciprocal Reading programme implemented as part of whole school literacy strategy Individual reading support and book reflections Support for accessing exam papers in Y11	1, 2
Maths Mentors	EEF: Small group tuition EEF Implement a programme using Times Table Rock Stars White Rose Math support materials to master foundational skills required in maths lessons.	3
Continue to improve use of formative assessment to ensure interventions are based on need across year groups and curriculum areas, Scaffolds on display, extension work on display to model expected outcomes.	EEF: Improving Mathematics in Key Stages 2 and 3 EEF A range of assessment for learning strategies such as, MWBs, Think-Pair-Share, Questioning evidenced in lessons. EEF: What goes up, must come down: Promoting pupil independence... EEF Visual: Verbal: Written strategies embedded in lesson planning. Visual demonstration or model of a task; a series of images to support vocabulary learning in lessons. Pre-teaching a challenging concept to a group of pupils; using verbal prompts or clues to remind pupils of successful strategies.	3, 4

Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional support Careers work experience tailored to needs of PP students as priority	EEF: Tracking of pupil premium students on career mentoring. Monitoring checks to ensure all pupil premium have careers support. Additional careers support offered where required. Pupil premium students career meeting booked in as a priority and review point through the academic year.	4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance work	Link to EEF attendance materials Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation Summary of evidence EEF DfE attendance toolkit	5
One-to-one mentoring - 1 day per week dedicated for PP students	Individual one-to-one sessions for disadvantaged students focusing on self-regulation and strategy-based approaches in supporting students. (Dave Vaughan – The Smart Collaborative). Students most at risk of serious underachievement are 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.	4, 5
In-house Counselling Service (2 x days for PP students)	Counselling sessions for disadvantaged students (approx. 2 days per week). Priority given to disadvantaged students	4, 5

Groups intervention to raise achievement and develop self-regulation and well-being. Anxiety workshops for Y10 and 11	The Smart Collaborative (Dave Vaughan) BOSS programme – Year 8/9 Boys Raising Achievement Workshop 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. Small group session delivered 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. Intervention group led by Haseeb Nawaz, Switch Lanes. 6 weeks programme to support Pakistani boys in years 7,8, 9 and 10. Questionnaires used to establish need and review evaluation at end of each programme.	4, 5
Alternative Provision tutor to support and prevent PA and SA for disadvantaged students	Specific role in the school to support PA students. Interventions closely monitored and individual students tracked. Alternative Provision Tutor, based in CHA Alternative Provision works with students who are not attending school to ensure SA students are supported in their education and follow the same curriculum sequencing as other students, where possible.	1, 2, 3, 4, 5
Mindfulness course	Mindfulness course offered to students who are presenting with anxiety. Intervention to improve self-regulation and strategies to support mental health and well-being. Intervention led by Lead Counsellor.	4
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	Need analysis of students who require additional support and a safe space. Open-door policy throughout the school for specific students. EEF: Social and emotional learning EEF Tailored programme for individuals or groups of students through the Nurture group, the Emotional Coaching programme. Nurture group intervention (course for 6 weeks) for those students who need specific support in managing	4

	transition to secondary school, and the Year 8 group in need of continued support.	
Trip/visits/residential	Ensure students do not miss out on wider school opportunities from financial barriers. Financial support to parents to enable disadvantaged students to take part in extra-curricular opportunities, including residential visits.	4, 5
Revision materials, book, equipment	Curriculum leaders funding applications for additional financial help to support individual students or groups, ensuring full access to the wider curriculum opportunities and promoting inclusivity.	1, 2, 3
Additional careers meetings	Additional support for disadvantaged students to ensure all students are supported in their next steps post-16.	4, 5
Attendance Officer closely monitors and supports PP attendance (1 day per week)	Attendance Officer undertakes weekly close monitoring of disadvantaged group through the support of Year Leaders and Key Stage Leaders as part of the Attendance Strategy. Early identification of declining attendance with swift targeted actions.	4, 5
Other Extra-curricular clubs and trip support	Gov: Inclusive mainstream fund: best practice for schools - GOV.UK Curriculum Leaders use the opportunity to submit a funding bid to ensure targeted students have equal opportunity available to them at all times and not disadvantaged for financial reasons.	4
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. Parent meetings to maintain communication between school and home.	5

Total budgeted cost: £ 270,000

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 2025 to 2026 academic year.

% Attainment of Disadvantaged Y11 2026 outcomes

English 4+	English 5+	Maths 4+	Maths 5+
49%	26%	33%	14%
Science 4+	Science 5+		
42%	21%		

Good, broad curriculum in place and teaching in line with expectations. In the creative subjects, PP students thrive in all year groups, which build confidence and resilience as well as achieving academic outcomes. Creative subjects are popular in options; 86% of PP students choose at least one creative subject to study for GCSE.

Secure programme in place to support teaching with a clear emphasis on disadvantage. Further work to do around strengthening adaptations. Focussed work with some teachers to improve practice further.

Every student in Year 11 has a post 16 pathway identified.

All had individual careers interview including those who are severely absent.

6th form taster session for PP students.

100% of disadvantaged students have progressed to sustained education, employment or training.

This follows a similar pattern to last year's where 0% were NEET.

CHA PP students are prioritised, as far as is reasonably practicable, into the 6th form, even when target grades are not quite met.

Support given to students not coming into the 6th form, to enrol on other courses/pathways.

All SA students have a clear plan of action, with external agency involvement for all families.

Alternative provision has secured successful attendance for some students. Some students, who also hold an EHCP, have more appropriate education within the specialist sector.

All PA PP students are tracked closely, letters have been issued, interventions are in place to facilitate greater attendance, work with families and students.

PRAG in place and regularly updated; has had a positive impact on attendance management.

The newly appointed Attendance Officer, May 26, has had a strong impact and has quickly grasped the key challenges. Data used intelligently to ensure key students are targeted.

Tutors have supported the attendance strategy and regular calls has been achieved and made a positive difference.

Leaders regularly monitor and tackle low attendance strategically.

School Attendance Strategy in place and reviewed for May 26, with key KPIs.

Literacy programme

Whole school literacy every week, Y7 and Y8 have undertaken reciprocal reading and years 9 and 10 working on transcription skills, in line with strong foundational learning expectations.

Y11 English teachers delivered literacy skills for exam success.

Of the 5 PP students in Y11 following the programme, 3 students have increased reading age by average of 20.8 months.

Of the 22 PP students in Y10 following the programme, 17 students have increased reading age by average of 24.5 months.

Of the 3 PP students in Y9 following the programme, 3 students have increased reading age by average of 46 months.

Of the 6 PP students in Y8 following the programme, 3 students have increased reading age by average of 16 months.

Data table show GCSE outcomes for English, maths and science. See table on page 15.

CPD on PP strategy and how this is monitored in subject areas.

Data analysis for PP students identifying next step interventions, supporting materials and additional focus.

Seating arrangements personalised to meet individual need, work undertaken around adaptations, Know Your Class, SLT monitoring of PP students across the curriculum and supporting underachievement.

Focus book looks for PP students to monitor progress and outcomes. PP books are marked first and in more detail; priority marking.

96% of PP students use the library to support reading and to support learning.

No absent PP student cites a lack of equipment as a reason for not coming to school.

All PP students in school have the right equipment and wear the right uniform. No more than 5 pieces of branded uniform, PE uniform available to all to use and in cases where uniform is unaffordable, this is supported by the school.

77.8% of pupil premium students regularly take part in trips, visits, sports and performing arts and careers visits and 71% regularly take part in extracurricular activities in school.

Year leaders follow up meetings for PP families and ensure that progress checks are shared with parents. Remote meetings and phone calls are offered if this is a preferred means of communication.

SLT have taken on this role to prioritise engagement, working alongside year group leads, assistant year group leads and a newly appointed social and emotional intervention lead.

Well-being is a clear package with PP students prioritised. This is carefully monitored.

Alongside offering external Alternative Provision, have introduced a wider internal alternative provision package, 6th form mentors has been successful and there is counselling offered to students with PP students prioritised.

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
Online tuition for a small number of student unable to attend school	Academy 21

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 do not currently have any service students attending the Academy.
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/pupilpremium/Pupil_Premium_Guide_Apr_2022_1.0.pdf